

National Policy on Education—1986 Implementation Report



MINISTRY OF HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA
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PREFACE

After the National Development Council had approved the National Policy on Education, it was endorsed by Parliament in May 1986 and the Programme of Action for the implementation of the Policy in August that year. Finalisation of these documents has been hailed throughout the country. Members of Parliament, State Governments, Members of the Central Advisory Board of Education and other people interested in educational reform have been asking for information regarding implementation of the Policy.

For the Ministry of Human Resource Development, the last one year has been a period of formulation and finalisation of schemes based on the postulates spelt out in the new Policy, of consultation with State Governments, educationists and teachers, etc., and of making some major new initiatives towards educational reconstruction. All State Governments and Union Territory Administrations had likewise done their best to participate in the national endeavour for implementation of the new Policy.

This document presents a summary of what has been done by the Central Government and the various organisations connected with it, as well as by the State Governments and their agencies. I hope that it will be widely discussed and a feedback would be provided to us regarding what may be done to improve the quality and pace of implementation of the Policy.

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REPORT OF ACTION TAKEN ON THE IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION—1986

CENTRAL SECTOR

1. During the year (1986-87) the National Policy on Education was finalised after an intensive national debate. The Policy adopted by Parliament in May 1986 was followed up by an elaboration through the Programme of Action which was placed before Parliament and adopted in August 1986. The Policy and the Programme of Action give shape to the Address of the Prime Minister in 1985 when he declared that our educational system needed to be reconstructed as a dynamic force for national growth and integration and a national consensus of reform had to be built.

2. A major start has been made with some of the programmes such as the National Open University which has already initiated courses in Management and Open Learning systems. The Scheme of Navodaya Schools has been implemented and 205 schools have been opened. The Scheme of free education for girls upto the Higher Secondary stage has been implemented and the amounts State Governments/U.T. Administrations have had to forego on account of free education of girls have been reimbursed to them. An outline of the national core curriculum is at the stage of finalisation. NCERT has evolved national curricular framework in consultation with State Governments. Pending the launching of a Mass Movement for Functional Literacy, a beginning was made during the last summer vacation to involve 2 lakh college students, in functional literacy programmes on voluntary basis. A massive Teacher Orientation Programme was organised to cover 5 lakh teachers each year, during the summer vacation of 1986 and 1987. Schemes in regard to other important areas such as Operation Blackboard, Vocationalisation, District Institutes of Education and Training, Science Education and Non-Formal Education have been

formulated after intensive discussion with various agencies. Other major areas of implementation include removal of obsolescence and modernisation in Technical Education, establishment of Autonomous Colleges, consolidation and quality improvement in Higher Education, etc.

Central Advisory Board of Education

3.1 Conferences of State Education Secretaries and Education Ministers were convened on 13-14 February and 25-26 April, 1987. While the Conference in February discussed details relating to universalisation of elementary education, operation black-board, non-formal education and teacher training, the April Conference discussed vocationalisation of education. A meeting of the Central Advisory Board of Education was convened on 25-26 June to review the implementation of the NPE. Since a major responsibility in implementation of the NPE rests on the CABE, which is to review the progress of education from time to time and to appraise the extent and manner in which the Education Policy has been implemented by the Central and State Governments and other concerned agencies, and to advise regarding coordination between the Central and State Governments, as well as non-governmental agencies, seven Committees have been constituted to lay down guidelines for formulation of programmes and schemes as well as to monitor and evaluate the implementation of programmes envisaged in the NPE. These Committees relate to the following areas :

1. Elementary Education (including Operation Black-board and NFE).
2. Content and Processes of Education, particularly at the school stage.
3. Housing Facilities for Women Teachers.
4. Transfer of Teachers.
5. Vocationalisation of Education.
6. Scheduled Castes/Scheduled Tribes and other educationally deprived groups.
7. Management of Education.

4. Some of the programmes taken up as a part of implementation of NPE are briefly being given below.

School Education

5.1 Restructuring and Reorganization of Teacher Education

The scheme has the following 5 components:

- (a) Orientation of 5,00,000 teachers every year till 1990 to increase their motivation for implementation of the new Policy and to better equip them to play their role in the process of educational reform.
- (b) Setting up of 400 District Institutes of Education and Training (DIETs) as the pivotal institutions for quality improvement at the elementary stage.
- (c) Strengthening 250 secondary teacher training colleges for reorganisation of training of secondary level teachers and development of about 50 of them as institutions of advanced study in education.
- (d) Reorganization of State Councils of Educational Research and Training to serve as the catalytic resource agency primarily for restructuring of elementary education; and
- (e) Establishment and strengthening of Departments of Education in universities in order to encourage research, educational study and to prepare manpower needed for the reorganization of teacher education.

The mass orientation of teachers was taken up during the summer vacations of 1987. The deficiencies in the programme of the preceding year were remedied. The report received from the States show that this programme would come close to achievement of the target of training of 5.00 lakh teachers and its quality has also been considerably improved. Task Forces have been set up by practically all States and UTs for preparation of detailed programmes under (b), (c) and (d) above. Carefully formulated guidelines have been provided for preparation of projects for establishment of DIETs and improvement of Secondary Teacher Training Colleges.

Non-Formal Education

5.2 The scheme of non-formal education (NFE) introduced during the Sixth Five Year Plan as a Centrally assisted scheme in 9 educationally backward States, namely, Assam, Andhra Pradesh, Uttar Pradesh, Madhya Pradesh, Rajasthan, Jammu & Kashmir,

West Bengal, Bihar and Orissa, to which now would be added Arunachal Pradesh has since been reorganised and expanded. Under the revised scheme, assistance will continue to be given to these 10 States for running NFE centres in the ratio of 50:50 and 90:10 for general NFE centres and NFE centres for girls respectively. In addition, assistance will now also be given to States, other than the educationally backward States for NFE programmes for children in urban slums, hilly, desert and tribal areas and projects for education of working children.

5.3 It is proposed to take positive measures to involve in NFE as many voluntary agencies and panchayati raj institutions as possible, which can suitably take up this programme. It is also proposed to improve the existing administrative arrangements for support to voluntary agencies. Assistance to voluntary agencies for setting up and running non-formal education centres will continue to be given on 100% basis. The experience in the earlier scheme for non-formal education has shown that the scheme has not been able to encourage and motivate voluntary agencies in the country even though 100% assistance was assured to them under the scheme. One of the reasons for this has been a somewhat restrictive nature of the programme available for them and the long procedures which apply under the scheme. Consequently, the scheme for assistance to VAs has been revised in January 1987. In the revised scheme the desired flexibility has been provided to the VAs in the design of the programme and in conducting it. Also the procedures for sanction and disbursement of grants to them have also been streamlined so that there is much less delay in processing of their cases and in disbursement of grants to them.

5.4 The essential features of the scheme of NFE are organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs, and decentralisation of management. It is proposed to implement the programme on a project basis with a project being generally co-terminus with a CD block. Each project would have about 100 non-formal centres.

5.5 Revised guidelines have been formulated and sent to the State Governments on 15.5.87 for making proposals in project form. A number of discussion meetings have been organized with representatives of State Governments to expedite

implementation of the modified NFE programme.

Operation Blackboard

5.6 The National Policy on Education 1986 envisages a Centrally financed programme to ensure provision of essential facilities in primary schools. Operation Blackboard envisages (i) two reasonably large rooms that are usable in all weather; (ii) necessary toys and games material, blackboards, maps, charts, and other learning materials; and (iii) a second teacher preferably a woman, in all single teacher schools. It is proposed to cover 20% of community development blocks/municipal areas in 1987-88, 30% in 1988-89 and 50% in 1989-90.

5.7 This scheme has been approved by the Government after detailed consultations with the States and a note indicating salient features of the scheme has been sent to all States/UTs on 26th May, 1987. The States have been advised to see that no district is left out and preference is given in selection of blocks to educationally dis-advantaged blocks having concentration of SCs and educationally disadvantaged STs and minorities. As regards municipal areas the States have been advised to adopt their own selection criteria.

5.8 Survey of the selected blocks in practically all the States has been completed. NCERT has developed a survey proforma to ascertain availability of each of these items in every primary school in the identified blocks. The deficiencies ascertained in this survey would form the basis of block level projects which will form the basis for sanction of the programme in that block. For the years 1988-89 and 1989-90, the NCERT has been requested to take up the survey in continuation of and along with the Fifth Educational Survey. The Indian Bureau of Standards (earlier known as ISI) has developed specifications, in consultation with NCERT, in respect of the items to be supplied. State Governments are revising the procedures for purchase of good quality equipment and to facilitate their utilisation.

Vocationalisation of Education

5.9 The National Policy on Education 1986 gives high priority to the programme of vocationalisation of education. It has laid down the target of 10% diversification of students at the higher

secondary stage to the vocational stream by 1990. The Programme of Action has suggested 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, evaluation and monitoring of the programme, etc. A detailed scheme has been drawn up in consultation with the State Governments. The scheme will be finalised and its implementation started by the end of September 1987.

Environmental Orientation to School Education

NCERT has already been engaged in developing curricula, syllabi, textbooks, supplementary readers etc. with a view to inculcating environmental awareness in students. In order to develop a specific programme for promotion of environment education, a meeting was organised under the Chairmanship of Secretary, Department of Environment, Wildlife and Forests on 21.1.1987. The meeting recognised the need for review and revision of curriculum to make it locale-specific, preparation of curricular and extra-curricular materials, conducting environmentally oriented teacher training programmes and undertaking various environment related activities. A work plan has been prepared under which it is proposed to assist State Governments/UT Administrations for taking up various environment related activities, setting up of school clubs in view of curriculum and preparation of instructional materials. It is also proposed to involve voluntary organisations for experimental and innovative programmes in school environment education.

2.2.2.1. Environment Education in Schools

For the implementation of his programme NCERT set up a committee under the Chairmanship of Prof. Yash Pal. The committee has recommended that implementation of environment education in schools is possible only when the following conditions are met. In order to enable the teachers to carry out the programme, the following conditions should be met:

training. A scheme has been prepared under which it is proposed to provide science kits developed by NCERT and other agencies to upper primary schools, upgrade the science laboratories in secondary and higher secondary schools which do not have properly equipped laboratories, strengthen libraries, start an intensive programme of training of science teachers, setting up of District Science Resource Centre, etc. It is also proposed to assist voluntary and non-governmental agencies for experimental and innovative programmes for promotion of science education in schools.

Integrated Education for the Disabled Children

5.12 The National Policy on Education 1986 has recommended that the education of children with mild handicaps be common with that of other normal children in common schools. A Centrally Sponsored Scheme of Integrated Education has been in operation since 1974-75. As recommended in the Programme of Action, the scheme has been reviewed in consultation with technical experts and the revised scheme, which has now been cleared at all levels, will be implemented with immediate effect.

Core Curriculum and Instructional Material

5.13 The National Policy on Education 1986 envisages a National System of Education based on a national curricular framework which contains a common core alongwith other components that are flexible. It will be centred around certain essential learning outcomes, more or less, common for all learners and will provide comparability in the expected attainments of learners and standards of education throughout the country. An important aspect of core curriculum is its emphasis on instilling a nationally shared perception and values and creation of an ethos and value system in which a common Indian identity could be strengthened. NCERT has initiated action for evolving curriculum guidelines and syllabi for different stages of school education. The draft curriculum guidelines and the syllabi prepared by NCERT were discussed with the representatives of some of the Boards of Secondary Education and State Departments of Education in States/UTs. These guidelines indicate details of the various aspects of the

core curriculum. The Council has also prepared exemplar materials on some of the Core Curricular areas such as struggle for freedom, natural resources and their conservation, environment, women's role in India's struggle for Independence, removal of sexist bias, value-oriented education, observance of small family norm etc.

5.14 NCERT has also initiated on a large scale the process of developing instructional packages, including textbooks for Class, I, III and VI for introducing them into the school system from the academic session 1987-88 itself. The new instructional packages, including textbooks, based on the new core curriculum for Class II, IV, VII, IX and XI are proposed to be introduced during the academic session 1988-89 and the revised instructional packages including textbooks for Class V, VIII, X & XII during the academic session 1989-90. It is proposed that Kendriya Vidyalayas and the Navodaya Vidyalayas, which use NCERT textbooks, will start introduction of the new instructional packages during the year 1987-88. The States/UTs which would adapt or develop their own instructional packages based on the NCERT textbooks would commence introduction of new instructional packages for the academic session 1988-89 and complete the cycle of introduction of revised instructional packages during the academic session 1990-91.

Educational Technology

5.15 Education technology is seen in the NPE as a powerful tool for improving the education in schools all over the country. The Policy envisages that the benefits of technology reach far flung areas simultaneously with the better connected areas. On the basis of the provisions of NPE/POA and in the light of consultation held with State Governments a revised scheme has been worked out by the Ministry. It envisages supply of radio-cum-cassette players to all elementary schools in the country and supply of TV sets to 1,00,000 schools in the country. A major effort will be made in software generation by improving the production systems in the SIETs-CIETs, by setting up a foundation for ETV, and by involving expert groups in non-Government sectors. The scheme is under consideration of the Government for approval.

Computer Literacy and Studies in Schools (CLASS)

5.16 CLASS started as a pilot project in 250 schools in 1984-85. It was extended to 500 more schools in 1985-86 and another 500 schools in 1986-87. It was subjected to evaluation through the Space Application Centre, Ahmedabad in 1985-86. In the light of the evaluation a review has been undertaken to work out the hardware and software choices and appropriate management system. The details of the revised scheme have been worked out in consultation with the Department of Electronics. This matter has been discussed on a number of occasions with DOE, CMC and SCL. It has been decided that under the revised scheme the responsibility for hardware will rest with DOE and of the rest of the components of the project with the Department of Education. Some of the salient features of the revised scheme, which is expected to be finalized very soon, are:

- (a) Coverage of 13,000 higher secondary schools by 1990;
- (b) Supply of at least 5 systems in each school;
- (c) Transaction of the programme at +2 level and integration of the programme with the curriculum after 1990;
- (d) Resource support to schools through about 150 regional and local resource centres.

Adult Education

6. In accordance with the National Policy on Education and Programme of Action the entire adult education programme has been reviewed and a comprehensive programme viz., National Literacy Mission (NLM) has been prepared. The following specific activities have been undertaken for the implementation of NLM.

(i) *Review of Existing Schemes:* On the basis of the study of past evaluations and after consultations with the States, the Rural Functional Literacy Project pattern has been revised. In the revised scheme better provision has been made for teaching/ learning material, training of functionaries, reduction of span of supervision from 30 Adult Education Centres to 8-10 Centres and institutionalising of continuing education through Jana Shikshan Nilayams (JSN).

(ii) *Special review of Shramik Vidyapeeths:* The scheme of Shramik Vidyapeeths has been reviewed from the point of view of

the demands on these Vidyapeeths in the context of NPE/POA. Specific area of action for them, as distinct from the activities of Workers' Education Programme of Labour Ministry have been delineated and necessary changes required in the whole management system spelt out.

(iii) *Mass Programme*: This programme was started in May 1986 with the participation of about two lakh student volunteers. They adopted 4.20 lakh adult learners. It is expected that 3 lakh students have participated during the summer of 1987. Training film "YOU CAN DO IT" has been prepared and sent to all concerned. Six lakh special Self-Learning Literacy Kits have been developed, printed and delivered.

(iv) *Task Forces for NLM*: Ten Task Forces were set up to work out details on the following areas: National Authority of Adult Education, National Institute of Adult Education, Media, State Resource Centres, Process of Technology Demonstration, Management Information System and Evaluation, Youth Training, Jana Shikshan Nilayam and Supervision, Training of Instructors/Preraks, and Adult Education for Women's Equality. The reports of the Task Forces have been received and action on them has been initiated.

(v) *Voluntary Agencies*: Consultations with State Governments were held to review the involvement of voluntary agencies and to evolve procedures to facilitate their involvement. Statewise teams have been set up, consisting of an expert, a representative of the Ministry and a representative of the State Government, to review the functioning of the existing voluntary agencies in each State. The review is expected to be completed by 15 September 1987.

(vi) *Spatial Planning*: State Governments have been requested to introduce spatial planning of each district indicating area approach, clear time-targets, agency identification, accountability and resource planning. Directorate of Adult Education has developed illustrative model of spatial planning for Dadra & Nagar Haveli, which has been sent to State Governments.

(vii) *Population Education*: The new strategy under this programme is to integrate population education with the adult education programme. The integration is envisaged in the preparation of teaching learning materials, special training

material, post literacy and evaluation. The integrated programmes have been started in five States, viz., Bihar, Maharashtra, Rajasthan, U.P. and West Bengal. The other States will be taken up this year.

(viii) *Training*: A revised training manual emphasizing the participatory approach has been prepared and sent to the press. Space Application Centre, Ahmedabad has been assigned responsibility for production of 12 training films which will enable the instructors to implement the motivation-oriented Adult Education Programme envisaged in National Literacy Mission.

(ix) *Study of Rapid Literacy Learning Methods*: Information of rapid literacy learning methods being practised by Adult Educators has been collected:

Hindi	— 5	Marathi	— 1
Urdu	— 2	Telugu	— 1
Gujarati	— 1	Malayalam	— 1

Preliminary study of seven methods has been completed. Directorate of Adult Education is studying these methods for standardisation and for integrating them with functionality, awareness and promotion of national values.

(x) *Installation of Solar Panels/Batteries*: Five projects have been identified—one each in Bihar, Kerala, Maharashtra, Rajasthan and U.P.—for setting up Solar Panels in all the Adult Education Centres in each project. It is expected that these Solar Panels will be installed by September 1987. The Department of Non-Conventional Energy Sources will instal, operationalise and maintain these projects. Joint groups consisting of representatives of DNES, State Directors and Adult Education and Project Officer will monitor and evaluate the efficacy of the Solar Panels.

Education for Women's Equality

7. 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;
- In the massive programme of teacher training there are special modules on women's equality;

- The existing textbooks are being screened to avoid sexist bias.

7.1 A Project entitled "Education for Women's Equality" based on NPE and POA to be implemented in ten selected districts in the current year has been formulated. Details of the Project will be worked out 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) The participation of girls at the elementary stage can be substantially enhanced by provision of support services, provision of local women teachers and effective non-formal education programmes. This project will take responsibility for ECCE 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 (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.
- (iv) 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.

7.2 This programme will be periodically reviewed and on the basis of the assessment improvements will be made in it, and decision will also be taken to expand it in other districts.

Language Development

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

- the need for 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; and
- the promotion of inter-disciplinary research in Sanskrit and Indology.

8.1 Necessary measures are being taken in pursuance of these thrust areas. The progress made so far is as under:

- (i) Programme of Action has recommended that pattern of central assistance be restored from 50 to 100 per cent for appointment of Hindi teachers in Non-Hindi speaking States. Necessary processing has been done in this regard.
- (ii) With a view to undertaking a study of language attainments of students, the work relating to the designing of tests for English proficiency for school level stage 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 work on the first version of the English language proficiency test has since been started by these two institutions.
- (iii) A detailed scheme for appointment of South Indian language teachers in Hindi speaking States to facilitate implementation of three-language formula has been

prepared. Under this scheme 100% assistance will be given to the Hindi speaking States/UTs for appointment of teachers of South Indian languages viz., Tamil, Telugu, Malayalam and Kannad. The scheme will be implemented from this year.

- (iv) Rashtriya Veda Vidya Pratishthan has been set up in March 1987 for preservation, promotion and propagation of vedic learning.
- (v) The meeting of eminent educationists and Sanskrit scholars was held under the Chairmanship of Minister of Human Resource Development at Tirupati on 30.1.87. As a result of this meeting several proposals have emerged for popularisation and promotion of Sanskrit education at different levels such as schools, colleges, universities, traditional colleges, etc.

Technical Education

9. After the adoption of NPE/POA, further discussions were organised at various forums for the purpose of creating awareness of the national commitments and for outlining the planning and implementation task. Attempts were also made through these discussions to streamline the mechanism for breaking the task into viable programme and schemes.

Central and Centrally Sponsored Institutions

9.1 All Central as well as Centrally Sponsored institutions (for example, IITs and Regional Engineering Colleges) were asked to prepare their own programme of action for implementation of the Policy. The institutions have prepared a perspective plan covering remaining years of the 7th Plan as well as the tasks for the 8th Plan. Financial allocations as well as other resources are being examined and provided on the basis of these documents. This would ensure that all the activities of the institutions are constantly guided by the imperatives of the new policy.

Action points in Programme of Action

9.2 The Programme of Action for the technical education sector would necessitate launching of about 40 new schemes in the coming years. Of these, 23 schemes are being launched this

year. Some of these schemes have been combined to ensure better coordination. The new schemes and the targets which are proposed to be achieved are given below:

- Strengthening of existing institutions and establishing new institutions for non-corporate and unorganised sectors. The target is to establish one centre in each State during the 7th Plan period.
- Grant of autonomy to selective institutions. The target is to institute the scheme at 15 Engineering Colleges and 35 Polytechnics during the Plan period.
- Establishing/strengthening State level Curriculum Development Centres. The target is to set up Resource Centres in the existing (12) Centres and establish one centre each in the remaining States.
- Restructuring degree/diploma courses on a flexible modular pattern. The target is to cover one engineering college and two polytechnics each in 25 States within the 7th Plan period. New courses will also be offered in specialized areas.
- Establishing residential polytechnics for women. The target is to establish 4 such polytechnics—one in each region during the 7th Plan period.
- Strengthening of continuing education programmes in selected institutions, setting up one Continuing Education Cell each in 25 States by the end of 7th Plan period, and setting up Departments of Continuing Education and Distance Learning in selected institutions.
- Industry Institution Interaction. The target is to undertake 50 projects during the 7th Plan.
- Hostel accommodation for students. The target is to provide 150 hostels during the 7th Plan.
- Providing Staff Quarters. The target is to cover 25% of the staff during the 7th Plan period.
- Establishment of Indian Institute of Technology, Assam, by the end of the 7th Plan.
- Longowal Institute of Engineering and Technology, to be established by the end of the 7th Plan period.
- R&D selected institutions. The target is to cover 70 institutes in the 7th Plan.

All India Council for Technical Education Bill

9.3 The National Policy on Education stated that All India Council for Technical Education will be provided statutory authority. In pursuance of this, a National Working Group, Task Force and some other Discussion Groups have worked to arrive at the objectives of the new Bill, structure of the new AICTE, its powers and functions and linkages with other organisations. The Bill is expected to become law during 1987-88. This is a major development inasmuch as AICTE has existed for over four decades and for more than two decades the need for giving statutory status to AICTE has been articulated at various levels. When the Bill is passed, it will be possible for the AICTE to ensure coordinated planning of the technical education system, to promote qualitative improvement and ensure the realisation of norms prescribed by it and also to prevent aberrations in admission to institutions on the basis of capitation fee without regard to merit.

Higher Education

10. *Revision of pay-scales of teachers in University and College and other measures for maintenance of standards in Higher Education.*

In fulfilment of the constitutional responsibility for coordination, determination and maintenance of standards in higher education, the Central Government and the University Grants Commission have been taking several measures for improvements in the quality and standards of teaching and research in the universities and colleges. As a part of these efforts, the pay scales of teachers have been revised from time to time in order to attract and retain talents in the teaching profession. The National Policy on Education-1986 also lays emphasis on the need to improve the pay and service conditions of teachers as well as other measures to improve the system of selection of teachers, their accountability and performance. On the basis of the recommendations of the Mehrotra Committee, set up by the University Grants Commission to go into these matters, and the Commission's recommendation, the Government of India have decided to revise the pay scales of teachers in universities and colleges with effect from January 1, 1986. The

vised scales are being implemented in Central Universities and institutions financed by the Central Government. The State Governments have been requested to consider the scheme for adoption so far as the teachers in the State Universities and colleges are concerned. The State Governments have been offered financial assistance to the extent of 80% of the additional expenditure involved in the revision of pay scales for the period from January 1, 1986 to March 31, 1990.

Open University and Distance Education

10.1 The Indira Gandhi National Open University (IGNOU) has started two diploma courses in Management and Distance Education in January 1987. Preparatory work for the introduction of diploma programmes in rural development, creative writing and computer science is nearing completion. The University has announced an Entrance Test to be held in September 1987 for those who have not qualified in Higher Secondary Examination for admission to its first Degree Programme. The candidates who qualify in the entrance test, will have to do a preparatory course before they are admitted to the regular Degree course. The University has so far set up a network of 26 study Centres and 4 Regional Centres.

10.2 The University has suggested certain guidelines for establishment of new open universities by the State Governments and for co-ordinating their programmes and activities with those of the IGNOU. These guidelines envisage a net-working of all the Open Universities in the country with the IGNOU so that the programmes and resources can be pooled together.

UGC PROGRAMME

Autonomous Colleges

10.3 Guidelines as per NPE-POA were framed and circulated to all universities/colleges/State Governments. Proposals of 36 new colleges (7 Andhra Pradesh, 24 Tamil Nadu, 4 Rajasthan, 1 Madhya Pradesh) have been approved for grant of autonomy; 29 proposals are under consideration. Dialogue is taking place with State Governments and universities, besides orientation programmes for State Government officials, University officials

College Principals are being organised.

Design of Courses

10.4 The scheme of restructuring of courses has been introduced by the UGC with a view to making the first degree courses more relevant and to link education with work/field/practical experience and productivity. 31 universities have introduced the scheme of restructuring of courses in colleges. 24 Curriculum Development Centres have been set up in the university system for a continued review of curricula.

Strengthening Research & Development

10.5 Modern computer based information centres have been set up at Bangalore, Bombay and Baroda. A national centre in Nuclear Science is being established at JNU as a central facility for the university system, centres in Astronomy as national facilities at Osmania and Poona universities are under consideration. 62 Departments are being assisted under the scheme of strengthening infrastructure in Science and Technology. 38 more departments have been provisionally identified. The feedback received so far indicates that the COSIST Programme is proving very effective.

Improvement in Efficiency

10.6 93 universities have been sanctioned computer facilities and it has been agreed to provide assistance to 200 colleges for the installation of computers. The computers would also be used for maintenance of students records, accounts and other data required for administration and management.

Making the System Work

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

(ii) The Commission appointed a Task Force in which representatives of All India Federation of University and College Teachers Organisation have been included to work out the

details for Code of Professional Ethics and evaluation of teachers.

Media and Educational Technology

10.8 The University Grants Commission has taken the initiative to utilise the time slot given for higher education and televising the TV programmes on higher education entitled "Country-wide class room". 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 requirement for higher education.

National Testing Service and Delinking of degree from jobs

10.9 A detailed project report has been prepared for the establishment of a National Testing Service (NTS). The major functions proposed for the NTS are:-

- (i) 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.

- (v) The NTS will function as a 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.

10.10 The tests to be administered by the NTS will be voluntary and candidates may appear in these tests at their free will. Those who are certified eligible for specified jobs, may still have to go through the process of selection by the concerned employers. It is, however, expected that the employing organisations/institutions will take note of the Certificate of Competence and Proficiency awarded by the NTS and that candidates who have secured such certificates will be given employment.

10.11 The NTS is proposed to be established as an autonomous organisation. The details of the management and organisational structure of the NTS are being worked out. The NTS is expected to become operational during 1987-88.

Establishment and Development of Rural Universities/Institutes

10.12 A detailed Project Report for the establishment and development of rural universities/institutes has been prepared. The Project Report envisages:

- (i) The new pattern of rural institutes will be community based. One of the major activities will be micro-level planning at grass-root level.
- (ii) The academic programmes of the institutes will be work-oriented with emphasis on employment and self-employment.
- (iii) The institutes will evolve a strategy of integrating research and extension.
- (iv) The programmes of the institutes will be flexible and will emphasise the total development of human resources, especially to meet the needs of the rural areas.
- (v) A Central Council of Rural Institutes shall be set up to develop the programme of establishment and development of rural institutes and to promote Gandhian basic education at all levels.

The strategy for development of rural institutes would include establishment of single, multi-sector institutes, polytechnic institutes, etc. as well as the secondary

agencies and support for introduction of specific programmes of education and training related to the needs of rural areas.

10.13 The proposal to establish a Central Council for Rural Institutes as recommended in the project Report is under examination. It is expected that this Council will become operational before the end of the current financial year. Details of the programmes to be implemented will be worked out by the Council.

Promoting equality of opportunities for SC/ST and educationally backward minorities

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

- (i) A scheme of providing remedial and special coaching for upgradation of merit of SC/ST students has been formulated. The special coaching scheme is intended to help SC/ST children to achieve better grades in their examinations and also to prepare them for professional courses.
- (ii) Pre-Matric Scholarships for children whose parents are engaged in the so-called unclean occupations, like scavenging, tanning, flaying etc., are being provided at present to students only in classes VI to X. The rate of scholarships has been increased from Rs. 145 per month to Rs.200 per month with effect from 1986-87 and the income limit of parents has been increased from Rs. 500/- per month to Rs.1000/- per month.
- (iii) Under the scheme of assistance for construction of hostel buildings for Scheduled Caste and Scheduled Tribe girls, the ceiling cost of construction per hosteller which was Rs. 7150/- for plain areas and Rs. 7790/- for hill areas has been increased to Rs. 12,775/- and Rs. 17,125/- respectively.
- (iv) A High Level Committee set up in the Ministry of Welfare for upward revision of rates of scholarships, increasing the income limit of parents, streamlining procedures, and tilting the rates in favour of professional

courses has submitted its report. Among other things, the Committee has suggested simplification of procedures and payment of scholarships through bank draft so as to avoid any possible delay in payment.

- (v) Ten Community Polytechnics have been located in minority concentration areas with a view to extending benefits of vocational and skill training to persons belonging to educationally backward minorities.

Resources for Education

12. Investment in education as percentage of national income (Net National Product) in the year 1985-86 is estimated to be 3.7 per cent. This, however, constitutes only public expenditure on education and does not include non-government institutional and private expenditure. In NPE it is mentioned that from the Eighth Plan onwards the outlay on Education will be more than 6% of the national income. To achieve this goal, it is estimated that in the year 1989-90 (the last year of the Seventh Five Year Plan) about Rs. 14,400 crores should be available for Education Sector (Centre and States. Plan and Non-Plan) as against Rs. 9,679 crores at present.

12.1 The Plan outlay for education which was 7.2 per cent in the first Five Year Plan declined to 2.6 per cent in the Sixth Five Year Plan. This declining trend was arrested in the Seventh Plan. The outlay for education was enhanced to Rs. 6383 crores from Rs. 2524 crores in the Sixth Plan. This constitutes 3.5 per cent of the total Seventh Plan outlay. While the total Seventh Plan outlay in the overall public sector increased by 84.6 per cent over the Sixth Plan, the increase in Education Sector has been of the order of 153 per cent. Against a provision of Rs. 2389 crores in the Central Sector and Rs. 3994 crores in the State Sector, Rs. 1658 crores have been spent in the Central Sector and Rs. 2469 crores in the State Sector during the first three years. The expenditure on education (Centre only) during the first two years of the Seventh Plan 1985-86 and 1986-87 has been respectively Rs. 252.24 crores and Rs. 315.18 crores. As against this, Plan outlay for the Department of Education (Government of India) for the year 1987-88 is Rs. 824.57 crores. The step up over the outlay for 1986-87 is of the order of Rs. 134.26 per cent. This is portent of the manner in which the Central Government will adhere to its

commitment in regard to investment in Education.

12.2 The implementation of the National Policy on Education and the Programme of Action has necessitated initiating several new programmes and increasing tempo of existing ones to meet the broad policy thrusts and priorities. The National Policy on Education has stated that resources to the extent possible will be raised by mobilising donations, asking the beneficiary communities to maintain school buildings and supply of some consumable goods etc.

12.3 Even admitting that the State Governments are in a position to raise non-budgetary resources for education to some extent, the plan outlay for education shall have to be re-examined during the mid-Plan review, due this year, to step up investment on education keeping in view the broad objectives of the NPE. If the current year's outlay on education (Central Sector) is any indication of what may be provided in the last two years of the Seventh Plan, the actual outlay will far exceed the original outlay of Rs. 6383 crores.

STATE SECTOR

The National Policy on Education 1986 (NPE) has envisaged that the implementation of the policy will be a co-operative effort between the Centre and the States with the full involvement of the community, including the teachers. The Prime Minister wrote on 30.7.86, to all Chief Ministers of States and Lt. Governors/Administrators of UTs to set up Cabinet and Official Level Committees to coordinate and monitor the implementation of NPE. Thereafter several exercises have been undertaken to prepare schemes, projects and obtain approvals in respect of them. Policy implementation has been discussed at the meetings of the State Education Ministers at New Delhi in February and April, 1987. The Central Advisory Board of Education (CABE) also reviewed the Policy implementation on June 25-26, 1987 at New Delhi. High Power Committees have been set up by almost all the State Governments and UT Adms. to monitor the NPE. Seven CABE Committees have been set up at the Centre with active representation of the States to monitor the thrust areas of the NPE. Statewise position of the work done in respect of implementation of the NPE is given as under:-

1. Andhra Pradesh

1.1 A Cabinet Sub-Committee and a High Level Committee have been constituted to oversee the implementation of the National Policy on Education 1986.

1.2 S.C.E.R.T. conducted orientation training programmes during 1986-87. The total number of teachers trained in school subjects and activity areas at Primary and Upper Primary levels is 5900.

1.3 The curriculum of school subjects have been revised. As a part of Curriculum revision, a review of textual materials has been taken up. It is necessary to mention that the syllabus in Mathematics and Sciences for Classes I to X has been revised and modernised.

1.4 Similarly, the syllabus of three languages has been revised. According to this revision, English is being introduced from Class

VI onwards from 1987-88 and Hindi from Class VIII onwards.

1.5 The State Government has taken steps for improvement of the environment in the Primary Schools by providing school buildings, furniture, equipment and teaching staff. Similarly it is proposed to appoint 2000 Women teachers for strengthening the existing single teacher schools and also open 500 new schools to achieve the targets of enrolment of 5 lakhs children at Primary stage.

1.6 At present Vocational courses are offered in 345 Schools (15 schools in each district) in all the 23 districts of the State.

1.7 4 Navodaya Vidyalayas have been opened during the year 1986-87. Sanction for the establishment of 8 Navodaya Vidyalayas during 1987-88 has also been accorded.

1.8 The Government established the Commissionerate of Higher Education to advise the Government in matters relating to Higher Education in the State and to oversee its development with perspective planning.

1.9 The proposals for reconstituting the State Board of Adult Education, District level and Project level Committees are under consideration of Government.

1.10 The Directorate of Higher Education under the Welfare Programmes for the benefit of SC students, has introduced book banks scheme and special coaching programme. Further, it is also proposed to construct SC hostels, to provide infrastructural facilities to the existing Govt. Junior Colleges in SC & ST areas and to open new Residential Junior Colleges for the benefit of the tribal students.

2. Arunachal Pradesh

2.1 A Cabinet Sub-Committee to oversee the implementation of the National Policy on Education has been constituted. An Official Level Committee has also been constituted.

2.2 Massive Training Programme under the scheme of National Inservice Training Programme of teachers was undertaken to train 616 teachers during 1986-87. 560 teachers of Primary and Secondary Level attended the training programme. The key persons and Resource Persons have already been trained to train the teachers at District Headquarters during the current

2.3 72 Non-formal Education Centres have been opened for the children who cannot attend classes in the schools. More Lady Teachers have been appointed to attract girl students to school and to look after them.

2.4 Action has been initiated under the scheme Operation Blackboard. 762 schools which need minimum two classrooms and toilets for girls and boys have been identified.

2.5 In 1986-87, 200 teachers were appointed for the single teacher schools in Arunachal Pradesh. During the current year 741 Schools are being provided lady teachers.

2.6 Vocational courses have been introduced in 4 Higher Secondary Schools at + 2 stage.

2.7 Several vocational courses have been identified for introduction in 11 Higher Secondary Schools.

2.8 One Navodaya Vidyalaya was established at Hunli in Dibang Valley District in 1986-87. This year 4 more Navodaya Vidyalayas would be established at Seppa, Daporijo, Tezu and Tissa.

2.9 Village Education Committees are being formed in all the villages to run and manage the schools smoothly. Local Community has also been involved to share the financial burden of the State.

3. Assam

3.1 A Cabinet Sub-Committee under the Chief Minister, and a High Level Committee of Officers under the Chief Secretary, have been set up to monitor and oversee the implementation of New Education Policy.

3.2 16,000 teachers at elementary and secondary school level have been oriented by the SCERT. Education survey and mapping work has been started; compilation of district reports are in progress. The State SCERT has already prepared a new curriculum from class I to Class IV on the line of the national curriculum frame-work.

3.3 It has been decided to construct 3302 school buildings out of funds made available under the 8th Finance Commission Award. 700 additional teachers have been provided in single teacher schools.

3.4 Mass Programme of Functional Literacy was launched by

involving volunteers from colleges under the Guwahati University. Guidelines have been formulated to establish school complexes at the districts under the supervision of Inspector of schools. A Regional centre of Indira Gandhi National Open University in the State is being established.

4. Bihar

4.1 During the summer vacation of 1986, 30, 531 Primary school teachers have been imparted orientation training. SCERT has taken steps for the sample survey of the 20 per cent of blocks and municipalities for providing threshold facilities under Operation Blackboard. The curriculum from Class I to X has been designed in accordance with the Key-note of NPE and the draft curriculum proposed by the NCERT. Two Ashram Vidyalayas for the Scheduled Castes and sixteen such vidyalayas for the Scheduled Tribes have been established.

4.2 Construction work of 2,000 Primary schools under RLEGP is nearing completion. Construction of 300 Girls High School buildings has been taken up for which funds have been sanctioned. Construction of 3,799 Primary Schools are in progress for which funds have been released.

4.3 32,500 NSS and Non-NSS students belonging to all the 10 Universities of the State have been involved in the Mass Programme for Functional Literacy (MPFL).

4.4 43 institutions have been selected for vocationalisation of education at the +2 stage. The choice of the vocational courses has already been made with reference to each school taking note of training facilities and local needs. Curriculum for each course has been finalised in consultation with NCERT etc.

4.5 7 Navodaya Vidyalayas have been established in the State. An Ordinance has been promulgated for the establishment of an Open University at Nalanda. The establishment of autonomous colleges in each of six Universities of Bihar is under the active consideration of the State Government. The Inter-University Board is being upgraded to State Council of Higher Education. State Advisory Board of Education (SABE) on the pattern of CABE is in advanced stage of formation.

5. Goa

5.1 A High Level Committee has been constituted under the

Chairmanship of the Chief Secretary. A State Level Programme of Action has been drawn up.

5.2 1198 teachers at the primary, middle and secondary stage of school education have been trained during 1986-87. Preliminary action for holding the National Educational Survey has already been taken. New buildings have been constructed for 20 primary schools and construction of another 30 buildings is in progress.

5.3 A Report on vocationalisation of school education has been prepared. One Navodaya Vidyalaya has been established at Canacona.

5.4 Action has been initiated to establish DIET at Bicholim. A Directorate of Technical Education has been set up and the course syllabi in engineering and other technical institutions is under revision.

5.5 Government has enacted a comprehensive Education Act and the Rules are being framed. Norms of performance have been worked out. Code of Conduct for teachers and the students has been prepared.

6. Gujarat

6.1 A Cabinet Sub-Committee under the Chairmanship of Finance Minister and an Official level Committee under the Chairmanship of Chief Secretary have been set up to monitor the implementation of NPE-1986. A special scheme for attaching pre-primary sections to existing primary schools in selected areas has been approved by the Cabinet Sub-Committee. A Committee has also been set up to coordinate public contributions and also to activate voluntary agencies for the construction of class rooms.

6.2 A Scheme has been prepared to identify specific primary schools for upgradation so that these schools can operate within their own budget as independent entities.

6.3 A special Committee was appointed to report on the issues covered in the programme of action. The report has since been received.

6.4 2 Navodaya Vidyalayas have started functioning in the state. The Government has appointed a special Commission under the chairmanship of ex-chief Justice to go into the working of Secondary Education Act. The report of the Commission is under examination and decision on the recommendations will

be taken soon.

6.5 A Tribunal has been set up on 23.1.87 for redressal of grievances of private Primary school teachers. A new scheme has been launched for setting up Residential schools specially for Scheduled Castes and Scheduled Tribes students. 10 such schools have already started functioning from this year. Government has constituted a Committee consisting of 5 members for suggesting innovative ideas in the field of adult education.

6.6 984 teachers from Gujarat were deputed to participate in the workshop for Western Region so as to enable them to work as resource person for teachers training at various places. 2800 teachers from secondary schools and 23000 teachers from primary schools were imparted training during the year.

7. Haryana

7.1 A Cabinet Sub-Committee under Minister of Education and an official level Committee have been set up to monitor the implementation of NPE. 10,000 teachers have been imparted orientation training during the summer vacation of 1986. Staff has been appointed to conduct educational survey and school mapping exercises. Syllabus has been revised for classes I to V in accordance with the national curricular framework prepared by NCERT.

7.2 The programme of construction of school buildings under NREP/RLEGP schemes has been accelerated. Action has been initiated to identify 20 percent C.D. Blocks and municipal wards for coverage under Operation Blackboard. 3 Navodaya Vidyalayas are functioning at present and a survey of the remaining districts is under way to cover all the districts as per National Policy on Education.

8. Himachal Pradesh

8.1 To implement and operationalise the National Policy on Education in Himachal Pradesh, the Cabinet Sub-Committee has been constituted with the Education Minister as its Chairman. The Second sub-committee has the Chief Secretary as its Chairman and this sub-committee is responsible for monitoring the implementation of National Policy on Education. To enrol the children who are of the school going age, teachers of all the categories were involved during the months of March & April.

1986. They were assigned specific habitations/villages and were directed to persuade parents to enrol their children of school-going age in the nearest schools.

8.2 The State Government has introduced CBSE syllabus and NCERT text books at the +2 level to enter the national main stream of Education. The state Government has decided to introduce NCERT books as soon as the new edition of these books based on the National Policy on Education would be available. The State Government has taken a decision that there would not be any single teacher primary School in the State. To implement the decision, the Govt. have appointed 3300 Volunteer Teachers in single-teacher Primary Schools. At present therefore, it can be said that there is no single-teacher primary school in the pradesh.

8.3 The Government has decided to provide Scholarships to the girls belonging to Scheduled Castes and Scheduled Tribe communities whose parents' monthly income does not exceed Rs. 6,000/- per year. The girls of these categories get Rs. 30/- per month by way of scholarship and a lump-sum grant of Rs. 100/- per annum for the purchase of books and stationery etc. This scheme was previously launched for Scheduled Caste and under Special Component Scheme, from 1987-88, it has been extended to the girls of Scheduled Tribe also.

8.4 The Government has also taken a decision to provide free text books to all the children of Scheduled Tribes from Class I to X w.e.f. the academic session 1987-88.

8.5 4 Navodaya Vidyalayas have started functioning in the State since 1986-87.

9. Jammu & Kashmir

9.1 A Cabinet Sub-Committee headed by Chief Minister, and a high level Officials' Committee headed by Chief Secretary have already been set up to monitor and oversee implementation of NPE

9.2 In June, 1986 a massive teachers training programme for about 6000 elementary and secondary level teachers was taken up with the technical and financial support of the NCERT.

9.3 The State Government on the basis of the fourth Survey data, has already prepared educational atlas, which provides information regarding habitations with and without schooling

facilities along with educational maps of each Tehsil. Block-wise maps have also been prepared.

9.4 The work on 2000 elementary school buildings has been taken up for construction under NREP. 1773 additional teachers have been provided for conversion of single teacher schools into double teacher schools.

9.5 The State Department of Education has been reorganised recently so that inspection and supervision is strengthened at all levels and existing facilities are consolidated in order to derive maximum benefits from the system. It has been decided to confer autonomous status on two institutions of Music and Fine Arts, one located at Srinagar and the other in Jammu. Steps have also been taken to revise recruitment rules, remove stagnation and provide incentives to the teaching staff with a view to achieving better results in implementation of the NPE.

10. Karnataka

10.1 A high level official committee has been set up under the Chairmanship of the Chief Secretary. A State level programme of action has been prepared.

10.2 21,500 teachers were covered under the scheme of reorientation of teachers during 1986-87. The State Educational survey unit has been set up with the full complement of staff. Twenty blocks, about 10% of the total number of blocks in the State have been identified for assistance under "Operation Blackboard". A separate Directorate for Education of Minorities is being set up shortly. A project report on location, number and cost estimates for construction of class rooms in rural areas has been prepared.

10.3 The State has drawn up a systematic three-tier training programme for instructors of NFE Centres. A scheme of imparting basic skills has been introduced in 100 secondary schools this year. This is a prelude to successful introduction of Vocational Courses at the +2 Stage. 6 Navodaya Vidyalayas are now running in the State from 1986-87.

10.4 School complexes have been set up in all the districts. Efforts are being initiated to revitalise these so that they make a meaningful contribution to the qualitative improvement of secondary system of education.

11. Kerala

11.1 A Cabinet Sub-Committee has been constituted. An official level Committee has also been constituted under the Chairmanship of Chief Secretary. More than 30,000 teachers were oriented on the National Education Policy and Plan of action by means of modules prepared and supplied by the NCERT.

11.2 More than 240 schools were constructed with the cooperation of Parent Teachers Association. 4 Navodaya Vidyalayas have started functioning in 1986-87.

12. Madhya Pradesh

12.1 A Cabinet Sub-Committee under the chairmanship of Chief Minister and Officers' Level Committee under the chairmanship of Chief Secretary have been constituted to oversee the implementation on NPE. For school education, a Committee of Senior Officers has also been formed under the chairmanship of the Commissioner of Public Instruction.

12.2 Under the programme of massive orientation of teachers, about 30,000 teachers have been trained/oriented during the summer vacation of 1986. The process of revision of the curriculum prepared by SCERT in the light of national curricular frame-work has already been started.

12.3 500 Primary schools and 250 middle schools have been opened during 1986-87. 5000 posts of Assistant Teachers and 5,000 posts of Upper Division Teachers have been created in 1986-87. For checking drop-outs and for promoting retention of children, specially of weaker sections and girls, various incentive programmes have been taken up.

12.4 An incentive scheme has been introduced since 1986-87 under which Scheduled Tribe girls will be paid Rs. 250/- per student on successfully passing Vth Standard Examination.

12.5 All Primary Schools have been provided with two teachers and there is now no single teacher Primary School in Tribal Sub-Plan area. 20 Non-Formal Centres have been started for Nomadic Tribes.

12.6 475 master trainers from among NSS/Adult Education Programme Officers were trained in 8 training programmes at different University headquarters with the help of the State

Resource Centre, Adult Education, Indore. District level Committees for effective implementation of MPFL were constituted under the Chairmanship of the District Collector.

12.7 Necessary preparations have been made to start vocational courses in 13 schools of +1 Stage and 13 Technical Institutes from July, 1987. 18 other vocational courses for +2 stage are under preparation. Identification of vocational courses for 8+ stage has been started. Steps to ensure cooperation from Government Departments, Public undertakings, semi-Government and Voluntary Organisations have been initiated.

12.8 7 Navodaya Vidyalayas have been established in the State.

12.9 On the same pattern, 8 Model Higher Secondary Schools, for boys and 6 complexes for girls (Divisional level institutions) in the predominantly tribal populated Revenue Divisions have been established for the meritorious tribal students by the Tribal Harijan and Backward Classes Welfare Department.

12.10 In order to prevent exploitation of teachers of Private-aided institutions a system of crediting the salaries of teachers in bank accounts directly by the treasury has been introduced. Guidelines for transfer and posting of teachers have been issued.

12.11 Specific orders have been issued for timely payment of scholarships and for giving other incentives. Scouts activities have been made compulsory in all schools. 500 new Primary Schools and 250 new Middle Schools have been opened under the extension of education facilities and posts of 10,000 teachers have been created in 1986-87. To build up an extensive network for cultural and literary activities in the colleges and universities, detailed guidelines were issued by the Higher Education Department.

13. Maharashtra

13.1 Cabinet Sub-Committee under the Chairmanship of Minister of Education and High Power Committee under Chief Secretary have been set up to monitor the implementation of NPE.

13.2 About 53,000 heads of schools and primary and secondary teachers were oriented in May-June, 1986. A State Survey Officer has been appointed. Action is being taken for carrying out the exercise about school mapping as per the

guidelines of the Government of India. Government has appointed a Committee under the Chairmanship of the Director, SCERT, Pune, for revision of curriculum for primary schools.

13.3 The State Government has undertaken the scheme of opening of Balwadis attached to primary schools. During the year 1986-87, 15 such Balwadis attached to primary schools have been opened.

13.4 The State Government has already undertaken the survey under the scheme of "Operation Black-Board". Revision of vocational courses has been completed on the basis of modular system. Action for preparation of new courses has been initiated.

13.5 A separate State Board of Vocational Examination has been established to conduct examinations in terminal courses. Agriculture-based Rural Technology Course has been introduced at Secondary stage from the academic year 1986-87. Continuous internal assessment has been given more weightage. Interaction between the Industries and the State authorities has been initiated with a view to increasing employability of successful students.

13.6 7 Navodaya Vidyalayas have been opened.

13.7 School Improvement Programme has been revised to seek cooperation from the community to fulfil physical needs of the schools. Measures like panel inspection of schools, sharing of facilities among schools under the programme of school complexes have been undertaken.

13.8 The State Government has appointed 4 Tribunals to redress the grievances of employees of private schools.

14. Manipur

14.1 Two sub-committees have been formed--one at Cabinet Level under Chairmanship of Chief Minister and another at the Official Level under the Chairmanship of Chief Secretary in order to coordinate the effective implementation of the New Policy on Education within a time bound period. To obtain participation of the guardians, the teachers, the public and the social workers in the implementation programme of schools, the Govt. have also constituted School Development Committee.

14.2 Vocational Education is being introduced at +2 stage in the Higher Secondary Schools. The Government have identified trades like knitting & Embroidery, Motor Mechanics, Electronics,

Cane and Bamboo Crafts, House Wiring, Fishery, Forestry, Horticulture, Poultry for the purpose.

14.3 In order to give education to the school drop-outs and also non-starters, 261 non-formal education centres have been opened.

14.4 Massive Training of Teachers has already started and 200 teachers have been oriented.

14.5 Supply of Science Equipment to the Elementary schools has started.

15. Meghalaya

15.1 No Report has been received.

16. Mizoram

16.1 A Cabinet Sub-Committee under the chairmanship of Chief Minister and an official level committee under the chairmanship of Chief Secretary have been constituted. State Level Programme of Action has been drawn up by the High-Level Committee.

16.2 Under the massive teachers' training programme, 904 teachers were re-oriented and trained.

16.3 SCERT has been directed to make a study and recommend concrete proposals to vocationalise school education.

17. Nagaland

17.1 To monitor the implementation of the NPE, the Cabinet Sub-Committee under the Chairmanship of Chief Minister, Nagaland and High Level Committee under the Chairmanship of Chief Secretary have been set up.

17.2 1300 teachers were given orientation training in 1986 1700 teachers will be trained in 1987.

17.3 State's survey Programme has started w.e.f. April, 1987. School mapping is in progress. SCERT has started working on revision of curriculum and text books.

17.4 Under Operation Black-Board, 7 C.D. Blocks (20 per cent) have been identified, for implementing the programme during 1987-88. ECCE Centres for children in age group 0-4 and 4-6 years with 100 per cent central assistance have been approved by the Cabinet Sub-Committee. The training under the

programme will commence during 1987.

17.5 Village/Education Committee and district board of education are being set up. 3 District Institutes of Education and Training are being set up for training of teachers and non-formal education.

17.6 Cabinet Sub-Committee has approved introduction of Vocational Courses at plus 2 stage of higher secondary education. Cabinet Sub-Committee has approved setting up of a State Council for Education.

18. Orissa

18.1 A Cabinet Sub-Committee and an Official level Committee have been constituted to oversee the implementation of NPE. State Government have decided to establish District Boards of Education, District Institutes of Education and Training, introduce vocational streams at the plus 2 stage, and develop selected colleges as autonomous colleges as per guidelines communicated by Govt. of India. Action has already been initiated to constitute State Advisory Board of Education.

18.2 With the assistance received from NCERT, a massive orientation programme for the Primary and Secondary School Teachers was organised in the State during the Summer Vacation of 1986. 17037 Primary School Teachers received orientation at 144 Training Centres.

18.3 Steps have already been taken to set up a survey unit at the State and District level. The State Level Committee is considering the question of development of curriculum, preparation of manuscripts of text books and teachers' guide etc. for Elementary Classes. In order to augment enrolment at Primary Level, Government have opened 1253 new Primary Schools with single teacher and have converted 800 single-teacher Primary Schools into double teacher schools. Construction of 2127 primary schools has been taken up. 150 additional teachers have been appointed in primary schools and primary sections of Upper Primary and Middle Schools, and 800 additional teachers have been appointed in single teacher primary schools with the assistance under the Eighth Finance Commission award. Ladies are now given preference for appointment as Primary School Teachers.

18.4 The Indira Gandhi National Open University has opened a zonal Centre at Bhubaneswar.

19. Punjab

19.1 6050 teachers have been trained during the year 1986-87. The Educational Survey and school mapping exercise has been carried out and the results are being tabulated. The curriculum has been revised in the context of the national framework. 2257 school buildings have been constructed under RLEGP.

19.2 Efforts are being made to convert all single-teacher schools to double-teacher schools. The mass literacy programme was implemented in the State during the year 1986-87 from summer vacation onward. In all 3728 NSS/non-NSS volunteers from 166 colleges of the State took part in this programme. Physical environment of the learning Centres has been improved.

20. Rajasthan

20.1 Cabinet Sub-Committee and Office Level Committee have been constituted to monitor implementation of NPE.

20.2 23600 teachers were trained and re-oriented in June, 1986 in NPE. Fifth Educational Survey work is in progress.

20.3 Revision of the curriculum in the context of the national Curriculum framework has already been undertaken by the SCERT and Board of Secondary Education. During 1986-87, construction of 2767 primary school buildings has been completed and construction of 2272 Primary school buildings is in progress with funds from NREP & RLEGP.

20.4 937 additional teachers have been provided for the conversion of single-teacher schools into double teachers during 1986-87. Preliminary preparation for 'Shiksha Karmi Project' is in progress, to cater to the needs of far flung areas to achieve universalisation of education.

20.5 Mass functional literacy programme was launched in Rajasthan in each of the colleges where NSS Scheme was in vogue. 11,000 learners kits were distributed. The plan for establishment of 'Jan Shikshan Nilayam' has been prepared for each district. Mapping has also been done. Library for JSN is also being established. The panels for 'Preraks' have also been

prepared. The Village level plan for eradication of illiteracy has been prepared.

20.6 Participatory evaluation and reviews has been introduced at all levels. 5 Navodaya Vidyalayas have been opened in the State. The Scheme of school complexes is already in vogue in Rajasthan.

21. Sikkim

21.1 A Cabinet Sub-Committee under the Chief Minister and an Official level Committee under Chief Secretary have been constituted to supervise the implementation of the NPE.

21.2 A five day teachers orientation camp was organised in each of the four districts in October/November, 1986. In all, a total of 500 teachers of primary and elementary schools have participated in the orientation programme.

21.3 An Education Survey Unit has already been set up in the State for conducting the Fifth All India Education Survey. The work of school mapping has also been entrusted to this Unit. In collaboration with the NCERT, the State Institute of Education is in the process of developing text books in respect of English, Mathematics and Social Studies.

22. Tamilnadu

22.1 A high level Sub-committee has been constituted for monitoring the implementation of the National Policy on Education.

22.2 36,000 school teachers and 880 Inspecting Officers were given training during 1986. The Fifth All-India Education Survey has commenced. A high level committee for monitoring and guiding revision of School Curricula and syllabi has been constituted.

22.3 The state has already achieved 100 per cent enrolment for age-group 6-11 in 1986-87. One nursery section is functioning in each Child Welfare Centre (Balwadi).

22.4 In Tamil Nadu, out of 3.61 lakh Higher Secondary students in 1986-87, 86,780 (24 per cent) were in vocational course. With a view to enable Higher Secondary School students to utilize the facilities in laboratories in colleges and polytechnics, college complexes and polytechnic complexes

have been set up, wherever possible.

22.5 Three universities in the States are conducting correspondence courses at degree and other levels. The universities in the State have been asked to identify 5 colleges each for conferment of autonomous status.

23. Tripura

23.1 About 1500 teachers have been oriented to enhance the professional competence in the context of National Policy on Education—1986. Training programmes are continuously being held to orient more teachers under the scheme of in-service Training of School teachers. The Principal, State Institute of Education, has been appointed as the implementing officer in this respect.

23.2 Necessary steps have been taken to select sites in the three Districts of the State for starting 3 Navodaya Vidyalayas there. Necessary preparatory steps for the revision of curriculum and syllabi of primary classes from I to V, following the guidelines of the National Policy on Education, 1986, have already been initiated. High Power Committee under the Chairmanship of Chief Secretary has been set up to over-see the programme of implementation of NPE.

24. Uttar Pradesh

24.1 A Cabinet Sub-Committee has been formed to ensure the proper implementation of the policy in accordance with the programme of action formed at state level. An Official Level Committee has been formed under the Chairmanship of the Chief Secretary.

24.2 A programme of action has been drawn up at state level in accordance with the national Programme of Action. About 23,000 secondary school teachers and 30,000 primary school teachers have been trained during the summer vacation of 1966. Educational Survey and school mapping exercise is in progress.

24.3 To revise the curriculum and text books, the committee set up for this purpose has put forward its suggestions which are being studied with great interest by the Government. The Chairmanship of Chief Secretary.

25. *State Government's contribution to the National Education*

comprising local people, parent-teacher associations to ensure enrolment and retention of girls, weaker section and minorities. Construction of school building has been given primary importance. Development fee of Re. 1.00 and Rs. 2.00 respectively in primary and secondary schools have been introduced.

25. West Bengal

25.1 A State Level Programme of Action for school education has been drawn up. Fifth Education Survey work has been started and school mapping exercises is being taken up simultaneously

25.2 A separate Directorate of school education has been set up. The District structure has also been bi-furcated into the primary and secondary areas. A State Level Coordination and Monitoring Committee has been constituted to involve NSS and Non-NSS students in the Mass Programme of Functional Literacy.

25.3 The Education Department have also constituted a Media Committee with the Minister-in-Charge as Chairman and representatives of all media as members to involve A.I.R., TV and the print media in the Adult Education Programme. In the sphere of technology mission, the State Government have already taken advance action by providing audio-visual equipment to all the 53 projects of the State. An Institute of Correspondence Courses to be affiliated to the Calcutta University is being set up.

26. Andaman and Nicobar

26.1 Two Committees have been formed one under the Chairmanship of Councillor (Edn.) and the other under the Chairmanship of Chief Secretary. These Committees meet once in two months and have started preparation of detailed proposals and action plans for monitoring the implementation of the New Education Policy.

26.2 A State Level Programme of action for implementation of the policy has been drawn up. 330 teachers of lower and upper primary level have been reoriented under the massive teachers orientation programme during 1986-87.

26.3 The Fifth Education Survey has been taken up under the overall guidance of NCERT and is likely to be completed within 8 months as per the schedule fixed by the NCERT. The school mapping exercise has also been taken up alongwith educational

survey so that schools are opened/upgraded in the planned manner. Steps have been taken to revise the text books in the light of National Curriculum frame-work at the primary level as far as Tamil, Bengali and Telugu textbooks are concerned.

26.4 One Navodaya Vidyalaya has been started in Andaman District. Steps have been taken to form school complexes in A&N Islands from academic session of 1987-88. Two Committees have been set up at the State Level for the implementation of NPE. The proposal regarding formation of district level committee and the village level committees is in hand.

27. Chandigarh

27.1 Action programme has been drawn up for the UT in accordance with the NPE and POA. About one third of the total number of elementary school teachers had received reorientation and training by the end of March 1987. In 1986, 379 teachers were given orientation against the targets of 360 teachers. To ensure 100 per cent enrolment of girls and children from weaker sections of society a stipend of Rs. 10 per month is paid besides other incentives like free uniforms, text books and stationery. To avoid stagnation on account of failures, weak students in classes 3 to 5 are given extra coaching every day. A number of non-formal education centres had been opened to enrol working children and drop outs, on account of which the enrolment in non-formal education centres had increased to 1250 in the year 1986-87 from 600 in the previous year. 10 new centres would be opened in the year 1987-88.

27.2 In adult education programme about 5000 illiterates were being covered under state adult education scheme. Voluntary agencies like Nehru Yuvak Kendra with 10 volunteers looked after the education of 180 adults. Similarly in the Centre for Adult Continuing Education of Punjab University, about 1050 adults and under Each One Teach One programme 565 adults were being covered. A detailed door to door survey has been conducted and plans are being worked out to eradicate illiteracy by the year 1990 among the target group.

28. Delhi

28.1 A task force with Chief Secretary of Delhi as Chairman

has been constituted in October, 1986 to implement the various programmes contained in NPE-1986. 9 additional Task Force Committees of officers have been set up to plan detailed strategies for implementation of thrust areas.

28.2 Under the Programme of Universalisation of Elementary Education teacher training programmes were organised by Delhi Administration in the months of May and June, 1986 with a view to involve teachers of primary and middle schools in the process of implementation of NPE and to motivate them for better teaching. Under Operation Black-Board a list of priority items missing in primary schools has been drawn up to provide essential items and Rs. 10 lakhs have been provided for the year 1987. Besides Rs. 3 lakhs under recurring expenditure and Rs. 75,000 for purchase of audio visual items has also been provided in schools. Educational surveys are being conducted to identify unenrolled children and potential dropouts and efforts are being made to ensure maximum enrolment and retention.

29. Dadra and Nagar Haveli

29.1 An official level Committee has been constituted under the Chairmanship of Collector of the UT. 76 teachers were trained in the year 1986-87 and an equal number of teachers is proposed to be given orientation courses in the current year. One primary school building had been completed out of NREP funds and three school buildings were under construction.

29.2 Under the adult education programme in the absence of college and university students in the UT, students of higher secondary and high school are involved in the Massive Programme for Functional Literacy of Adults.

29.3 A Savodaya Vidyalaya had started functioning in the Union Territory.

30. Lakshadweep

30.1 An Educational Advisory Committee with a Member of Parliament and other dignitaries of the area has been constituted.

30.2 A total of 50 teachers are being trained in the UT under the NPE programme. The activities of the Government of India are being carried out in the UT.

schools, incentives, Mid-day meals, scholarships, free text-books and writing materials were provided. The UT has initiated action for implementing Operation Blackboard. There are primary schools within one kilometre of the habitation in all the islands of the UT. All the schools have 'Pucca-Buildings' and there is no serious problem of drop outs on account of which need for non-formal education is not felt.

30.3 For making the system work an Advisory Committee and an Implementation Committee have been constituted.

31. Pondicherry

31.1 A Cabinet level Committee under the chairmanship of Hon'ble Minister for Education and an officers-level Committee under the Chairmanship of Secretary (Education) have been constituted to oversee implementation of the National Policy on Education. Action has already been taken for conducting of a State level Workshop to suggest methods of overhauling the early childhood care and education (ECCE) Programme including curriculum and facilities.

31.2 In order to formulate a project report for Operation Black-board a state-wide survey has already been conducted and is in the process of compilation. As usual a second survey has already been initiated to prepare school wise register of eligible children available in the respective feeder areas so as to facilitate enrolment drive.

31.3 2 Navodaya Vidyalayas have already been started in this Union Territory one each at Pondicherry region and Karaikal region during 1986-87. During the current year, 2 more Navodaya Vidyalayas have been sanctioned for this Union Territory, one each for Mahe region and Yanam region.

31.4 The Plan of Action has already been prepared in this sphere. The existing vocational survey committee under the Chairman-ship of Secretary (Education) is to meet shortly to finalise constitution of State Council for Vocational Education.

31.5 Action has been taken to provide budgetary allocation for starting a Sports School during the current year. Action has also been taken to start a separate cell in the Directorate of Education exclusively for Sports.

Approved Outlay for 1986-87 and 1987-88

(Rs. in lakhs)

State/UT	Gen. Edn.		Tech. Edn.	
	1986-87	1987-88	1986-87	1987-88
1. Andhra Pradesh	5441	5459	450	509
2. Assam	4700	5250	380	442
3. Bihar	5700	6000	275	300
4. Gujarat	1178	1749	430	486
5. Haryana	2007	2508	310	450
6. Himachal Pradesh	837	1490	100	250
7. Jammu & Kashmir	1517	2062	235	130
8. Karnataka	1847	2352	150	160
9. Kerala	672	768	370	450
10. Madhya Pradesh	5600	8895	652	995
11. Maharashtra	4570	5717	1855	2145
12. Manipur	475	770	30	41
13. Meghalaya	347	768	23	25
14. Nagaland	344	485	30	40
15. Orissa	3051	4001	390	429
16. Punjab	1150	1246.48*	440	440*
17. Rajasthan	3706	4700	300	360
18. Sikkim	630	740	—	—
19. Tamil Nadu	5005	5627	700	556
20. Tripura	1200	1208	14	14
21. Uttar Pradesh	4545	6052	1500	1844
22. West Bengal	4066	4150	448	425
23. A & N. Islands	264	352	35	39
24. Arunachal Pradesh	1225	1350	20	—
25. Chandigarh	305	347	130	139
26. Dadra & Nagar Haveli	87.22	87.37	1.50	7
27. Delhi	3800	3832.15	900	1025.65
28. Goa, Daman & Diu	675	842	115	158
29. Lakshadweep	52	65	—	—
30. Mizoram	339	422	30	43
31. Pondicherry	353	416	350	550
INDIA	65658.22	7911.00	10663.50	12452.85

* Tentative i.e. the same as recommended by W. Group.

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Approved Outlay for 1986-87 and 1987-88

(Rs. in lakhs)

State/UT	Ele. Edn.		Adult Edn.	
	1986-87	1987-88	1986-87	1987-88
1. Andhra Pradesh	2336	2395	400	290
2. Assam	3207	3260	140	227
3. Bihar	3300	3400	700	800
4. Gujarat	748	1232	150	168
5. Haryana	920	1219	30	35
6. Himachal Pradesh	300	643	11	11
7. Jammu & Kashmir	520	742	37	40
8. Karnataka	1120	1300	275	250
9. Kerala	120	170	—	—
10. Madhya Pradesh	1783	3909	232	365
11. Maharashtra	1416	1937	440	430
12. Manipur	205	330	35	45
13. Meghalaya	200	410	8	20
14. Nagaland	160	230	9	9
15. Orissa	1521	1880	37	69
16. Punjab	402	470	10	10
17. Rajasthan	1700	2350	100	110
18. Sikkim	350	422	10	10
19. Tamil Nadu	3450	3847	190	209
20. Tripura	770	560	20	22
21. Uttar Pradesh	2550	3580	225	430
22. West Bengal	2156	2225	150	130
23. A & N. Islands	105	215	3	3
24. Arunachal Pradesh	750	840	65	50
25. Chandigarh	112	145	6	4
26. Dadra & Nagar Haveli	52	37	3.2	2
27. Delhi	2297	2250	54	27
28. Goa, Daman & Diu	107	140	12	14
29. Lakshadweep	16	21	1	1.50
30. Mizoram	150	196	5	6
31. Pondicherry	95	145	3	4
INDIA	32918	40500	3361.2	3796.60