



GOVERNMENT OF GOA, DAMAN AND DIU

ACTION PLAN

FOR

NATIONAL POLICY ON EDUCATION

BY

DEPARTMENT OF EDUCATION

-54799
379.154
GOA-A

5TH FEBRUARY, 1987

P R E F A C E

The challenge of education has been comprehensively covered under the new education policy brought out by the Government of India. In order to implement the goals of this nationally accepted document it has become imperative to draw up an action plan with a time frame for implementation. A High Level Committee has been set up under the Chairmanship of the Chief Secretary. This has already met once.

2. This document indicates, broadly, the status against nationally identified programmes, and action taken over 1986 - 87 as well as a proposed time frame. A list of priorities is included in the Foreward and the action plan has been drawn broadly in accordance with NEP. These priorities have been drawn from informal discussions held with teachers, educators and planners. As regards resources, there are obvious constraints and these are indicated.

3. We have already prepared and geared ourselves for achieving vocationalisation by 1990. The Man Power Needs Report has been prepared with active participation of the community. It is a matter of great happiness for me to state that the report was prepared in record time and has been accepted by the Goa Board of Secondary and Higher Secondary Studies. It is significant that this report is prepared with close collaboration with industry and that the Government has not spent any money. I look forward to the continuing support of the community in pooling its intellectual prowess and in coming together on the vital issue of education of our young. As additional resource mobilisation is yet to take a concrete shape, dependence only

upon the governmental funds will become a serious handicap in achieving, our, and the national goals.

4. In the first phase our action plan will cover such activities as can be funded by us and as require immediate attention. The first amongst these is to make the system work. These include motivation, quality improvement, strengthening our infrastructure, providing equitable access and vocationalisation. The service conditions has already received considerable attention. Uncovered areas will be deliberated upon. It is also proposed to establish our own Technical Board to facilitate upgradation of syllabus, granting of autonomy, and to produce highly skilled manpower suited to the technological advances being made in the country. In subsequent phases the process of learning will be reviewed after the Goa University has concrete experience to draw upon. Finally, Research and Development as an ongoing exercise will be built into our system.

5. As regards sports in the initial phase the equipping of Schools with playgrounds will receive high priority, as other identified activities in the NEP are difficult to achieve without additional resources. In culture the revamping of existing structure will first be attempted.

6. I am certain that with our happy traditions we shall be successful in implementing imperatives of the national policy which places high priority on making the existing system work and quality improvement at all levels.

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016
DOC. No.....
Date.....



(PRATAP SINGH RAOJI RANE)
Chief Minister

5th February, 1987.

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FOREWARD

This is a dated publication. In other words, the exercise conducted by the Department of Education, Government of Goa, Daman and Diu to prepare an action plan for the implementation of New Education Policy 1986 is subject to revision depending upon constraints observed in actual implementation. Suggestions for change of the time frame and perhaps also activities identified are also likely to be as we have a very enlightened teaching community in our territory. These changes will be implemented with enthusiasm after the community participates in the process of implementation.

It will be notified that the format adopted follows the items identified at the national level under their Programme of Action document brought out in August 1986. This has been done on purpose so that it assists all of us in identification of priorities laid down by Government of India, and our position thereto. However, in the long run, adoption of this format will not be feasible as the items on which very high priority will be laid in many other states are not likely to be relevant for our territory. Our priorities, therefore, and time frame for implementation will have to differ.

To the extent possible the different priorities in our territory have been identified and itemised. Similarly, the status in our territory prior to N. E. P. against these items has been indicated as also action taken since the adoption of the new policy. Source of funds has not been identified as these are budgetary constraints.

As our territory has a very unique blend of private Management and Government Management educational infrastructure, there are many activities which will need very strong support and very strong linkages between the Government and the private Sector. In other words no change in our educational system can be brought about without co-operation and the shedding of rigid attitudes on both sides. I am quite confident that given our long tradition of co-operation it will be possible to resolve most areas by rational discussion.

BROAD REVIEW OF ACTIVITIES TAKEN UP SINCE N.E.P. 1986

It is necessary to place on record the difficulties with which the Department of Education has tried to implement various elements of the N. E. P. The existing staff structure was created more for the administrative delivery of routine management requirements and not created to implement the challenges of education. Systems for budgeting and accounting for the entire teaching community for purposes of continuing in-service learning did not exist. Similarly, the almost traumatic conversion from teacher to Headmaster or Principal, and the requisite differences in work output, have never been taken into account. Thereby, management practice and institutional planning has been carried out in the territory on the basis of continued experience and expertise gleaned over years of experience, and new tools which would facilitate quicker and sharper responses have not been brought in for upgradation of our own skills. This holds true right up to the level of the upper echelons of administration.

The activities carried out by the Department over 1986-87 are to be considered as various invisible threads leading to the realisation of the goals of N. E. P. 1986. A mixture of

training courses has been implemented very successfully despite lack of resource personnel; response from teachers has been evaluated; physical and infrastructural needs in different areas have been identified; some sample surveys have been launched and are being evaluated; criteria for expansion and upgradation is now being disseminated; education act and rules have been promulgated; a Navodaya Vidyalaya is now functional; procedures for creation of posts have been amended to provide for expeditious disposal; norms for non teaching staff availability have been revised; performance appraisal has been introduced for teaching staff; vocationalisation of education has been given a serious thought to; the technical educational sector has been under review and some broad management changes are envisaged; general orientation of teachers in the process of education has been launched and is being continued; provision for setting up audio video facilities and equipping the lead schools in school complexes is being actively considered; and so on and so forth. Many of us are aware of what we have been trying to do and why we have been trying to achieve dead-lines. The preparation of this time frame assists us in identifying our priorities a little more clearly and in adoption of a programme of action which is geared towards meeting the objectives of N. E. P.

PRIORITIES

Amongst the priorities which we are tentatively adopting in our territory we consider the following as most important:

1. Making the system work:

The emphasis of making the system work is considered to be our first priority as the existing infrastructure must be revitalised to deliver a requisite level of education. Here various alternatives have been considered for upgrading

competence of existing administrative structures. Apart from administrative inspections the requirement for academic inspections has been found to be most vital. It is proposed to experiment during 1987-88 by using School complexes as the focal points for administrative inspection and also as the focal point for interchange of ideas on content and methodology. Suitable back-up from S. I. E. will need to be provided to assist the subject teacher associations at the complex level. As the education rules are already in force, the utilisation of the 200 extra hours now available with us has to be streamlined and dove-tailed to our own gaps and loop holes in the existing educational system. Suitable exercises on this are being undertaken by the Directorate of Education and the Goa Board.

2. Teacher Training:

A long felt need has been consciously deliberated upon as a systematic scheduled teacher training activity does not exist in our territory. Since we have many enthusiastic Principals and educationists, sporadic and limited exposure to seminars and workshops has however continued in the past. A time has come now to specifically schedule content and methodology improvement and upgradation skills of teaching existing syllabus and curriculum and also provide for in service training with the introduction of every new text. Apart from teacher training the requirement for training of all teachers in the medium through which they are teaching is more sharply felt by all of us. Suitable programmes for this are being worked out in collaboration with Government of India.

3. Management Skill:

The requirement of management skill upgradation for headmasters and principals has to be met as a challenge by the Department. Despite, the fact that this group is much

larger than our resource capacity, both physical and financial, we are placing on ourselves very large targets for training from primary school headmasters onwards.

4. Low cost building U.E.E.:

As universalisation of elementary education is not a serious problem in our territory, the priority being placed in this sector is on teacher training and equipping the schools with necessary educational aids and provision of buildings as expeditiously as possible. Experimental projects for low cost school buildings are also proposed to be launched during 1987-88.

5. Patterns of assistance:

Patterns of assistance for private managements need to be revised as also the entire grant-in-aid formula where it is found that the goals of the N. E. P. will not be met without additional financial assistance from the Government. Although, mobilisation of resources from outside the Government should also be a priority, this is not being adopted at present as a separate Sub Committee exists in the Planning Board to look into these matters.

6. Vocational Education:

In order to stem the rush for higher education which does not lead to employability, the Government of Goa has seriously taken upon itself the challenge of vocationalisation of education. Experimentation will begin from 1987-88 and the financial profiles on this will be prepared before the beginning of the next academic session.

7. Equity of Access:

In order to ensure equitable access at elementary level it is proposed to regroup all existing monetary and non

monetary incentives so as to raise the enrolment figures in such communities as are backward but are ethnically homogenous. The Recruitment Rules for recruitment in schools set up in these areas are also being revised.

8. Non Formal Education:

Some sample surveys have indicated a higher level of female drop out vis a vis male drop out. Programmes for non formal education will be taken up for the first time in our territory over 1987-88. First priority shall be for equipping these drop outs with relevant certification for entry into taluka level I. T. I.s Subsequently, programmes for re-entry into general stream will be taken up under non formal education.

9. Pattern of assistance for delinking, + 2 from College level:

As it has been decided to de-link physically the plus 2 level from the college level it is imperative to provide the grant pattern for the existing 9 Institutions.

10. Administrative strengthening:

Strengthening of S. I. E. and Directorate of Education shall be taken up as a high priority item as delivery of many areas of activity will be through these two organisations. Similarly, the Goa Board has to be strengthened to deliver the vocational education projects and curriculum development.

11. Supplementation with audio video:

Over 1987-88 it is proposed to equip ourselves with an audio video studio to be placed at Kala Academy with studio scheduling available to Education Department. This is considered essential as the supplementation of existing school learning process has to be achieved in the shortest time frame possible.

12. Feedback and monitoring:

Establishing a system of feed-back and monitoring of the implementation of different programmes particularly those pertaining to conditions of service of teachers, grievance redressal; and teacher training will be established over 1987-88.

13. Norms of Performance:

A system for performance appraisal leading to itemisation of norms of performance will be devised over 1987-88. The existing unit tests from 8th onward by the Board and upto the 7th by S. I. E. will be revised to ensure that content comprehension is being developed in the school system. This is being experimented with so as to ensure ultimate delinking of rote learning from the process of education.

14. Norms for staff:

The norms for teaching staff with regard to supplemental exercises to be undertaken under the extra 200 hours available in the schooling system will have to be devised.

15. Technical Education:

The Board of Technical Education will be established as linkage with Maharashtra Board is not permitting necessary flexibility for experimentation, upgradation, change etc.

16. Text book Bureau:

A Text Book Bureau will have to be established in the long run although this will be an unremunerative establishment but the aspirations of the Union Territory being distinctly different from that of Maharashtra, the long felt need is to be met.

17. Dignity of Manual Labour:

In order to ensure that dignity of manual labour is taught and learnt, it is proposed to integrate the up-keep of the school premises and the teacher student relationship with the premises and to be brought about in the existing set up wherein time-slots are available for work experience. This aspect of work experience will however be a compulsory activity for all students and teachers. The introduction should take place by 1987-88.

18. Playgrouds:

The extra curricular activities in schools in Goa have suffered considerably due to lack of play-ground facilities. Apart from the imperatives of national policy on Sports, the essential aspect of overall development of the youth of our territory has been missing due to paucity of funds and paucity of place. Schools with facilities will be selected in 1987-88 for introduction of a wide variety of activities while preparatory exercise for schools without facilities will be undertaken over 1987-88.

19. Sports Complexes:

The requirements for setting up of Sports Complexes and other programmes under N. E. P. have not yet been concretely worked out but the imperatives spelt out in the policy will be paid attention to according to funds available.

20. Culture:

The Department of Culture is proposed to be revamped so as to provide a meaningful programme of action in the future.

As stated earlier, the list of priorities is tentative and is subject to change. However, the activities covered above are likely to be implemented to the extent possible over 1987-88. A long term list will be prepared alongwith a tight and more specific programme of action over the next few months.



(SMT. ADARSH MISRA)

Secretary (Education)

Government of Goa, Daman and Diu

Panaji Goa

4th February, 1987.

**PRESENTATION OF
PROGRAMME OF ACTION
IN TABULAR FORM**

TOPIC NO. I

TITLE: EARLY CHILDHOOD CARE & EDUCATION

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
1.	Opening of Pre-Primary schools where Balwadis are not functioning.	<p>Identification of places for opening Pre-Primary schools.</p> <p>Selection & appointments of Pre-Primary teachers & helpers.</p> <p>Purchase of equipment and play material.</p> <p>In-service training of pre-primary teachers.</p>	<p>The entire Territory is covered. By end of 1987-88, 1000 Pre-Primary Schools & Balwadis will be in existence.</p> <p>(a) 100 places for opening of pre-primary schools identified.</p> <p>(b) 68 Pre-Primary schools opened in 84-85/85-86.</p> <p>(c) Teachers and helpers appointed in 68 P.P. Schools.</p> <p>(d) Equipment & play material for 68 schools provided.</p>
2.	Integration of ECE Programme with ICDS.	<p>Training.</p> <p>Visits of academic team to SCERT Pune, Training College for Pre-Primary teachers Bombay and Pre-Primary Department of SNTD Bombay.</p> <p>Training of 18 resource persons from amongst ADEI's & teacher Educator.</p> <p>Training course for Pre-Primary teachers and ICDS workers.</p> <p>Sample survey of about 50/60 pre-primary schools & Balwadis.</p>	<p>(a) Training</p> <p>i. 18 ADEIs were trained as resource persons at NCERT, New Delhi for imparting short-term training to the newly appointed pre-primary teachers (May 83 & April 86).</p> <p>ii. 68 Pre-primary teachers were given 2 weeks training in two workshops in Feb. 84 and June 84.</p> <p>(b) Appraisal/Review.</p>
	(a) Training		
	i. Visits of academic team to different places/Institutions of Pre-Primary/ECE Education.		
	ii. Training of Resource persons		
	iii. Training of Pre-Primary teachers & Anganwadi workers.		
	b) Appraisal/Review: An appraisal of pre-primary schools and Balwadis on sample survey basis.		
	c) Preparation of suitable common curriculum.	<p>Selection of persons for preparing material.</p> <p>Preparation of Curriculum through workshops, meetings and discussions.</p>	
	d) Preparation and production of learning & teaching material for pre-school programme.	<p>Selection of 6/8 persons for preparing the material.</p>	

- Nil -

Achievements (after the N.E.P.)	Proposed time frame	Funds
Action required for only 32 Pre-Primary more.	1. (a) to (d). The remaining 32 Pre-Primary schools will be opened in 87-88 and appointments of teachers & helpers. Purchase of equipment will also be done in 87-88.	Exists
<p>2. (a) Training Director of SIE & Officers of Directorate of Education visited SCERT Pune, Training College for Pre-primary teachers Bombay & Department of SNTD Bombay. (Aug. 1986).</p> <p>ii. Two training courses for 55 Balwadi teachers & 10 P.P. teachers are being organised in Feb/March '87.</p> <p>2 (b) Appraisal/ Review Sample survey of 50 balwadis & P.P. schools was done by Director of SIE in Sept. '86 & as a follow up action, a meeting of CDPOS, ADE, etc. was conducted in Oct. 86.</p>	<p>2. (a) Training All the Balwadi workers & P.P. teachers (1000 in all) will be given training in 5 years from 87-88 to 91-92 at the rate of 200 teachers per year.</p> <p>(b) Preparation of common curriculum 87-88.</p> <p>(c) Preparation of learning/teaching material (87-88 and 88-89).</p> <p>(d) Review of the scheme (89-90)</p>	

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
Appraisal/review of the scheme.	Preparation of the learning, teaching material through meetings, workshops & discussions.	Workshop to be held for appraisal of the scheme.	

Achievements (after the N.E.P.)

Proposed time frame

Funds

TOPIC NO. II

TITLE: UNIVERSALISATION OF ELEMENTARY EDUCATION, NON-FORMAL EDUCATION & O.B.B.

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
1.	Survey of habitations/localities in the Territory having no facilities for elementary education.	1. & 3. (a) Conducting the survey of habitations/localities having no schooling facilities within 1 km. (b) Preparing priorities and opening new schools in such localities in a phased manner. (c) Selection & appointment of teachers & supply of equipment to the new primary schools.	1 & 3. House to house surveys were conducted through H.M.S. in the past & new schools were opened every year as per the need revealed through the surveys. As a result we have already achieved 100% enrolment in many places/villages.
2.	Survey of out-of-school children in the age-group 9-14 in the Territory.	2 & 4. (a) Conducting survey of out of school children in the age-group 9-14 years. (b) Preparing programme for opening NFE centres in a phased manner and opening the Centres accordingly. (c) Selection & appointments of NFE teachers. (d) Supply of equipment to the NFE Centres.	2 & 4 Non-Formal Education: No action taken in the past.
3.	Opening of new elementary schools in the habitations having no facilities for elementary education (follow-up) for item 1).		
4.	Opening Non-Formal Education Centres in the Territory (follow-up for item 2.)		

Achievements (after the N.E.P.)	Proposed time frame	Funds
1. to 3. No action was required.	1 & 3. National survey will be done in April 87. Teachers in new schools, if any will be appointed in June 1987.	Exists
2 & 4. Sample survey was conducted in 11 Talukas out of 13. The material is being assessed by Director, Stat. & Planning.	2 & 4 Non-Formal Education is proposed to be taken up after Budgeted. Clear identification of drop-outs. Curriculum will be prepared by SIE by May '87 & it is proposed to introduce NFE in backward talukas by 87-88 academic session. In 87-88, is proposed to take up NFE only for certification for ITI entrants. Over 87-88 curriculum development for rejoining general stream will be experimented.	

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
5.	Construction of buildings for elementary schools functioning in private premises/sheds/huts.	5. (a) Conducting fresh survey of schools having no school buildings. (b) Preparing priorities to construct buildings in a phased manner. (c) Acquiring land for construction of buildings. (d) Undertake extension to the existing school buildings	5. A survey of schools having/not having own school buildings was conducted in 1983 & priorities for construction of school buildings during 84-85, 85-86 & 86-87 were laid down & construction works undertaken accordingly. About 250 class-rooms for elementary education have been constructed during this period.
6.	Conversion of single-teacher schools into two teacher schools.	6. (a) Finalise list of single teacher schools. (b) Appoint second teacher in these schools.	6. There are about 125 single teacher schools at present. In the past about 200 single-teacher schools have already been converted into two teacher schools.
7.	Providing minimum teaching aids & equipments to elementary schools.	7 (a) Preparing list of items to be supplied to the schools. (b) Decide priorities for their supply. (c) Effect purchase of the equipment. (d) Distribute the equipment as per need.	7. Furniture, Maps, Charts Black Boards, stationery etc. supplied to all the past from time to time.
8.	Assistance in cash & kind to girls, EBC students and students of SC/ST.	8. (a) Review the existing schemes of assistance of local & Central Govt. (b) Formulate new schemes if need be. (c) Release assistance, under the new schemes introduced, if any.	Nil.

Achievements (after the N.E.P.)	Proposed time frame	Funds
5. School buildings: New buildings are constructed for 20 primary schools & construction of another 30 buildings is in progress.	5. Fresh survey of school buildings will be done in March 87 & a phased programme to provide buildings to all schools by 2,000 A.D. will be prepared. Experimentation with low cost school buildings with Forest Dept., RDA, Community help and institution of competition for low cost designs from Engineering college & Architecture college students is proposed during 87-88. Implementation frame will be decided after experimentation.	Will have to be provided
Nil.	6. All single-teacher schools will be converted into 2 teacher schools by 1995.	Exists
Under Operation Blackboard requirements of schools in respect of school equipment is being assessed & the picture will be clear within next two months.	7. Requirements will be provided in early 87-88.	Exists
8. Different Monetary & Non-Monetary incentives exist.	One review has been completed.	It is proposed to regroup the area of operation of these schemes so as to ensure approximate incentives arrogant behaviour, communities not fully

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
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9.	In-service training to elementary teachers/Headmasters & NFE teachers.	9. (a) To arrange refresher courses, for in-service teaching of primary teachers & NFE teachers in a phased manner.	Nil
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Achievements (after the N.E.P.)

Proposed time frame

Funds

covered under UEE.
This will be implemented in 87-88.

9.1 Mass training under NCERT programme will be completed for 88-89.
2. Training 1 Middle school teacher teaching through Eng. - subject has been started. Different courses are being conducted so far for the contest & methodology of teaching.

9.1. All H.Ms will be covered for re-arrangement/training and institutional planning. This will be completed by 89-90.

2. Contest improvement at M.S. & Pry. level is proposed to be achieved through forums to be set up at school complex.

3. Supplementation through audio video will be attempted & proposed to be achieved by 89-90.

4. NCERT means programme will be implemented as per NCERT schedule.

9. Funds will need enhancement.

Achievements (after the N.E.P.)	Proposed time frame	Funds
<p>1. An Officer has been trained in the school napping exercise in NIEPA, New Delhi. Further, training to the A.D.E.I.'s/D.E.Os has been proposed in March '87.</p>	<p>(i) Identification of pockets/Habitations if any where Sec. Education facilities are required to be provided will be done during 87-88 and 88-89 alongwith National Survey. (ii) The coverage of entire area of unserved habitations will be done by 89-90.</p>	<p>Available</p>
<p>2. One quick survey has been conducted and no great disparity has been noticed.</p>	<p>(a) Specific problem in the Union Territory of Goa is the overlap of facilities which is highly visible in some areas and the scarcity of facilities in other areas. Although the entire middle school population is covered by the required number of High Schools, the actual access for children has not been concretely mapped out. Survey for reducing inequitable access will be conducted over 87-88 with the help of Director, Statistics & Planning. Budget provisions as they exist for different areas under this item are given under Column 7.</p> <p>(b) Subsequent to the survey which will be completed in 87-88 it is proposed to launch taluka level meetings with private Managements, concerned M.L.A.s and community leaders so as to rectify the existing distortions in the Educational infrastructure. Wherever possible and necessary it will be attempted to reduce Govt. School presence so as to provide buildings and infrastructure to private Management at book</p>	<p>Funds available for these activities are low. The position is as follows:-</p> <p>(a) For acquisition of vacant land for Govt. schools the target fixed is:- 1987-88 — 10 Lakhs. 1988-89 — 20 Lakhs. 1989-90 — 20 Lakhs.</p> <p>(b) (i) For additional classrooms for Govt. Schools:- 1987-88 — 50 Lakhs. 1988-89 — 50 Lakhs. 1989-90 — 50 Lakhs.</p> <p>(ii) Grants & Loans to aided schools:- 1987-88 — 50 Lakhs 1988-89 — 50 Lakhs. 1989-90 — 50 Lakhs.</p>

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
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c) Facilities of operation Blackboard to be extended upto Secondary level.

(d) Teacher competencies to be increased by recruiting well-qualified teachers, providing them pre-service and inservice training.

depreciation value for their expansion and Govt. will take the lead in covering areas with lower access. As this will mean a great deal of discussion and minute planning, inclusive of merger between private managements and privated Management the time frame for reduction of distortions and expansion of access is to be 89-90.

(c) The exercise has been undertaken by the Directorate of Education wherein lists of requisite equipment and teaching aids are being finalised. Taking the unique conditions of Goa into account, existing grant-in-aid pattern may not suffice for covering all Secondary Schools with requisite equipment. Such funds will be separately earmarked for the additional incentives. Provisions of grant-in-aid will be utilised during early 87-88 to ensure that all Secondary Schools are covered by requisite equipment.

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(d) (i) The first action being taken by Directorate of Education is to strengthen the S.I.E. and to create sufficient Resource Personnel for undertaking regular training

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
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3.	Programme of setting up Navodaya Vidyalaya.	A Navodaya Vidyalaya is to be established.	—
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Achievements (after the N.E.P.)	Proposed time frame	Funds
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activities. Subject-wise resource persons have to be trained or made available at S.I.E., Supplemented by N.C.E.R.T. and N.I.E.P.A. faculties and also the Deptt. of Personnel in Goa Administration. It is proposed to cover various levels and types of training of teachers on annual basis. The training will also cover the essential input of Management and institutional planning required at Headmasters and Principals' level. As we are for the time being dependent upon outside resource personnel the training programme for 87-88 will continue on the basis of availability of resource persons. It is presumed that creation of our own facilities will be completed over 87-88. As such the schedule of training for 88-89 onwards is not yet spelt out. However, it is aimed and proposed to cover atleast 2000 teachers100 Headmasters over 87-88 in training courses of different types and levels.

ii) Pre-service training by recruiting well qualified untrained graduates for subjects like Science, Mathematics, English, Geography will be as follows:-

1987-88 — 40
1988-89 — 40
1989-90 — 40

Established Navodaya School at Canacona

The School will be strengthened by adding additional infrastructure as per equipments.

TOPIC NO. IV

TITLE: VOCATIONALISATION OF EDUCATION

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
1	Only 2.5% of student population entering Higher Secondary stage is covered by Vocationalisation so far.	A. Developing Organisational Structure: Setting up of appropriate Bodies in SCVE/SIVE by State Govt. (26) SIVE/SCVE to organise districtwise assessment of manpower through Voc-Survey (30) Setting of Curriculum Development Cell (31) Training Personnel (30, 33) Developing Linkages (34-37)	SUPW Programmes are already introduced at Primary and Secondary level. Vocationalisation was introduced as integrated course at 4 + stage, but the programme did not pick-up.
3	Absence of well-coordinated system of management, unemployment of vocational pass-outs, mismatch between demand & supply, reluctance in accepting the system, absence of career advancement are some of the factors for failure.		
25	Need for review of Programme of Vocationalisation at the Hr. Sec. Stage as an independent scheme (Distinct Stream)	B. Vocational Educational Programme: V. Programme for 8+ students (38)	
25	(i) Minimum of 10% of strength of the +2 stage to be diverted to Vocationalisation stream by the end of 7th Plan.	Territory level programmes in selected Polytechnics, Colleges, Universities (42) Bridge/Transfer Courses (A6) to Vertical mobility.	
25	(iv) Minimum level of Funding.	C. Programmes for Special Groups and Out of School Population:	
25	(v) (2) Linkages through Bridge Courses.	Involvement Public & Private Sector & support of Voluntary Organisation (47, 48) Non Formal programmes e.g. Community, Polytechnic (49)	
19	Need to cater to requirements of unorganised section, which has the maximum capacity to absorb bulk-force.		

Achievements (after the N.E.P.)	Proposed time frame	Funds
<p>Provision of Rs. 5.00 lakhs is made in 7th Plan. New schools are identified for introduction. Orientation of teachers is done in phases.</p>	<p>The curriculum development & Board of studies for implementing the report accepted by the Board are working. NCERT collaboration has been sought. It is proposed to cover 10% of the schools from VIII onwards under vocational stream by 1990. In 87-88 it is proposed to begin at +2 level with 50% general component and 50% vocational component. The Goa University has been approached for giving approval for purposes of vertical movement in general stream. 8 specific courses have been identified for implementation in 1987-88. The financial profile is under preparation.</p>	<p>Rs. 5.00 lakhs 7th Plan SUPW programme.</p> <p>On Training programme & equipment Rs. 5.00 lakh provided during 1987-88.</p>
<p>In order to constitute appropriate cell in the Directorate of Education provision of Rs. 10.00 lakhs during 1987-88.</p>		
<p>GDDBSHSE had appointed a Committee on 16-10-85 to conduct preliminary manpower need survey. The report is submitted on 7-1-87 and the same has been accepted by the Board.</p>		
<p>The Curriculum Development Cell of the Board is at work.</p>		
<p>Linkages are proposed.</p>		
<p>Vocational courses at 8+</p>		
<p>stage also proposed.</p>		
<p>Independent stream at +2</p>		
<p>stage proposed.</p>		
<p>Support of Voluntary Organisations is expected.</p>		
<p>10% diversification by 1990 expected.</p>		

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
18	Appropriate actions are to be taken for introducing Apprentice Scheme	Setting-up of Special Institutions e.g. Women, tribals, handicapped. (52)	
12	Preparing an increasingly large No. of school leavers for different vocations in life.	D. TARGETS & Preparation for Development: 10% diversification by 1990(53) Teacher Training (54) Facilitating Employment —Change in Recruitment Rules (57) —Certification of Courses —Monitoring & Evaluating Cell (58)	

Achievements (after the N.E.P.)

Proposed time frame

Funds

...Proposed

TOPIC NO. V

TITLE: HIGHER EDUCATION

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
5.26	Consolidation and Expansion	Appropriate funding to Universities and Colleges — Norms to be developed by U.G.C.	—
		Phased Plan to equip existing institutions.	—
		Formulation of schemes by UGC to provide financial Assistance. Model Statutes for autonomous departments.	—
		Steps to be taken by UGC to promote effective Management system.	—
		To formulate guidelines for granting affiliation.	—
		Regulation of Admissions	—
5.28	Development of Autonomous Colleges.	To make provision in University Act for autonomy to Colleges.	—
		Enable Autonomous Colleges to award their own degrees.	—
5.29	Design of Courses	Redesigning to meet growing demands of specialization.	—
		Providing flexibility in the combination of courses.	—
		Facilitating mobility among courses.	—
		Full involvement of Faculties.	—
		Special emphasis on India's composite Culture under Foundation Courses.	—

Achievements (after the N.E.P.)	Proposed time frame	Funds
Goa University has started functioning from 1st January, 1985. Immediately after merger of Post Graduate Centre, separate Departments for all 13 subjects were started.	It is proposed to start new Department of Computer Science and Technology at degree level.	Rs. 490-00 lakhs during 1987-88. (Draft Plan).
Marine Science and Geology courses have been added.	Another Department for Business Management leading to MBA will be set up from June 1987.	
	It is proposed to create 19 more teaching posts during 1987-88.	

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016
 DOC. No.....
 Date.....

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
5.31	Teachers' Training	<p>Specially designed Courses in Pedagogy, Methodologies, Psychology for new entrants.</p> <p>Refresher Courses.</p> <p>Orientation programmes by using internal resources.</p> <p>Participation in Seminars, Workshops, symposia.</p> <p>Promotion of self-learning among Teachers through Special Programmes of Indira Gandhi National Open University.</p> <p>Recruitment of Teachers on the basis of the Common Qualifying Test formulated by UGC.</p> <p>Development of Methodologies for self-appraisal, through <i>peer groups</i> and also by students.</p> <p>Career Advancement to be linked with Professional Development and performance appraisal.</p>	<p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
5.32	Research in Univer-	<p>First Class Research in frontier areas of Science, Technology, humanities & Social Sciences.</p> <p>Universities must grapple with significant problems of Industry and National Agencies.</p> <p>Strengthening of infrastructure and enhancing funding Research.</p>	<p>—</p> <p>—</p>
5.33	sities.		

Achievements (after the N.E.P.)

Proposed time frame

Funds

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Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
		Encourage Industries to set up their Research activities in University Sector.	
21	Improvement in Efficiency	Computer facilities for maintenance of students records, accounts, data, etc.	3 Higher Secondary School covered under "CLASS PROJECT"
		Network arrangements of Selected Institutions.	
		Network of Regional Libraries.	
	Creation of Mechanism for Co-ordinated Development.	A) State Council of Higher Education (5.30)	
		B) National Apex Body (5.34)	
		C) Accreditation and Assessment of Machinery.	

Achievements (after the N.E.P.)	Proposed time frame	Funds
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2 more Secondary Schools are covered under "CLASS-PROJECT".

Under CLASS PROJECT Govt. of India allots the number of Institutions every year.

Funded by Government of India.

TOPIC NO. VIII
TITLE: TECHNICAL EDUCATION

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
1.	The State Board & Directorate of Technical Education will be strengthened to plan & implement development programmes based on the new thrusts of the Policy. Each State Directorate will have a policy implementation cell.		1. There was no proper Directorate of Technical Education in this Territory though a Technical Education Cell was functioning in the Directorate of Education.
2.	Autonomy to Technical Institutions.		2. There is no autonomous Technical Institution in this Territory.
3.	Inter regional mobility of students.		
4.	Steps will be taken to see that computer facilities are made available to all Engineering Colleges & Technical Institutions.		4. Computer centre exists in Govt. Engineering College.
5.	Opportunities for Technical education for women will be considerably increased.		5. A women's wing was proposed in Govt. Polytechnic, Panaji.
6.	Community Polytechnic.		

Achievements (after the N.E.P.)	Proposed time frame	Funds
1. A separate Director of Technical Education has been recently appointed.	1. The Directorate of Technical Education is being revamped.	1 - 6. By and large satisfactory position last.
2. There are no autonomous Institutions.	2. It is proposed to give academic, administrative & financial autonomy to Fr. Agnel Polytechnic during the year 88-89 subject to laying down of guidelines by All India Council of Technical Education.	
	3. This will be achieved only by ensuing curriculum/syllabus revision. Expert team has been set up by Govt. of India. Implementation schedule can be worked out only after visit and report.	
4. Computers have been provided for Engineering Colleges, Govt. Polytechnic & Pharmacy College.	4. Performance appraisal & norms of performance are to be laid down. Exercises have been undertaken & will be implemented by 87-88.	
5. One course on instrumental Technology is already started at Govt. Polytechnic. Further time frame has not been received.	5. Expansion into electronic courses was taken up.	
6. One Community Polytechnic has been started in Fr. Agnel Polytechnic, Verna as per the Govt. of India's Scheme.	6. Management practices are being discussed regularly to redress staff/student grievances. They shall continue.	

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
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Achievements (after the N.E.P.)	Proposed time frame	Funds
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7. Staffing structure of Goa College of Art is under discussion with Govt. of India. Expansion of existing Applied Art course to ensure employability has been started. Concrete proposals will be prepared in 87-88.

8. Structure of courses in College of Architecture, split between diploma & degree and formulation of suitable courses will be completed in 87-88. This is imperative for employability on one hand & professionalisation of the course on the other hand.

9. Pharmacy — M. Pharm. by papers will be introduced by 87-88 end.

IX MAKING THE SYSTEM WORK

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
1.	Norms of performance must be laid down for observance by the Administration, teachers, students and educational institutions.	Same as in Col. No. 2	
2.	Immediate measures have to be taken to improve the working conditions of teachers and conditions of students to study and live.	—do—	

Achievements (after the N.E.P.)	Proposed time frame	Funds
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Govt. has enacted a comprehensive Education Act and the Rules are also framed. Norms of performance have been listed for each of them. Scheme of Management for the Society, Code of conduct for teachers and the students has been laid down.

Norms of performance can only be specified after introduction of various activities. Some of these are proposed to be taken up as below:-

(i) During 1987-88 Parent Teachers' Association will be introduced.

(ii) School Complexes will be revitalised. New complexes will be mapped.

(iii) Village School committees will be revived.

(iv) Performance Appraisal has been introduced in Govt. Schools. This is applicable to grant in aid schools also.

(v) Unit Tests revamping for ensuring content comprehension and evaluation of teacher performance will be taken up. Introduction will be in 87-88. Evaluation in 88-89.

(i) The working conditions of teachers have been improved by introduction of the Education Rules. All the Teaching and Non-Teaching staff have been provided with the facilities like Pension, L.T.C., Bonus etc.

(2) (i) Facilities for drinking water, library facilities, playground and sanitary facilities will be provided from 1987-88 to 1989-90.

(ii) Grievances on H.B.A. etc. are being looked into Grant-in-aid pattern will be suitably revised after obtaining the pattern from other States.

(iii) Procedure of implementation of major benefits like Pension etc. will be prescribed by 1987-88.

(ii) For the benefit of slow learners, compulsory remedial teaching has been introduced.

(i) Students council in each school will be established during 1987-88.

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
3.	Grievances redressed machinery will be established.	—do—	Department had framed and notified the norms of transfer in case of Govt. Teachers.
4.	A comprehensive, open partipatory and date based system of teacher evaluation will be established.	—do—	C. R. forms at all level are existing
5.	Steps will be taken up immediatly for improving institutional performances.	—do—	—
6.	Minimum amenities will be provided for students in the schools such as drinking water, cycle-shed timely supply of text books etc.	—do—	About 75% of the Secondary Schools have provided facilities.

Achievements (after the N.E.P.)	Proposed time frame	Funds
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at Directorate and Secretariat level
grievances officers have been appointed.

Grievance officer will also be appointed at
Zonal level and Taluka level in 87-88.

The norms will be recast during 87-88 in
consultation with the Service Association.

In case of teachers, the forms are revised.

In case of other employees the forms will
be suitably revised during 87-88. These
will be extended to schools under private
Managements also.

An orientation course has been conducted
for the heads of the Higher Secondary
Schools, D.E.O.'s and S.H.M.'s covering
about 35 covering about 35 participants
in school Administration, Planning etc.

During 87-88, it is proposed to introduce a
self evaluation scheme for the Secondary
Schools by adopting suitable course.
Similarly, during the period from 87-90
about 100 heads of schools will be given
the school orientation course in school
Administration.

During the year 87-88 and 88-89 all the
schools will be covered by providing
minimum amenities to the students.

XII EDUCATION FOR WOMEN'S EQUALITY

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)												
1.	Every Educational Institution should by 1995, take up active programme of Women's development.	Same as in Col. No. 2.	This is not a serious problem in Goa. The enrolment figure in 84-85 are as following:- <table border="1"> <thead> <tr> <th>Std.</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>17692</td> <td>16157</td> </tr> <tr> <td>V</td> <td>18256</td> <td>14838</td> </tr> <tr> <td>VIII</td> <td>13770</td> <td>10637</td> </tr> </tbody> </table>	Std.	Boys	Girls	I	17692	16157	V	18256	14838	VIII	13770	10637
Std.	Boys	Girls													
I	17692	16157													
V	18256	14838													
VIII	13770	10637													
2.	All teachers and Adult Education instructors, should be trained as agents of women's empowerment and to enable them to play an activist role towards women's equality.	—do—	—												
3.	Preference in recruitment of teachers upto school level should be for women.	—do—	80% of the Primary teachers and 40% of the Secondary teachers are lady teachers.												

Achievements (after the N.E.P.)	Proposed time frame	Funds
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Not available	From 1987-88 to 1990 the ratio of girl students to boys will be increased every year by about 10%. More stress will be given for the retention of girl students for middle & secondary level specially belonging to SC, ST and others E.B.C.'s.	
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During 1987-99 NCERT/NIEPA will be approached to train some key personnel. From 1988-89 and 1989-90 a mass training programme will be taken up for the lady teachers at the rate of 200 lady teachers per year.

No Recruitment	Recruitment of lady teachers is not a problem in Goa. But however, the lady teachers from the hilly and backward talukas like Pedne, Sattari, Sanguem are not available for recruitment because of poor economic conditions to obtain pre-service training at their cost. Therefore, it is proposed that during 1987-88 onwards untrained SSC lady candidates belonging to these backward areas and to specific OBCS will be selected at the rate of 40 per year and they will be given pre-service training by giving them stipend of Rupees 250-330 per month R.R.s. will be modified accordingly. Precise tin frame cannot be given as it is dependent upon response from the communities concerned. However, Change in R.R.s. will be completed in first half of 87-88.	
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XIII EDUCATION OF SCHEDULE CASTE/SCHEDULED TRIBES AND OTHER E.B.C. SECTION

Sl. No.	Main points in the programme of action	Identification of action points	Status (prior to N.E.P.)
1.	To ensure timely payment of pre-matric scholarships.	Same as in Col. No. 2	—
2.	Rates and amount of Scholarship will be raised.	—do—	—
3.	Coverage will be cent percent.	—do—	Coverage at primary level is 100%. However, Middle and Secondary level the coverage is to the extent of 60%.
4.	Construct micro-planning and verification will be done to ensure that the enrolment, retention and successful completion of courses SC/ST students do not fall at any stage.	—do—	—
5.	Recruitment of teachers SC/STs.	—do—	Already exists.
6.	Provision of Hostels.	—do—	Hostels have been started for ST students at Daman.
7.	Location of school building in the SC/ST localities.	—do—	Already achieved.

Achievements (after the N.E.P.)	Proposed time frame	Funds
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— During 1987-88 and onwards the machinery will be geared up to make payments within 1 month of the beginning of the academic year.

— During 1987-88 onwards, it will be raised as soon as Government of India orders are received.

No change

The coverage at Middle and Secondary level will be slowly increased by 10% every year by increasing the rates of the amount of scholarships opportunity cost etc.

— Micro-planning and verification will be done with the help of local leaders, Village Panchayats, Village School Committees from 1987-88 onwards. The School complexes also will be re-vitalised. This exercise start from 1987-88 and will be completed by 1989-90.

As per the instruction of Govt. of India.

As per the instructions of Government of India.

No change

— If funds permit, Residential Hostels will be started for the benefit of the Scheduled Caste students at Pernem, Mapusa and Bicholim during the next five years.

TOPIC NO. XIV

TITLE: MINORITIES EDUCATION

Sl. No.	Main points in the programme of action	Identification of action points
	PRIMARY EDUCATION:	
i)	Institutionalise system for compilation of statistical information required by Commissioner for Linguistic minorities regarding educational facilities.	Register to be maintained in each institution regarding number of linguistic minority.
ii)	Eliminating delay in sanctioning of linguistic minority teachers' posts and appointment of teachers by delegation of powers of District Collectors.	Orders to be issued delegating powers to sub-ordinate authority.
iii)	Survey on availability of text books in minority languages and setting up of printing facilities in minority languages.	Actual survey is to be carried out.
iv)	Survey on availability of teachers' training facilities for teachers in minority languages and measures to enhance such capacity wherever necessary.	Actual survey to be made.
v)	Efforts will be made to utilise 15% of the curricular time for training in local crafts/trades and to arrange evening classes for children for artisans/agricultural labourers.	Instructions have to be issued.
	MIDDLE AND HIGHER SECONDARY EDUCATION:	
i)	A scheme for in-service training from minority institution teachers in Science, Mathematics, Social Science, English & Career Guidance through SCERT and other resource centres and State Career Guidance Institutions.	A scheme has to be formulated. Identification of such teachers is to be done.
ii)	A scheme for orientation courses for managers and principals of minority institution in modern educational techniques by NCERT.	—do—
iii)	Scheme of appointment of regional language teachers in minority institutions for national integration and for implementation of the Three Language Formula.	Identification is required.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Registers are maintained		—	—
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Registers are maintained		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Nil		—	—
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Sl. No.	Main points in the programme of action	Identification of action points
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iv) A scheme for remedial coaching in minority managed institutions.

Identification of such institutions.

v) Minority managed educational institutions will be given a fair representation in the scheme for computer literacy in school education.

Identification and representation to be given.

VOCATIONAL AND TECHNICAL EDUCATION:

i) Provision of vocational courses in higher secondary schools specially catering to educational backward minorities.

Identification of students to be done

ii) Ensuring that in all the programmes of technical and vocational education included in the policy minority run institutions derive full benefit.

—do—

iii) Setting up Craft Training Institutes in identified minority artisan concentration blocks, with 80% seats for artisans' children.

Identification and policy decision.

WOMEN'S EDUCATION:

i) As the women literacy and girls enrolment is lower among educationally backward communities, in the scheme of opening girls schools, appointment of lady teachers, opening of girls' hostels and providing of incentives in the form of mid-day meals, uniforms etc. minority needs should be fully met.

Identify institutions and students.

ii) A production-cum-training centre for crafts exclusively for girls preferably with women instructors with the extent possible in each of the identified minority concentration districts.

Identification of such areas.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil	Nil	—	—
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Nil	Nil	—	—
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Nil	Nil	—	—
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Nil	Nil	—	—
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Nil	Nil	—	—
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Nil	Nil	—	—
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Nil	Nil	—	—
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**VOLUNTARY EFFORT IN
ADULT EDUCATION & EARLY
CHILDHOOD EDUCATION.**

Orientation courses for professionals from minority communities to motivate voluntary effort, attaching one centre to all minority institutions to create awareness of these schemes and to train supervisors for multiplier effect.

Propagation through media and lectures.

**LIBRARIES, READING ROOMS
AND EXTENSION WORK.**

Scheme for encouraging setting up of libraries, reading rooms etc. in minority areas pilot project for educational extension work in a few blocks on experimental basis.

Scheme has to be drawn up with provision of funds.

**MINORITY MANAGED
EDUCATIONAL INSTITUTIONS**

i) Clear guidelines for recognition and timely disposal of applications. Each state government to formulate its recognition policy and giving wide publicity to this.

Guidelines to be formulated.

ii) Effective monitoring arrangement should be made to see the proper implementation of the programme.

Monitoring agency to be appointed.

iii) Scheme for setting up of a statewide Federation of minority institutions, to help in seeking co-operation of minority institutions in effective implementation of educational uplift measures, in ensuring minimum infrastructure facilities, maintaining minimum infrastructure facilities, maintaining academic standards and protecting the interest of teachers, these bodies to be officially recognised and assisted.

A federation to be constituted and appointed.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil

Nil

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Nil

Nil

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Nil

Nil

Nil

Nil

Nil

Nil

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Nil

Nil

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Sl. No.	Main points in the programme of action	Identification of action points
BENCH MARK SURVEY AND RESEARCH STUDIES.		
i)	Arranging Bench mark survey and periodical survey to assess the increase in literacy and in educational attainments, schemes for periodical research studies on various aspects to improve the effectiveness of remedial measures, specially relative availability of schools in minority concentration areas.	Periodical survey to be carried out.
ii)	Educationally backward minorities to be associated with various Education Boards and Advisory Committees at Central and State levels.	Persons to be identified and nominated.
iii)	A cell will be created in the Union Education Department and in the State Education Departments to monitor effective implementation of these measures.	Cell is to be constituted.
iv)	There shall be a review of all minority education programmes every year.	Review will have to be taken every year.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil	Nil	—	—
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Nil	Nil	—	—
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Nil	Nil	—	—
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Nil	Nil	—	—
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TOPIC NO. XVI
TITLE

ADULT EDUCATION

Sl. No.	Main points in the programme of action	Identification of action points
1.	Reorganisation of the existing programmes to introduce flexibility and other measures for greater effectiveness.	Identify existing programmes. Identify points/levels at which flexibility required. Identify measures for greater effectiveness.
2.	Application of Science & Technology and pedagogical research for improving the pace and environment of learning.	Expert advice from SRCs will be sought to introduce this dimension.
3.	Establishing linkage between adult education and the developmental programmes.	Identify development departments, their programmes co-ordinate their programmes with activities of A. E. Centre.
4.	Launching of Mass Functional Literacy Programmes	Motivation of college students for this programme arrange lectures for motivation-incentives to be provided.
5.	A multi-dimensional programme of continuing education as the instrument of moving towards a learning society.	Size of programme to be identified — Instructors to be identified — centres to be identified.
6.	Creation of dynamic management structures to cope with the targets envisaged.	Dedicated staff from different levels to be identified and recruited.
7.	A distinct slant in favour of woman's equality, and taking of all measures in pursuance of this resolve.	Motivation of women and appointment of women instructors for the programme.

CREATION OF ENVIRONMENT

- a) Active cooperation will be sought from political parties and the mass organisation of workers, peasants, women, youth & students. Meetings, picture shows to be organised for motivation.
- b) Effective support will be provided through the mass media. Help of newspapers, AIR, Doordarshan is to be obtained for motivating learners.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
Nil	Nil	1987-1990	
Nil	Nil	1987-1990	
Linkages available.	Linkages available	—	
Programme started in college	Programmes stated in colleges.	1987-1990	
5 centres opened	5 centres opened	1987-1990	
Nil	Nil	1987-1990	
Enrolment of women is sizeable	Enrolment of women is sizeable.	1987-1990	
not there	not there	1987-1990	
available to some extent	Available to some extent.	1987-1990	

Sl. No.	Main points in the programme of action	Identification of action points
c)	All development departments will be expected to utilise the adult education programme for the furtherance of their objectives.	Development Departments will be identified and informed of existing of centre at particular place and these Departments can use these centres for their purpose.
d)	The entire education system will commit itself to this cause.	The primary, secondary educational teachers and students will have to be informed of the importance of the programme and their help will be sought to run this programme.
(e)	The District, Tehsil and Thana level administrative machinery will be involved in NPAE to ensure their support for awareness-oriented adult education programme.	All concerned functionaries will be approached for their support.
(a)	Literacy work would be taken up by a large number of students as 'study service' — viz.) specific projects taken up as a part of work experience and social/national service, which would be reflected in the students final result sheets.	Higher school, Higher secondary and college students and teachers will be approached to take up this activity.
(b)	Substantial institutional incentive will be provided to universities, colleges, higher secondary/secondary schools for eradication of illiteracy in a well defined area.	The incentives will have to be identified/specified and institutions will be made aware of them.
(c)	Trade unions, Panchayati Raj agencies and other representative organisations of people will be encouraged to voluntarily take up functional literacy programme for which literacy kits and some organisational expenses would be provided to them.	All institutions will be made aware of the programme and will be asked to take up this programme voluntarily.
(d)	Encouraging individuals to look upon literacy work as a personal commitment and voluntary service, particularly by women among women, and involvement of voluntary agencies for this purpose.	Help of newspapers, will be taken to propagate this message. Hand outs to be distributed to students/institutions giving this message.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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to some extent

to some extent

1987-1990

Nil

Nil

1987-1990

Nil

Nil

1987-1990

Nil

Nil

1987-1990

Nil

Nil

1987-1990

Nil

Nil

1987-1990

Nil

Nil

1987-1990

Sl. No.	Main points in the programme of action	Identification of action points
(1)	Establishment of Jana Shikshan Nilayams (JSN) for clusters of villages, the total population of which may be about 5000. JSNs to be integrated with the programmes of adult education and non-formal education will be housed in the school buildings. Panchayat Ghar etc. and provide facilities of library, reading room Charcha Mandal, cultural activities and may also include a community T.V. set.	Cluster of villages to be identified where illiteracy is high. Accommodation and worker to be identified to take up this activity. Funds to be provided.
(2)	Employers, trade unions and the concerned agencies of Govt. will organise systematic programmes of workers' education for improving their educational standards and upgradation of their skills with a view to improving productivity, workers wages and their well-being.	This agencies will be approached to give their active support for this programme.
3)	All post secondary education institutions — including universities, colleges and polytechnics — will be expected to give the extension work the same importance as they do to the instruction. Extension programmes would include mass education as well as systematic courses of continuing education for the work force and the professionals. Distance learning techniques will be widely used for this purpose.	All the institutions will be approached to give extension work for this programme.
4)	Programmes of book promotion will be taken up on the lines indicated in the Policy. Libraries and reading rooms in educational institutions will be opened to the public in the evenings and necessary additional grants provided to them for this purpose. Voluntary efforts for establishment of reading rooms and libraries will be encouraged.	Identify existing good reading books. Identify accommodation at places where libraries are to be opened. At some places reading rooms could also be identified. Mobile libraries could also be thought of.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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50 libraries available	50 libraries available.	1987-1990	
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Sl. No.	Main points in the programme of action	Identification of action points
5	As spelt out in the section of Media and Education Technology, radio T.V. and films will be encouraged to subserve the objectives of education and recreation.	Help of TV and films will be undertaken for adult education and recreation.
6	Non-formal programmes of vocational and technical education, based on the needs and interest of learners, will be organised on a large scale, ensuring that women participate in such programmes with men. The existing arrangements provided under schemes such as TRYSEM, Krishi Vigyan Kendras, Farmer's Training Centres etc. would be supplemented by part-time courses organised by educational and technical institutios.	Identification of available programmes will be made and use of the same would be made for part-time courses.
	a) Greatest attention would be paid to preparation of good learning materials, teachers guides, and to training for this, as well as for production of learning materials for post literacy and continuing education latest technologies of printing and communication will be employed. The national level communication will be employed. The national level organisation for this purpose will be reviewed and suitably reorganised.	Such material will be identified with help of SRC. Help of SRC will be taken to prepare and produce learning material as per needs for post literacy and continuing education.
	b) The work of each State Resource Centre will be reviewed. Those not functioning satisfactorily will be improved, and if necessary, shifted under the auspices of some other organisations. Much more provision will be made for improvement of infra-structure and staff in SRCs.	The work will have to be undertaken by MHRD.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Film-shows are conducted

Film shows are conducted

1987-1990

Nil

Nil

1987-1990

Available to some extent

Available to some extent

1987-1990

Not applicable

Not applicable

1987-1990

Sl. No.	Main points in the programme of action	Identification of action points
c)	District Resource Units (DRU) for adult education and non-formal education will form an integral part of DIETs. In cooperation with other staff of DIET, as well as other resource persons available in the district, the DRUs will take up responsibility for initial and continuing education of the field level functionaries. They will also design and oversee the methods employed in evaluation of learners.	Steps will be taken to establish DRU for the territory with help of SRC, Pune. Staff will have to be provided.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil

Nil

1987-1990

TOPIC NO. XX
TITLE: LANGUAGE DEVELOPMENT

Sl. No.	Main points in the programme of action	Identification of action points
1.	Specific decisions by State Government in consultation with universities to progressively adopt the Modern Indian Languages as media of instruction at all levels and in all subjects.	Policy decision has to be taken by Government and University will be asked to implement the same.
2.	Preparation and production of textual material reference books in Modern Indian Languages on a much large scale than undertaken hitherto.	Steps will have to be taken to identify text books to be prepared on regional languages. Policy decision will be required.
3.	Orientation of University teachers.	University will be informed to do so.
4.	Translation of text books and monitoring of the effort.	Identified books to be translated in order of priority by identified translators. Funds provision to be made for preparation and production.
5.	Regular view and monitoring of the effort.	Standing committees to be appointed for this purpose.
6.	ROLE OF AGENCIS:	
1.	Identify measures to ensure the adoption of modern Indian Languages as media of instruction in consultation with universities and U.G.C.	A policy decision will have to be taken by Govt. on this issue as at present English issued at Secondary & higher education.
2.	With assistance of expert institutions, a feasible and time bound programme of action to be worked out.	Same as above.
3.	The preparation of university level books in regional languages should be speeded up and it is to be seen that books so prepared are used in the system.	This can be done provided a policy decision is taken to decide language of institution at University.
	THREE LANGUAGE FORMULA:	
	Pre-requisites	
1.	Decision by State, State Boards of Education to make the study of three languages compulsory at secondary stage.	Existing situation will be examined if need be. State Board of Education will be directed to implement 3 language formula.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil	Nil	1987-1990	Policy decision
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Nil	Nil	1987-1990	—
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Nil	Nil	1987-1990	—
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Nil	Nil	1987-1990	—
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Nil	Nil	1987-1990	—
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Nil	Nil	1987-1990	—
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Nil	Nil	1987-1990	—
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Nil	Nil	1987-1990	—
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3 language formula is followed.

3 language formula is followed

— —

Sl. No.	Main points in the programme of action	Identification of action points
2.	Prescription of the class from and the duration for which three languages will be taught.	Examining the existing position. Committee will be appointed to identify class from and the duration for which 3 languages will be taught.
3.	Specification of the objectives of teaching different languages.	Will be identified and prescribed.
4.	Specification of levels of language proficiency to be reached in respect of each language.	Has to be decided by experts. A committee of experts will be appointed to determine.
	Specific action points pertain to Central Government only.	
	Appointment of language teachers as per 3 language formula: G.O.I. could share part of burden of state Govts.	Action by G.O.I.
	Improvement in the language.	
1.	Undertake study of the language attainment of the students.	Experts committee or SCERT will be asked to undertake.
2.	Specify objectives of teaching various languages.	Expert committee or SCERT will help if NCERT will identify and prescribe.
3.	Identify language skills that students attain in terms of the specified objectives.	SCERT or experts committee will undertake the activity.
	Specific Action	
4.	Development of textual material for ensuring attainment of specified language abilities.	Identifying specified language abilities by experts. Experts committees to develop textual material.
5.	Pre-service and in service training of teachers in the methodology of language teaching.	Existing institutions to be reinforced with expert staff for pre-service and chalking out programmes for group of teachers for regular inservice training.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
Nil	Nil	1987-1990	—
Nil	Nil	1987-1990	—
Nil	Nil	1987-1990	—
—	—	—	—
—	—	1987-1990	—
—	—	1987-1990	—
In-service is being done.	—	1987-1990	—

Sl. No.	Main points in the programme of action	Identification of action points
6.	Research in the methodology of effective teaching learning of language with particular emphasis on the use of computers and other communication media.	Experts will be identified for this activity.
7.	Infra-structural facilities of language and other training institutions for training of teachers and experimentation in computer aided instruction and the use of new communication technology.	Survey of existing institutions will be made and modifications/additions will be made to existing instructions to cater needs.
8.	Designing of specialised bridge/remedial courses for school and university students.	A work will be allotted to team of experts or SCERT.
	Policy Planning:	
1	Undertake critical review of the language policies being adopted at various levels.	SCERT will undertake this activity.
2	Suggest a policy which would bring some uniformity about the place of language in education.	Govt. will be appriased of present position and a policy will be suggested to suit need.
3	Identify directions in which language development should be undertaken.	Work could be assigned to the team of experts or SCERT.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
Not done	—	—	—
Distinct centre for English being developed	—	—	—
Being done	—	—	—
Not done	—	—	—
Not done	—	—	—
—	—	—	—

TOPIC NO: XXII
TITLE: MEDIA AN EDUCATIONAL TECHNOLOGY
(including use of Computer in Edn.)

Sl. No.	Main points in the programme of action	Identification of action points
1.	<p>Use of Technological Aids for improving Quality of Edn.</p> <p>* Audio-Visual Units & Film Libraries.</p> <p>* School Radio Broadcasts(1)</p> <p>* AIR's Ednl. Programme Production Units. (2)</p> <p>* Curriculum based school TV Programmes</p> <p>* "TELETEACH" Projects. (3)</p> <p>* Computer Edn. Courses. (4)</p>	<p>Expansion of TV and Radio Transmission Network</p> <p>Provide min. ETV and Radio Programmes Coverage for identified group by 1990.</p> <p>Development of facilities for production, duplication and dissemination of curricular support material.</p> <p>Development of Man-Power during VII Plan.</p> <p>Provision of Radio Receivers in all Primary/Sec. Schools during VII Plan.</p> <p>TV Sets to all schools by 1995.</p> <p>Extension of Computer Literacy Prog. in all Higher Sec. Schools by 1991.</p> <p>Integration of Computer Edn. Modules in Professional & Gen. Education Courses.</p> <p>Increased Use of Broad-Cast Methods.</p> <p>Transmission of Course Material for Distant Education.</p> <p>Large scale use of Audio & Video Programme</p> <p>Provide Charts, Slides, Transparencies so that Teachers can draw upon in the course of teaching.</p> <p>Exposure & Training in the Use of Computers at different levels.</p> <p>Supply of Micro-Computers-Progressive integration with School Curriculum.</p> <p>Long-Term Perspective of Media Usage.</p> <p>State Agencies to be responsible for production of locally relevant Programmes for Target Audionee.</p> <p>Sharing of responsibilities between various Agencies.</p> <p>Considerable investment in Hardware and Software.</p>

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Funds
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Audio-Visual Unit (i.e. Educational Technology Unit) is already established in the Directorate. No radios have been provided to schools.

i) It is proposed to establish 5 more Units in phased programme Proposed to provide funds for augmenting Audio-Visual Library.

Provision of Rs. 2.00 lakhs is made in 87-88.

Provision of Rs. 2.00 lakhs for 87-88.

ii) It is proposed to provide Two-in-one during VIIth F.Y.P.

Rs. 40 lakhs have been approved by Planning Commission during 1987-88.

- 200 Schools — 87-88
- 400 Schools — 88-89
- 400 Schools — 89-90

iii) TV Sets will be provided to the lead school of complexes, during 8th Five Year Plan. However, efforts to obtain TV Sets of Video Programme through community help are likely to succeed in 87-88 itself.

iv) It is decided to establish in Goa Kala Academy, an Unit for duplication and production of Audio/Video Prog. during 1987-88 and for the production & duplication of Video Programme during 1988-89 and 1989-90.

v) The Scheduled for training of staff and preparation of software will be finalised during 87-88.

vi) During 87-88 available software from CIST will be obtained for dubbing if necessary.

TOPIC XXIII
TITLE: TEACHERS AND THEIR TRAINING

Sl. No.	Main points in the programme of action	Identification of action points
a)	Introduction of reforms in the system of selection of teachers.	Weightage be given to academic performance weightage be given to interview performance.
b)	Improvement in the living and working service conditions of teachers.	Norms be laid down by a committee to decide standard living and working/ service conditions of teachers and then steps be taken to improve existing conditions.
c)	Creation of an effective machinery for removal of grievances.	A standing committee be formed to screen genuine grievances. An officer with full powers be appointed to examine and remove grievances of teachers at all levels.
d)	Involvement of teachers in the planning and Management of education.	Selected teachers be appointed on Committees in the planning and management of Education.
e)	Involvement of teachers associations in upholding the dignity of teachers. Their professional integrity and curbing professional misconduct.	Guidelines will have to be issued with consultation of association of teachers for upholding dignity, Professional integrity, etcl.
f)	Preparation of code of professional ethics for teachers and ensuring that teachers perform their duties in accordance with acceptable norms.	A committee consisting of teachers, educationists, administrators, management to prepare such a code.
g)	Willingness to take hard decisions with regard to observance of (e) and (f) above.	Teachers associations should be taken into confidence for its implementation.
h)	Creation of opportunities and atmosphere to promote autonomy and innovation among teachers.	Such opportunities and creation of atmosphere are to be identified. This task be given to association of teachers.
GRIEVANCE REMOVAL (SCHOOL LEVEL TEACHERS)		
i)	Joint consultative committees will be formed at District and State Level to examine grievances and officers may be designated to particularly examine individual grievances.	Joint consultative committees to be constituted at District and State Level and officer be designated to examine genuine individual grievances.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
Candidates are given weightage upto 75% in their academic performance only 25% for oral interview.	Candidates are given weightage upto 75% in their academic performance only 25% for oral interview.	—	
Provision is made in Act and rules	Provision is made in Act and rules.	—	
Grievance officer appointed for Govt. teachers.	Grievance officer appointed for Govt.	—	
Nil	Nil	1987-1990	
Nil	Nil	1987-1990	
Code of conduct received from NCERT	Code of conduct received from NCERT	1987-1990	
Nil	Nil	1987-1990	
Nil	Nil	1987-1990	
Nil	Nil	1987-1990	

Sl. No.	Main points in the programme of action	Identification of action points
LIVING AND WORKING CONDITIONS OF TEACHERS		
a)	Providing pay and allowances to teachers at all levels which are in keeping with their educational qualifications, professional responsibilities and the expected status in the society.	A policy decision will have to be taken by Govt. for revising pay structure.
b)	Retirement and old age and medical benefits for teachers should be identical with Govt. servants.	Rules and orders should be issued to this effect after taking a policy decision.
c)	Housing-special measures will be taken to provide housing facilities for teachers in urban as well as rural areas.	Necessary survey will have to be made of teachers needing accommodation. Provision of funds should be made
d)	Study leave. All teachers will be entitled on full pay, one long term study leave.	Orders to this effect will have to be issued.
e)	All women teachers desirous of posting with their spouses will be posted as such facilities of creches will be provided.	If vacancies available then it would be possible to do such arrangement. Rules will have to be formed. Funds will have to be provided for creches.
f)	There should be uniformity of service conditions for all teachers of the same category throughout the country.	Central Govt. will have to issue guidelines.
g)	Postings and transfers of teachers to be made with certain norms — should not be moved for 3 years and situation be created so that teacher does not get transferred till he is promoted or unavoidable exigencies.	This is possible if teachers are willing to remain in rural areas.
h)	Activities of National Foundation of Teachers Welfare be enlarged.	Ministry of Human Resource Development may issue guidelines.
TEACHERS PARTICIPATION		
a)	Involvement of teachers in implementation of NPE in laying down rules, procedures and norms.	Teachers at various levels to be appointed on committees.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil	Nil	1987-1990	
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Nil	Provision of such rules is made in Education Act and rules.		
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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to do	—	—	
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Nil	Nil	1987-1990	
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Sl. No.	Main points in the programme of action	Identification of action points
b)	Participation of teachers in the policy making and management forums such as CAGE State Advisory Boards etc.	Teachers at various levels to be appointed on committees.
RECRUITMENT OF TEACHERS		
a)	Teachers willing to live in difficult areas alongwith their teacher wife, will be assured long term postings of their choice in rural areas and scholarships will be provided for their children's education.	A policy decision will have to be taken by Govt. It is also to be seen if this is feasible.
REORGANISATION OF ELEMENTARY TEACHER EDUCATION		
1)	Pre-service and inservice education of teachers for the formal system.	Teachers at primary and secondary levels have pre-service training. Arrangements will have to be made for periodical in service training.
2)	Induction level and continuing education of Non-formal and Adult education instructors and supervisors.	A phased programme will have to be chalked out to train all functionaries.
3)	Training and orientauon of heads of institutions in institutional planning and management and micro level planning orientation of community leaders etc. influencing school level education.	A phased programme will have to be chalked out to impart training and orientation by institutions like NIEPA. Identification of community leaders, identification of institutions — leaders to be convinced of need of training.
	A task force must be immediately set up for making an assessment of the number of institutions of this nature required keeping in view the various relevant programmes of action. The task force to identify the existing institutions which can be developed as District Institutes of Education & Training (DIET)	A committee be appointed to identify institutions which can impart training orientation to various functionaries (DIET) to be developed.
	A separate cadre will be created for appointment of staff in SCERTS, secondary teacher institutions and DETT.	Such persons should be identified. Norms to be laid down for identification attractive pay scales to be announced to attract talent.

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Budget
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Nil	Nil	1987-1990	
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It exists	—	—	
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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Nil	Nil	1987-1990	
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TOPIC NO. XXIV
TITLE
MANAGEMENT OF EDUCATION

SI. No.	Main points in the programme of action	Identification of action points
1.	Making the system work	Dealt with separately.
2.	Decentralisation of Management	Establishment of: (a) District Boards of Education. (b) District Institute of Education, Training. (c) Village Education Community. (d) School Complexes.
3.	Working out the details, mechanics, finding, for N.E.P.	—
4.	Man power planning and demand for casting.	N.A.
5.	Media and Educational Technology.	Dealt with separately.
6.	Development and periodic review of curricula and teaching learning process.	Development andperiodical review of curricula and teaching learning process,
7.	Strengthening the data base, monitoring and evaluation system.	—do—
8.	Setting up State Advisory Board of Education.	—do—
9.	State Level Administrative arrangement will be strengthened and reorganised.	—do—
10.	Training of Senior Level Personnel will be designed.	—do—
11.	Pre-induction training for Heads of Institution.	—do—

**Sub. National Systems Unit,
National Institute of Educational
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17-B, Sri Aurobindo Marg, New Delhi-110016
DOC. No.....**

Date.....

Status (prior to N.E.P.)	Achievements (after the N.E.P.)	Proposed time frame	Funds
—	—	—	
—	—	—	
—	—	—	
Existing.	No change.	No need as Goa is a small Unit. Is being established during 1987-88. Will be reviewed during 1987-88.	
Existing in some schools.	No change.	Will be revitalised during 1987-88.	
Covered under different items of N.E.P.			
—	An exercise is unertaken by the S.S.C. Board	During 1987-88 revision of curricula for Std. I-VII will be taken up by SIE.	
—	—	1) Revision of norms for teachers. 2) Revision of norms for grants of loans. 3) Revision of Acts and Rules. 4) Revision of Pattern of assistance.	
—	Provided in the Act.	Directorate of Education and S.I.E. will be strengthened.	
—	One orientation course was organised.	One course each will be conducted during the next 3 years.	
—	—	When new Heads are appointed proper training will be given each year.	