

NIEPA



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## 1. INTRODUCTION

1.1 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.

1.2 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 Vidyalayas 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 has been finalised by NCERT in consultation with State Governments. A beginning was made during the summer vacation of 1986 to involve 2 lakh college students, in functional literacy programmes on voluntary basis which has been continued during the following years. A massive Teacher Orientation Programme was organized 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 discussions 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.

## 2. CENTRAL ADVISORY BOARD OF EDUCATION

2.1 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 universalization of elementary education, operation blackboard, 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 co-ordination between the Central and State Governments, as well as non-governmental agencies, nine 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 Blackboard 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.
8. Common School System
9. Development of Languages and Language Teaching

Most of these Committees have already held their meetings

2.2 The next CABE meeting has been fixed on 11-12 March 1988 at BHAGPUR. It is proposed to review the progress made in implementation of NPE at this meeting.

2.3 The latest position regarding clearances of schemes is indicated below:

Cabinet/Finance clearance of Schemes.

(a) Proposals cleared by Cabinet

- Elementary Education (including OB and NPE)
- Teacher Education
- Strengthening of AICTE
- Educational Technology
- Science Education
- Vocationalisation
- National Literacy Mission

(b) Schemes cleared by Cabinet with condition of consultation with finance.

- Environment Orientation to School Education

(c) Under Cabinet consideration

- CLASS (Cabinet Note under finalisation)

2.4 The Department of Education is now fully poised to launch all major programmes.



**3. ELEMENTARY EDUCATION  
(INCLUDING NON-FORMAL EDUCATION AND OPERATION BLACKBOARD)**

3.1 The progress of implementation in respect of major programmes is indicated below:

**Operation Blackboard**

3.2 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 material; and (iii) a second teacher preferably a woman, in all single teacher schools. It is proposed to cover 20 per cent of community development blocks/municipal areas in 1987-88, 30 % in 1988-89 and 50% in 1989-90.

3.3 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 disadvantaged STs and minorities, but with an eye upon the chances of success of the scheme. As regards municipal areas, the States have been advised to adopt their own selection criteria. A survey proforma was sent to the States 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 for that block. For the years 1988-89 and 1989-90, the NCERT has been requested to take

up the survey in continuation of and alongwith 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 utilization.

3.4 In most States, the survey has been completed, as has the preparation of block project reports which are to be considered in State Level Empowered Committee for sanction of funds. From the project reports scrutinised so far, it is seen that most States have selected the worst off blocks for coverage this year and the deficiencies of equipment, teachers and buildings is higher than estimated. The higher requirement of building, unless matched by a corresponding increase in NREP/RLEGP funds, may mean that all the blocks selected may not be covered under the scheme, causing slippage in targets or the block may have to be reselected in some States to match the availability of funds for buildings. Reselection of blocks has been resorted to in the States of Gujarat and Andhra Pradesh. In the State of Karnataka, the percentage of blocks covered will be below the target. SLECs have met in Gujarat, Karnataka, Orissa, Rajasthan, Uttar Pradesh, Tamil Nadu, Himachal Pradesh, Andhra Pradesh, Kerala, GOA, Jammu & Kashmir, Haryana, Punjab, Nagaland, Manipur, Maharashtra and West Bengal. Funds have already been released to Gujarat, Rajasthan, Uttar Pradesh, Punjab, Haryana and Orissa and the release of funds is being processed in other cases. The budget provision for the scheme for the year 1987-88 is Rs. 100 crores.

## **Non-Formal Education**

3.5 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 Arunachal Pradesh has been added, has since been reorganized and expanded. Under the revised Scheme, assistance will continue to be given to these 10 States for running NFE centres in the ratio 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 for NFE programmes for children in urban slums, hilly, desert and tribal areas and projects for education of working children.

3.6 Positive measures are being taken 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 Voluntary Agencies has been revised in January, 1987. In the revised scheme, the desired flexibility has been provided to the

Voluntary Agencies 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 grant to them.

3.7 The essential features of the scheme of NFE are organizational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs, and decentralization 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 education centres.

3.8 The Scheme of non-formal education was approved by the Cabinet on 11.5.87 and was communicated to the State Governments on 15.5.87. State Governments were requested to send their proposals by June, 1987.

3.9 Since many states showed lack of clarity about operational details of the schemes and faced difficulties in putting up specific proposals for 1987-88, a two day meeting was held in NIEPA on 29-30 July, 1987. The programme of implementation of the scheme was also discussed in a Conference of Secretaries/Directors of Education of all States held on 19-20 December, 1987.

3.10 A more detailed set of instructions was sent to State Governments on 8.10.1987 enclosing therewith the detailed scheme but with elaborations regarding procedure for sanction, the monitoring procedure and the interaction with voluntary agencies.

3.11 Proposals have already been received from 13 State Governments/UTs, namely, Karnataka, West Bengal, Uttar Pradesh, Mizoram, Dadra & Nagar Haveli Admn., Madhya Pradesh, Bihar, Tamil Nadu, Andhra Pradesh, Jammu & Kashmir, Haryana, Rajasthan and Goa but they are lacking in essential details like amount available with States out of the grant sanctioned to them last year, the number of projects to be set up by them, teaching learning material, details regarding training programme, availability of funds in the State Budget, staff at Directorate level, etc. Proposals received from the State Governments of Andhra Pradesh, Bihar, Uttar Pradesh, West Bengal, Mizoram and the Union Territory of Dadra and Nagar Haveli have been sanctioned and funds released.

3.12 From the proposals received, it is seen that availability of matching State funds is a constraint that has restricted complete projectisation of the existing centres and opening of new ones. Any slippages in targets would have to be made up in the next financial year.

3.13 As regards release of grant to voluntary organisations engaged in experimental and innovative projects and in running NFE Centres, meetings of the Grants-in-Aid Committee are being held monthly. Seven proposals for Experimental and Innovative projects and assistance to 82 voluntary agencies under the scheme for assistance to voluntary organisations for running NFE Centres have been approved.

#### **4. RESTRUCTURING AND REORGANIZATION OF TEACHER EDUCATION**

4.1 Cabinet has approved on 27.10.1987 the above Scheme having the following five components:-

- Orientation of 5,00,000 teachers every year till 1990 to increase their motivation and competence for implementation of the new policy;
- Setting up of 400 district Institutes of Education and Training (DIETs);
- Strengthening of 250 secondary teacher training colleges and development of about 50 of them as Institutes of Advanced Study in Education;
- Strengthening of State Councils of Educational Research and Training; and
- Establishment and strengthening of Departments of Education in Universities. (This will be implemented through UGC who are expected to fund this programme).

4.2 Educational Consultants (India) Limited have worked out detailed guidelines for setting up DIETs and strengthening of Secondary Teacher Training Colleges. These have been circulated to State Governments on 26th October and 4th December, 1987 respectively.

4.3 Meetings of State Level Empowered Committees for the following 14 States have been held in January 1988 to consider projects prepared by State Task Forces:

1. Uttar Pradesh
2. Madhya Pradesh
3. Rajasthan
4. Punjab
5. Himachal Pradesh
6. Jammu & Kashmir
7. West Bengal
8. Orissa
9. Gujarat
10. Tamilnadu
11. Andhra Pradesh
12. Kerala
13. Karnataka
14. Goa

Projects have been generally approved in meetings held for the States of Orissa, Andhra Pradesh, Punjab, Gujarat, Jammu & Kashmir and Kerala, though the last four named States Governments will be further improving or clarifying their project proposals before Central assistance is released.

In other cases, projects could not be approved in the first meeting of the SLEC because of various deficiencies. The proposals are being revised by State Governments. Another problem in some States, notably Maharashtra and Karnataka, will be the need for a firm decision by the State Government to close down clearly sub-standard Institutions. This is a condition to be fulfilled before the projects are sanctioned.

## 5. VOCATIONALISATION OF EDUCATION

5.1 The National Policy on Education 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 envisages formulation of vocational programmes for various target groups, strengthening of infrastructure at various levels, apprenticeship training for the students of vocational courses, revision of recruitment rules/employment policy, evaluation and monitoring of the programme. The scheme of vocationalisation approved by the Cabinet on 1st October, 1987 has the following features:

### Management Structure

- Setting up of Joint Council of Vocational Education for coordination, policy planning and review.
- Provision of academic support by the NCERT.
- Setting up of State Council of Vocational Education (SCVE)
- Setting up of a wing for Vocational Education in the State Council of Educational Research and Training in each State.
- Creation of a Unit in District Education Officers Office for Vocational Education - planning for schools, coordination with employers, teacher training and monitoring.

### Teacher Preparation

- Development of training courses at the national level by the NCERT and by the Regional College of Education (RCE), Technical Teacher Training Institutions (TTTIs) and State Councils of Education Research and Training (SCERT).
- Orientation of Trainers by the NCERT
- Training of teachers by SCERT according to the guidelines prepared by the NCERT.



## Academic Resource Support

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

## Teaching Arrangements

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

## General

- Payment of Apprenticeship Stipend to 10% of vocational students.
- Change in recruitment rules and weightage in the recruitment to vocational graduates of plus two stage.
- Coordination with vocational training arrangements of Labour Ministry (ITIs) to avoid duplication
- Arrangements for vocational guidance to students and follow up placements in employment after education
- Involvement of voluntary agencies for conducting vocational courses

5.2 The Cabinet approved the scheme in principal subject to the condition that financial requirements and additional posts to be created may be discussed between the Ministry for Human Resource Development and

the Finance Minister. These issues have been settled and the scheme has been circulated to the states for implementation. However, the implementation of the scheme has been delayed due to late approval. It is apprehended that economy cuts, which have reduced the allocation in the budget for 87-88 from Rs. 50 crore to Rs. 32 crore, and low allocation in 88-89 will also hamper the implementation of the scheme.

## 6. COMPUTER EDUCATION IN SCHOOLS

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

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

6.2 The NCERT and the CMC have started the work of generating software packages and 14 such packages have been developed and supplied to schools so far. The CMC has developed key boards and ROMS in 11 regional languages, namely, Marathi, Oriya, Telugu, Hindi, Tamil, Kannada, Malayalam, Gujarati, Gurmukhi, Bengali and Assamese. The scheme has been revised on the basis of experience gained and evaluation. The salient features of the revised scheme expected to be finalised very soon include -

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

6.3 The Department of Electronics has prepared a draft Cabinet Note seeking sanction for expanded programme, with a proposed financial outlay of Rs. 237.74 crores. The proposal for consideration of the Cabinet is being finalised.

## 7. ESTABLISHING AND MANAGEMENT OF NAVODAYA VIDYALAYAS

7.1 In order to provide good quality, modern education - including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education - to the talented children predominantly from the rural areas, without regard to their family socio-economic conditions, the Government of India have launched a scheme to establish Navodaya Vidyalayas, on an average, one in each district of the country during the 7th Five Year Plan period. 83 Navodaya Vidyalayas are at present functioning in different parts of the country. The strength of the children admitted into these Vidyalaya is 5804 which consists of 983 girls, 1166 SCs and 662 STs. The Minister of Human Resource Development has also approved opening of 126 Navodaya Vidyalayas during 1987-88. Wherever State Governments have been able to provide land and other physical facilities that would meet our minimum requirements for opening Navodaya Vidyalayas.

Total Plan of opening of Navodaya Vidyalaya is as under:

(i)	Total number of schools to be opened (one in each district)	448
(ii)	Navodaya Vidyalayas opened upto 1986-87	83
(iii)	Navodaya Vidyalayas sanctioned during 1987-88 so far	126
(iv)	Total number of Navodaya Vidyalayas to be opened during 1988-89.	50
(v)	Total number of Navodaya Vidyalayas to be opened during 1989-90 (last year of the 7th Five Year Plan)	Remaining

## RECRUITMENT

### (i) Headquarters and regional offices:

7.2 One post of Director, nine posts of Dy. Directors (3 at the Headquarters and 6 in the Regional Offices) and 4 posts of Asstt. Directors and 1 post of the Internal Audit Officer have already been filled. Out of 12 Asstt Directors appointed for Regional Offices 10 have already joined. Recruitment for the post of Joint Director is under process.

### (ii) Teaching and non-teaching staff for the Vidyalayas

7.3 Recruitment of Principals and teaching staff for the Navodaya Vidyalayas was made with the help of a Committee constituted for this purpose at the Headquarters and the Regional Offices of the Assistant Commissioners of the Kendriya Vidyalaya Sangthan. Posts of 150 Principals and about 1500 teachers of various categories were advertised in the leading newspapers all over the country and selections have been finalised. Principals and teachers out of the select panels received from the Interview Committee have been posted to all 126 newly established Navodaya Vidyalayas. Similarly, the vacancies of the teaching staff of 83 Vidyalayas already functioning are filled. Where selected teachers do not join, Principals have been authorized to fill the vacancies on ad-hoc basis. The non-teaching staff is recruited at the district level only with the assistance of the District Magistrate who is the ex-officio Chairman of the Vidyalaya.

(111) **Admissions of students for 1987-88**

7.4 Admissions to Navodaya Vidyalayas are made at the level of class VI. The basis of admission is a test conducted in the concerned districts in which all children who have studied in and passed class V from any of the recognised schools of any Tehsil/Block in the district are eligible to appear. The tests are designed by NCERT and they have been given the task of conducting the examination and its evaluation. This examination was conducted in August and November, 1987 in all the States/UTs where Navodaya Vidyalayas are sanctioned. Results of the test have since become available.

**Purchase of furniture and equipment, library books text books etc. in Navodaya Vidyalayas for 1987-88.**

7.5 The Samiti has released funds to the Vidyalayas for purchase of furniture and equipment. The quantity and specification of furniture required for each Vidyalaya have also been laid down for the guidance of the Principals. NCERT has already supplied text books to all the Navodaya Vidyalayas as per list sent to them. Principals of Navodaya Vidyalayas in non-Hindi speaking-States have been asked to procure text books from the State Boards of Secondary Education and other sources.

**Construction of Navodaya Vidyalayas Buildings**

7.6 Central Building Research Institute, Roorkee has been designated as the nodal agency for implementing the work of Construction of Navodaya Vidyalayas. They are responsible for conducting site surveys and soil investigation and preparation of architectural working plans

etc. The design of the Navodaya Vidyalaya buildings prepared by the NRI was also shown to the PM and necessary suggestions made by PM have also been incorporated in the final design.

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

7.8 26 Construction Agencies have been identified and schools allotted to them. They have also been asked to execute agreements with the Samiti to undertake the work. The draft agreement was finalised in consultation with CPWD and Ministry of Law. So far 175 agreements have been signed with construction agencies other than the State Public Works Departments and the CPWD and funds are being released to them.

#### **Setting up Samiti's Office & Its Regional Offices**

7.9 The Navodaya Vidyalay Samiti has established its headquarters at Palika Place, R.K. Ashram Marg, New Delhi - 110001. The Samiti is headed by a Director who is assisted by Dy. Directors, Asstt. Directors and other supporting staff. The Samiti has also established its Regional Offices at Pune, Lucknow, Shillong, Hyderabad, Chandigarh and Bhopal and it will be headed by a Dy. Director.

#### **Improving the academic content in Vidyalayas**

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



7.11 Several meetings of experts from NCERT have been convened for designing syllabus for class VI to VIII for the Navodaya Vidyalaya as envisaged in the scheme. At present, books in Hindi and English are being supplied by the NCERT. For social studies, arithmetic and the regional language, text books prescribed by State Government are being used in the NVs in non-Hindi states. In Hindi speaking States, NCERT books are being used. NCERT has been requested to supply science kits for use in NVs. A conference of Principals of NVs was held on 12/13th September, 1987 at Kendriya Vidyalaya, ONGC, Dehradun. Similarly two orientation courses for the Principals appointed during 1987-88 were conducted during Oct./Nov., 1987 through NCERT. A similar orientation course for the Principals of Navodaya Vidyalayas in North East Region was conducted on 30-31 January, 1988. For intensive teaching in Hindi and English, teachers in NVs have been given in service training by the NCERT. Orientation courses have also been organized for science and mathematics teachers. For the purposes of organizing suitable programme for academic improvement in the NVs, two meetings of the Academic Advisory Committee were convened and its decisions are being implemented.

7.12 One Consultant (Academic) is being specially appointed to advise the Samiti for improving the academic standard in the Vidyalayas.

## 8. EDUCATIONAL TECHNOLOGY

8.1 Educational technology is seen in the NPE as a powerful tool for improving the education in schools all over the country. The Policy envisages that the modern educational technology must reach out to the most distant areas and most deprived sections of beneficiaries simultaneously with areas of comparative affluence and ready availability. The scheme, the details of which have been worked out after discussions with State Education Secretaries, has the following features:

- Completion of the physical works in CIET and SIETs work started in the Sixth Plan.
- Support to Educational Technology Cells in States for which there is commitment upto 1990.
- Assistance to INSAT States - programme production and staff costs in the SIETs.
- Supply of 100,000 TV sets to primary and upper primary schools and 500,000 radio-cum-cassette players to primary and upper primary schools.
- Setting up of Education Media Foundation to provide a forum for interaction among experts, to provide a library of educational software, to set up production facility for use by private educational groups and to commission some educational software for production.

8.2 The infrastructure of the Central Institute of Educational Technology (CIET) and the State Institute of Educational Technology set up in the six States, namely, U.P., Bihar, Orissa, Andhra Pradesh, Maharashtra and Gujarat will be ready by middle of 1988. The training programme for the personnel will be continued during the VII Plan. Suitably designed specifications for receiving sets in schools are being worked out in consultation with experts and efficient maintenance arrangements for receiving sets are being worked out through State

Governments. Steps have been initiated to set up Education Media Foundation (EMF). The UNICEF has shown interest in making a substantial contribution to provide corpus for this Foundation. Private professional groups are also being associated with the production of educational programmes to increase input of creativity and professional excellence. The management of the SIET is being reorganized to make it more professional.

8.3 The State Governments are expected to contribute 25% of the T.V. sets to be provided under the scheme. In view of the economy cuts which have reduced the budget provision from Rs. 15.80 crore to Rs. 11.80 crore in 87-88 and low allocations in 88-89 coupled with the absence of additionality of funds in the State Plan sector, the coverage of the schools is not likely to be as envisaged in the scheme.

## 9. STRENGTHENING OF SCIENCE TEACHING IN SCHOOLS

9.1 The NPE has reiterated the importance of teaching of Mathematics and Science Education as well as inculcation of scientific temper in the core curriculum in schools. The Committee set up under the Chairmanship of Prof. Yash Pal, Chairman, UGC for implementation of programmes for the improvement of science education has stressed the need for proper motivation of teachers in order to enable them to play their role effectively and provision of suitable training to them. A detailed scheme for improvement of science education in schools has been prepared. The salient features are indicated below:

- Provision of science kits to 90,000 upper primary schools.
- Assistance to 22500 secondary and higher secondary schools having laboratory room and science teachers to acquire science equipment.
- Cost of total equipment for a school is assessed at Rs. 75,000/-.
- A one-time assistance of Rs. 15,000/- per secondary/higher secondary school for 40,000 secondary and higher secondary schools to procure about 500 books relating to science education.
- Identification of an educational institution or voluntary agency in each State to act as resource centre to help science teachers. Each resource centre will be given equipment of Rs. 1 lakh.
- Conducting in-service training in the form of summer institutes in institutions of higher education, courses in secondary teacher training colleges, courses in DIETs and through voluntary organizations having expertise.
- Assistance on 100% basis to voluntary organizations having expertise to promote scientific temper and science education.

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

- States have been requested to take advance action for preparation of proposals.,
- NCERT has designed a Functional Science Kit for Upper Primary level costing Rs. 1200/-.
- A list of recommended books as a guideline to States has been prepared by the NCERT.
- The list of equipment has been prepared by the NCERT.

9.2 The Cabinet had approved the scheme but directed that the scheme be implemented in consultation with the Ministry of Finance. Consultation with the Ministry of Finance has been done and the scheme as cleared by them has been started. However, the process took quite sometime with the result that implementation of the scheme has been delayed. The economy cuts in the scheme in 87-88 due to which budget allocation has been reduced from Rs. 20 crore to Rs. 11 crore and low allocations for 88-89 are also likely to adversely effect the implementation of the scheme.

## 10. ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION

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

- Creation of a Unit in the Ministry to oversee the programme involving interaction with State Governments, educational institutions and voluntary agencies.
- Creation of a Unit with similar functions in each State Government.
- Constitution of a project team for each project area to bring together the voluntary agencies, the Teacher Training Institutions, the schools and the State level academic institutions like SCERT and Text Book Bureaus.
- Review of syllabi and textbooks in each project area to include the local environmental concerns and to use locally relevant illustrations and exercises. SUPW/work experience will be re-designed in the project area as may be relevant to the local environmental concerns.
- Assistance to voluntary agencies on 100% basis for undertaking activities relevant to environmental consciousness and environmental education in schools.
- Assistance to schools having land and water facilities to raise nurseries and to take up plantation. Coordination will be done with the local Forest Department and the Waste Land Development Boards.

10.2 After State Governments identify Project areas in the light of the guidelines and prepare project reports, the Ministry will sanction financial assistance. The State Governments will recruit project teams which will implement sanctioned projects.

10.3 Since the Cabinet has approved the scheme only in principle, the implementation of the scheme can only commence after discussion with the Ministry of Finance.

## 11. CONTENT AND PROCESS OF SCHOOL EDUCATION

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

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

### Implementation of the Programme

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

- i) The States have been advised to ensure that all the School-less habitations having a population of 300 or more should be provided a primary school by 1990 (similarly habitations of 250 or more should be covered in tribal, hilly and desert areas).
- ii) All the States have now switched over to 10+2 system as far as structure of school education is concerned. Some States have 5 years of primary schooling followed by 3 years of upper primary whereas some others have 4 years of primary



schooling followed by 3 years of upper primary. The matter was considered in the Central Advisory Board of Education and on being pointed out by some of the affected States that switch over to 5+3 structure would require large inputs for additional class rooms and teachers, it was decided not to set a definite time target for it.

- iii) The scheme Operation Blackboard has been approved by the Government and is under implementation. This scheme will ensure that all the primary schools have essential facility in terms of class rooms, toilets, two teachers and teaching aids by 1990.
- iv) The scheme for re-organizing and re-structuring Teacher Education in the country including setting up of 400 DIETs has been approved by the Cabinet and is being implemented from the current year. The scheme is expected to substantially improve teacher competencies.
- v) The mass orientation of 5 lakh school teachers annually is being done through the NCERT and the State Governments generally during the summer vacations since 1986. Educational materials to focus on the issues involved in the NPE were designed by the NCERT in 1986. They have been further improved in 1987. The participation in the training was 87.8% in 1986 and 83% in 1987. A Committee of the CABE has been appointed to review the progress in implementing the programme relating to context and process of implementation. The Committee has met once already on 29.8.1987.

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

- (a) The National Curriculum for Elementary and Secondary Education -- A Framework, which was developed in 1985 with the help of the concerned State institutes and agencies, has been revised in the light of the NPE and has been sent for publication.
- (b) The model curricula with the minimum learning outcomes and common core components for all stages have been also revised and published.
- (c) The textbooks and teacher's manuals for all areas of learning for classes I, III and VI have been produced and introduced in the Central Schools and some schools affiliated to CBSE. The manuscripts for classes II, IV, VII, IX and XI have been sent to the press and are expected

to be out by 31 March, 1988 for the Central Schools. These instructional materials have been prepared keeping in view the major recommendations of the Policy. The layout, design, illustration and binding of the books have been so improved as to catch the attention and imagination of young children. The complexity and load of language has been reduced with the help of colourful and attractive illustrations which greatly help in simplifying the difficult concepts, specially in mathematics and science. These materials are brought out both in Hindi and English. Thirty seven teams have been constituted to tackle this complex task. The team comprise eminent scholars, child specialists, practicing teachers, teacher educators and curriculum experts. It needs to be highlighted that the MSS of the books are not only reviewed meticulously but attempts are also made to obtain the feedback data from field try-outs, wherever and whenever possible.

- (d) These instructional materials have been circulated to the concerned State agencies for adaptation/adoption/modification for introduction in 1988 in classes I, III and VI. Simultaneously, the orientation and training programmes for key functionaries in the States/UTs have been organized.
- (e) A special task-oriented programme was undertaken to train the teachers of the central schools for properly implementing the new set of instructional materials. In these training programmes, better child-centred teaching methods were demonstrated with the help of participating teachers. The teachers were taught to use a variety of playway materials and toys. They were familiarized with activity methods and integrated approaches to show how learning can be enjoyable experience for children.
- (f) Developing and administering the admission tests for entry into the Navodaya Schools.

## 12. ADULT EDUCATION

12.1 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.

### 12.2 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 institutionalizing of continuing education through Jana Shikshan Nilayams (JSN).
- State Governments have been requested to introduce special planning for 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. State Governments of Madhya Pradesh, Tamil Nadu, Manipur, Jammu & Kashmir have submitted the special plans.

### 12.3 Voluntary Agencies

- Evaluation of the work of voluntary Agencies has been completed and suitable action on the basis of evaluation reports has been initiated.
- Voluntary Agencies whose work was found satisfactory have been contacted to increase the extent of their participation in adult education.
- It is proposed to take certain corrective measures by way of holding workshops for bringing about improvement in the quality of implementation of the programme by those voluntary agencies whose performance require some improvement.

- Voluntary Agencies whose performance has not been found satisfactory and who have doubtful bonafides have been identified. They will not be assisted further besides being subject to legal action.
- The frequency of the meeting of the Central Grants-in-aid Committee has been increased to consider the expeditious sanction of proposal of voluntary agencies. The last three meetings were held on 19-10-87, 21-12-87 and 21-1-88 respectively.
- Letters have been issued to eminent adult educators to suggest names of good voluntary agencies.
- The scheme of assistance to voluntary agencies is being revised.
- A scheme of training of rural animators through Voluntary Agencies has been started.

#### 12.4 SRCs and resource support

- A special review of functioning of SRCs has been taken up to equip them to play their role as envisaged in NLM.
- SRCs have been advised to develop teaching/learning material as envisaged in NLM, to energise the voluntary agencies and to help the Government in increasing the involvement of voluntary agencies and to develop linkages with development departments.
- Guidelines for setting up District Resource Units under DIETs have been sent to States by Elementary Education Bureau; Proposals from states/UTs have been invited.

#### 12.5 Evaluation

- Sixteen external evaluation, agencies have been requested to submit proposals for evaluation of adult education programmes.

## 12.6 Special review of Shramik Vidyapeeths

- The scheme of Shramik Vidyapeeths has been reviewed from the point of view of the demands of 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.

## 12.7 Directorate of Adult Education

- Population Education: The new strategy under this programme is to integrate population education with the adult education programme. The integration is 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, Uttar Pradesh and West Bengal. The other States will be taken up this year.
- Training: A revised training manual emphasising the participatory approach has been published and distributed. 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.
- Study of Rapid Literacy Learning Materials: Information of rapid literacy learning methods being practised by Adult Educators has been collected. Preliminary study of seven methods has been collected completed. Directorate of Adult Education is studying these methods for standardisation and for integrating them with functionality, awareness and promotion of national values.

## 12.8 Continuing Education

- States and UTs have been advised to open libraries in educational institutions and the public library system to the neo-literates for promoting life long education.
- A national level workshop is being organised on 9-12 February by Directorate of Adult Education and National Book Trust to review the existing literature for post literacy and continuing education and to promote production of quality literature for neo literature.

- State Governments have been requested to formulate suitable literacy programmes for prison inmates.
- Proposals have been invited from States/UTs for starting of Jan Shikshan Nilayams.

### 12.9 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. Six lakh special Literacy Kits have been developed, printed and delivered. As per the monitoring report received, about 2.90 lakhs learners have been enrolled so far.

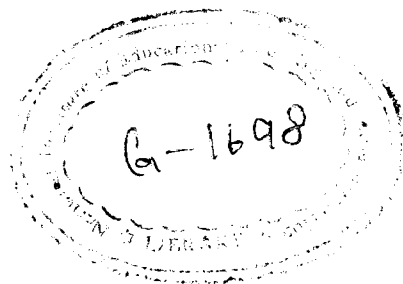
### 12.10 Technology Demonstration

- Five projects have been identified - one each in Bihar, Kerala, Maharashtra, Rajasthan and Uttar Pradesh - for setting up Solar Panels in all the unelectrified Adult Education Centres in each project by the Department of Non-Conventional Energy Sources. They have installed solar panels in 3 Centres.
- The list of Technology Demonstration districts is under finalisation.

### 12.11 Management

- Task Forces on 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.
- Scheme-wise action plans have been drafted.
- A feasibility study of development of suitable management information has been undertaken through National Institute of Information Technology (NIIT)
- Guidelines on Village Education Committee have been circulated by Elementary Education Bureau to the State/UT Governments for their comments and final adoption.

- Consultation with collaborating agencies like DNES, IPCL and the concerned Ministries in the Government of India has been taken up to take up the activities under NLM.
- The formal approval of the Cabinet to the National Literacy Mission was received on first February. Constitution of National Literacy Mission Authority and other activities envisaged under NLM will be taken up.



### 13. EDUCATION FOR WOMEN'S EQUALITY

13. 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.

13.2 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. The project proposal has been prepared in consultation with the State Governments, academics interested in women's issues and women development workers. The main features of the project are as under:

- (i) The project envisages a comprehensive programme of women's development and views the problem of women's education as linked with overall improvement in women's status.
- (ii) 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 and Training (DIETs) will be required to subserve the objective of the Project, namely, be an instrument for women's empowerment. Training of all teachers in the districts concerned, men as well as women, will be reoriented towards this goal.
- (vi) In the project districts there will be a strong wing on women's education. Academics interested in women's development and women activists will have a dominant say in this wing. The programmes meant for women's development will be closely monitored and arrangements provided for introduction of mid-term correctives.

13.3 The project has been approved by the Ministry of HRD and sent to the Planning Commission and the Netherlands Government for their appraisal. In order to create an awareness of the programme, identify agencies at the State, district and block levels, and start the orientation of the officials and workers involved, preparatory activities have started. A consultant to the National Resource Group to organise this activity has been appointed.

A Planning Meeting was held by ES on 6.2.88 with the Project Consultants, women activists and non-Govt. organisations and Secretaries of the concerned State Governments viz. Karnataka, Gujarat and Uttar Pradesh.

A budget of Rs. 3 lakh has been proposed for 1988-89.

## 14. LANGUAGE DEVELOPMENT

14.1 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~~

- 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
- promotion of inter-disciplinary research in Sanskrit and Indology.

14.2 Necessary measures have been taken in pursuance of these thrust areas. The progress made so far is as under:-

**Progressive adoption of Modern Indian Languages/Regional Languages as media of instruction at the University Stage**

- (1) In order to facilitate the gradual adoption of Indian languages as media of instruction at the university stage, a scheme was introduced in 1968-69 by the Ministry of Education to provide central assistance of Rupee One Crore to each of the 15 participating States, for production of university-level books (in various disciplines) in Indian languages. In March, 1987 a Committee was set up under the chairmanship of Dr. Suresh Dalal for making a critical review of the past experiences of this programme. The committee has submitted its report on 13-1-88. The recommendations of the committee are being examined.

## Effective Implementation of the Three Language Formula

The following scheme are being executed:

- (i) Cent percent central assistance is made available to non-Hindi speaking States/UTs for appointments of Hindi teachers in upper primary to higher secondary schools. The pattern of central assistance has been restored from 50% 100% with effect from 1986-87. About 6500 Hindi teachers have been appointed by various non-Hindi speaking States/UTs.
- (ii) The scheme of establishment of Hindi teachers training colleges in non-Hindi speaking States/UTs envisages 100% central assistance to non-Hindi speaking States/UTs for establishment of Hindi teachers training colleges. Assistance is provided for meeting expenditure on strengthening of existing training colleges/wings and for opening of new training colleges/wings. So far 19 colleges/wings in different States have been benefited under the scheme.
- (iii) Besides the central assistance to States/UTs, central grant is also made available to voluntary organisations for meeting expenditure on Hindi teachers training colleges under the scheme of financial assistance to voluntary organisations for promotion of Hindi. Three colleges run by Karnataka Mahila Hindi Seva Samiti, Bangalore, one college run by Karnataka Hindi Prachar Sabha, Bangalore and six colleges run by Dakshina Bharat Hindi Prachar Sabha, Madras are being benefited under the scheme. Annual capacity of training of Hindi teachers under these colleges is about 650 teachers.
- (iv) A proposal to appoint Modern Indian Language Teachers in Hindi speaking States is under consideration during 7th Five Year Plan. Modus operandi of the scheme is still to be approved.

## Improvement in the Language Competencies of Students

- (1) With a view to undertaking study of language competencies of students, the work relating to the designing of tests for English Proficiency for school level has been entrusted to the Regional Institute of English, Bangalore and N.M. Patel Institute of English Training and Research, Vallabh Vidya Nagar, Gujarat. The first version of the tests after field trials has led to the second version which is also undergoing further runs in the field.

(11) Regarding improvement of language competencies of students in Modern Indian Languages, broad guidelines were discussed at a meeting held at Hyderabad with the representatives of various language institutions. Central Institute of Indian Languages, Mysore has already initiated action in this respect, brief details about which are as under:

- A seminar was conducted in Guwahati to concretise learning objectives in language teaching with Assamees as an example. This will be extended to all other languages;
- The sample tests for measuring language proficiencies have been prepared in 4 languages during a workshop in Bhubaneswar. For this purpose, the skills to be measured have been identified.
- About 12,000 test items are to be identified in all major languages for field testing and standardising during the course of the year 1988-89.

#### **Translation of Books and Preparation of Bilingual and Multi-lingual Dictionaries**

- (1) In pursuance of the provisions in the Programme of Action, high level official discussions have been held to explore the feasibility of establishment of the new organisations viz a Central Translation Bureau and National Institute of Translation so as to systematise the efforts at translation of Indian classics into other Indian languages. Also under consideration is a suggestion made by HRM for framing our exclusive scheme of financial assistance (with guidelines) to States for production of encyclopedias in Indian languages.
- (11) The work relating to the production of dictionaries, glossaries, conversational guides etc. is already being undertaken by language institutions viz. Central Hindi Directorate, Commission for Scientific and Technical Terminology etc. in their normal programmes. The implementation of these programmes is being strengthened and intensified.

#### **Development of Hindi as Link Language**

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

- (ii) Under the scheme of financial assistance to voluntary Hindi organisations for propagation of Hindi, grants-in-aid is made available to about 145 organisations all over India for running Hindi teaching classes for non-Hindi speaking people; training and appointment of Hindi teachers; setting up and running libraries and reading rooms, purchase of print and unprint teaching material; organising contests/competition; publication of Hindi books, dictionaries, magazines, journals, instituting prizes/awards; running Hindi typewriting and shorthand classes; organizing approved objective conventions, seminars, camps, book exhibition, etc.
- (iii) Under the scheme of financial assistance for publications, grants-in-aid to voluntary organisations/institutions as well as individuals is made available for publications in Hindi and purchase of Hindi books, etc.
- (iv) Learning of Hindi is being intensified, through, inter-alia, the following programmes.
- Organising Correspondence Courses.
  - Organising study tours in Hindi speaking areas.
  - Releasing travel grants to research scholars of non-Hindi speaking areas.
  - Organising lecture tours of scholars.

#### Promotion of **Inter-disciplinary research in Sanskrit and Indology**

- (i) The task of promoting Indology has been initiated. Rashtriya Veda Vidyalaya Pratishthan has been set up in August 1987. Among the first projects, special attention will be paid to the study of Vedic Mathematics. This will include application of Vedic Mathematics to the computer technology.
- (ii) A proposal has been formulated to set up an International Institute of Indology to promote Sanskrit, allied languages and inter-disciplinary studies with a view to synthesizing ancient knowledge with modern knowledge.
- (iii) Existing schemes for Sanskrit are being strengthened.

## 15. HIGHER EDUCATION

15.1 The major emphasis in the National Policy on Education is on consolidation of existing facilities in institutions, improvement in their management, re-designing and re-structuring of courses and programmes, and establishment and development of mechanisms that will promote co-ordination and improvements in standards.

15.2 The policy also visualizes certain major innovative programmes like development of Open University/Distance Learning system, establishment and development of Institutions for Rural Higher Education and establishment of a National Testing Service with a view to delinking University Degrees from jobs.

15.3 Within the limited resources available, the University Grants Commission has been taking measures to strengthen the infrastructure in higher education institutions. In these efforts, emphasis is given on strengthening the facilities for Under-graduate education, Post-graduate education and research in the existing institutions. Special cells have been set up to redesign the curricular content for a number of courses. An Expert Committee is working out the details of alternate models for the management structures. Meanwhile, the programme of autonomous colleges is being given special emphasis. 67 colleges have been selected for autonomous status.

15.4 Progress of implementation under major programmes is indicated in the following pages.

## 16. INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Started functioning from September 20, 1985.

### 16.1 Major objectives are

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

### 16.2 Academic Programmes

- Two diploma courses started in January, 1987; diploma courses in Management in which 3424 students registered and diploma course in Distance Education in which 1103 students registered.
- An entrance examination for students who have not qualified in the +2 examinations was held in September, 1987, for admission to a preparatory programme for B.A./B.Com. courses. About 12,100 students appeared in the test. The preparatory programme started in January, 1988 with an enrolment of 9372 students.
- A certificate course in Rural Development for Block Development Officers in Rajasthan and North-Eastern States started with an enrolment of 500.
- Fresh admission to diploma in Management, diploma in Distance Education and a new diploma course in Creative Writing are in Progress Till 31 January, 1988, 2981 candidates registered for Management, 1057 for Distance Education and 301 for Creative Writing.

### 16.3 Programmes in the Pipeline

- Admission to B.A./B.Com. courses to be finalized in July, 1988. These courses will comprise of a foundation course, core courses in two or three subjects and an application oriented component for skill development.

- Preparatory work (production of course material) is in progress for diploma courses in Computer Education, Rural Development, Bachelor's degree in Library and Information Science, Special Programmes for Women (Pre-School Education, Nutrition and Dietetics, Child Psychology & Counselling), Tribal Education, Undergraduate courses in Science, M. Tech. in Aeronautical Engineering for Air Force Officers, and an orientation programme for higher education teachers.

#### 16.4 Instructional System and Student Support Services

- The delivery system of the University consists of multi-media packages involving printed material, audio and video materials at the Study Centres and programmes of advising and counselling for students. TV and Radio are to be used in a big way in future.
- Study Centres are an integral part of the Student Support Services. Part-time tutors and guides will offer counselling and advice. Study Centres will also have all the materials produced by the University and viewing facilities for audio and video programmes. These Centres will function normally on holidays or in the evenings on working days.
- 80 Study Centres have so far been set up. This number will go upto 100 by March, 1988.
- Regional Centres are being set up to co-ordinate and supervise the working of Study Centres. Six Regional Centres have so far been set up at Bhopal, Bhubaneswar, Hyderabad and Lucknow. four more are proposed to be established by March, 1988.

#### 16.5 Production of material and their distribution

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



- Course material produced so far:
  - . 7 courses (29 Blocks) for diploma in Management. 1,19,000 books printed.
  - . 3 courses (9 Blocks) for diploma in Distance Education. 18,000 books printed.
  - . 3 courses (6 Blocks) for certificate course in Rural Development. 9,000 books printed.
  - . 3 courses (8 Blocks) for preparatory programme for under-graduates. 1,20,000 copies are under print.
- Audio and Video programmes produced:
  - . 18 audio and 29 video programmes for diploma in Management.
  - . 4 audio and 3 video programmes for diploma in Distance Education.
  - . 12 audio and 10 video programmes for Rural Development.
- The University is maintaining all students records on computers. Course material for other Programmes are under Preparation.

#### 16.6 Campus Development

- 100 acres of land acquired in South Delhi in August, 1985.
- Commencement of construction delayed for want of clearance from the concerned agencies in regard to land use. Clearance obtained in June, 1987.
- An architectural competition announced in August, 1987, for selection of building designs.
- Selection of design to be made by May, 1988.
- Presently the University is functioning from rented premises in seven locations in Delhi.
- 50 flats in Asiad Village acquired for staff residences.

## 17. ESTABLISHMENT OF A CENTRAL UNIVERSITY IN ASSAM

- (i) Consultation with the Government of Assam initiated in October, 1985, to obtain preliminary information on facilities available, possible location, type and nature of University, etc.
- (ii) Pending the availability of the reactions of the State Government, Ed.CIL was asked in March, 1987, to prepare a project report and draft legislation. A Committee was designated to guide the preparation of the project.
- (iii) Project report and legislation for the establishment of a teaching and affiliating University has been prepared. Some changes on the project report will be necessary when a decision is taken on the location of the University.
- (iv) Meanwhile, there have been suggestions that the University should be located in Cachar. However, the State Government has suggested its location at Tezpur in North Assam.
- (v) Location of the University in Cachar and affiliation of local colleges have implications for the basic character of a Central University. At the same time, the demand for its location in Cachar is gaining ground. All relevant issues are under examination.
- (vi) As soon as these issues (location and basic character) are settled, project report and legislation to be finalized; formal approval of the concerned Ministries and Cabinet obtained and legislation to be introduced in the budget session beginning in February, 1988.

(A detailed note on this proposal has been sent to the Prime Minister's Office (Secretary to PM) vide Department of Education U.O.No.F.5-28/86-U.1 dated 7.12.1987)

## 18. NATIONAL COUNCIL FOR HIGHER EDUCATION

- (i) After preliminary consultation with the Ministries and agencies (Ministries of Health, Agriculture, UGC, ICAR, etc.), a draft working paper was prepared by December, 1986.
- (ii) A series of meetings were held to finalize the details, especially, powers, functions, composition, etc.
- (iii) There have been some reservations about the scope of the functions proposed for the National Council and also about the details of its composition and structure mainly from Chairman, UGC.
- (iv) Meetings were held to resolve these differences in September and November, 1987.
- (v) The proposals which emerged from these discussions are now being finalized for a decision.
- (vi) The major functions that the National Council is expected to perform are:-
  - (a) Overseeing the development of higher education, relative priorities, inter-linkages, distribution of responsibilities among various agencies, etc.
  - (b) Advising the government on overall allocation of resources for different educational systems.
  - (c) Promotion of collaborative programmes between and among institutions of higher education and research and between institutions and industry.
  - (d) To set up a National Research Foundation for funding research.
  - (e) Establishment of certain common facilities including data network.
  - (f) Co-ordination of external academic relations.
  - (g) Promotion and participation of institutions in the accomplishment of national missions.
  - (h) To take measures to improve standards and relevance of higher education and research to meet the present and future needs, etc.

- (vii) The existing agencies like the UGC, ICAR, AICTE, will continue to perform their assigned functions whereas National Council will perform an overall co-ordinating role.
- (viii) According to the composition of the Proposed National Council, the Prime Minister will be its Chairman. The other 20 members would be:
  - (a) Ministers of HRD, Agriculture, Health & Family welfare and Ministers in charge of Education & Culture and Science & Technology.
  - (b) Deputy Chairman, Planning Commission.
  - (c) Secretaries in the Departments of Education, Agriculture, Health and Science & Technology.
  - (d) Chairman of UGC, AICTE and ICAR.
  - (e) Vice-Chancellor, IGNOU.
  - (f) A full-time member to be appointed by the Central Government.
  - (g) Five eminent persons to be nominated by the Government.
- (ix) The National Council will have a ten-member Executive Board. The Chairman of the Board will be the Minister for Human Resource Development. The full-time member of the National Council will be its Vice-Chairman. The Secretaries in the Department of Education, Agriculture, Health and Science and Technology, the Chairman of UGC, AICTE and ICAR, and the Vice-Chancellor, IGNOU would be its members. The Executive Board will be responsible for carrying out the decisions of the National Council. It will also perform such of the functions of the National Council as are assigned to it.
- (x) There shall, in addition, be a Co-ordinating Committee with the Vice-Chairman of the Executive Board as its Chairman. The Co-ordinating Committee will consist of the Chairman of the participating organizations or their nominees and the representatives of the concerned Ministries/Departments of

the Central Government. The Co-ordinating Committee will be mainly responsible for implementing all the programmes and activities of the National Council, for the maintenance of linkages with participating Ministries/Departments and other organizations, conducting preliminary studies/surveys for formulation of programmes in the area of activities of the Council, and making recommendations to the Executive Board/National Council.

- (xi) The National Council will have an independent Secretariat. The Secretariat will be a compact professional structure manned by specialists. It may appoint consultants or consultancy groups. The Ministry of Human Resource Development will be the nodal Ministry for the Council.
- (xii) The council is proposed to become functional by the beginning of 1988-89.

**19. NATIONAL TESTING SERVICE  
(DELINKING OF DEGREES FROM JOBS)**

- (i) The Department of Personnel has been requested in October, 1986, to initiate a review of the job requirements and recruitment rules to identify those which can be delinked from University degrees. The review is in progress.
- (ii) Meanwhile, the Department of Education had asked Ed.CIL in January, 1987, to prepare a detailed project report for the establishment of NTS. An Advisory Committee was also constituted to guide the preparation of the project report.
- (iii) The project report was submitted by Ed.CIL towards the end of April, 1987. The project report was examined and a concept paper outlining the objectives and functions of the proposed NTS has been prepared. This paper has been concurred in by the Ministries of Personnel and Finance and the Planning Commission.
- (iv) The major functions proposed for the NTS are:
  - (a) The NTS will conduct tests on a voluntary basis to determine and certify the suitability of candidates for specified jobs that do not require a degree or diploma qualification.
  - (b) The NTS test will be designed on the basis of detailed job description and job/task analysis to identify requirements of knowledge, competence, skills and the aptitudes necessary for the performance of identified jobs or clusters of jobs. The NTS tests will not be in the nature of a single test or a repetition of the same test. It will be a sequence of tests, each with its own characteristics.
  - (c) In the field of admission to higher courses, the NTS may make available its expertise and capabilities to existing institutions and agencies at an appropriate time by holding preliminary/screening or other tests on their behalf. The NTS will not hold, on its own, any admission tests which will confer a claim on anyone for admission to any institution.
  - (d) In areas where there are no recruitment tests at present such as Faculty recruitment, recruitment of Scientists, Specialists, etc., the NTS will offer its services in due course to agencies who wish to conduct such tests.

- (e) The NTS will function as 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.
- (v) The Cabinet has approved the proposal to establish NTS in principle in January 1988.
- (vi) It is proposed to register the NTS as a Society. The Memorandum of Association and Rules are under finalisation. After registration of the Society the Board of Management of NTS will work out the organisational details, the infrastructural requirements (staff and equipment, etc.).

## 20. RURAL INSTITUTES/UNIVERSITIES

20.1 The National Policy on Education - 1986 visualizes establishment of rural institutes/universities on the lines of Gandhiji's revolutionary ideas of education.

20.2 As this is an entirely new and innovative concept, projectisation has to be done very carefully. A group was set up to prepare a detailed Project Report through Educational Consultants (India) Ltd.

20.3 The Project Report was prepared in July, 1987.

20.4 The Project Report has been examined in the Department of Education and it is proposed to set up a Central Council of Rural Institutes. The Council will evolve a system of education based on the concept of co-relation between socially useful productive work and academic activities. The academic programmes will be designed on the basis of survey of local employment/self-employment possibilities. Extension programmes will be one of the important functions of the rural institutes which are expected to make an impact on the surrounding areas and the effect would radiate to other institutions in the State/country. The rural institutes will be autonomous in character and will have the necessary flexibility in their functioning. The Central Council of Rural Institutes will be responsible for coordination and maintenance of standards of academic programmes. Composite institutions providing education right from the primary to the highest level would be preferred.



20.5 The emphasis in the next few years would be on consolidation and not on expansion and on support for on-going programmes/institutions rather than on starting new ones.

20.6 For the formulation and implementation of well-coordinated programme of development of rural institutes, the Central Council of Rural Institutes will be set up as an autonomous registered body to be fully funded by the Government. The rules for the constitution of the Council would provide for a Governing Body, a Standing Committee on Basic Education and a Planning Board as authorities of the Council. The Governing Body which shall be the executive body, shall consist of a Chairman, a representative each of the Departments of Education and Rural Development and Ministry of Finance and five persons to be nominated from among the members (eminent persons/educationists) of the Council. The Chairman who shall be a whole-time officer and the executive head of the Council, shall preside over the meetings of the Council and its Governing Body.

20.7 Draft Note seeking approval of the Cabinet for the implementation of the programmes for the development of rural institutes and establishment of Central Council of Rural Institutes as an autonomous body is under preparation.

20.8 The Central Council of Rural Institutes is proposed to be set up during 1987-88 for the formulation and implementation of the programme.

## 21. UGC PROGRAMMES

The progress made in the implementation is briefly stated in respect of the following main thrust areas:-

### 21.1 Consolidation and Expansion of Institutions

- New Guidelines to Universities and Colleges: Guidelines for the Seventh Plan period were formulated in September, 1986 in the light of New Education Policy, emphasizing consolidation of existing facilities. Proposals of all eligible universities have been finalized in March-April, 1987 with the help of academics and educationists and necessary approval communicated.

New guidelines for colleges as per NPE-POA have been framed and widely circulated by February, 1987. The emphasis in the guidelines is on improvement of standards and quality of education restructuring and diversification of courses and provision of better facilities in backward and rural areas. Proposals are being processed.

Meanwhile basic assistance for purchase of books, equipment etc. was provided to all eligible universities and colleges during 1986-87.

- Guidelines for granting affiliation to new colleges:

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

- Norms of Funding

Steps have been initiated to evolve norms of funding for specified courses and intakes.

- Regulation of admission

A Common test for admission to postgraduate courses to be conducted at Central Universities has been accepted in principle by the Committee of Vice-Chancellors of Central Universities. The details of the test are being worked out.

## 21.2 Management of Universities

### (a) New Management Structure:

A Committee has been constituted to review the Management patterns of universities including the structure, roles and responsibilities of various university bodies in the light of the new demands on the university system. The Committee had organised four seminars and constituted special sub-groups to discuss various aspects of the university management. The report is likely to be finalized by August, 1988. Wide discussions would be organised on the report which would become the basis of new legislations.

### (b) Improvement in Efficiency:

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.

### (c) Performance of Educational Institutions:

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.

## 21.3 Autonomous Colleges

Revised Guidelines as per NPE-POA framed and circulated to all universities/colleges/state governments in January, 1987. 500 colleges proposed to be developed as autonomous colleges by the end of VII Plan. 48 colleges (9 Andhra Pradesh, 24 Tamil Nadu, 4 Rajasthan, 11 Madhya Pradesh) have been approved till November, 1987 for grant of autonomy. Universities in Karnataka, Maharashtra and Uttar Pradesh are considering proposals from several colleges. There has been no response from Bihar, Gujarat, Haryana, Kerala, Orissa and Punjab. West Bengal has some

misgivings about the scheme. The UGC and the Department of Education are pursuing the matter with Universities/State Governments. Orientation programmes for State Government officials/University officials/College Principals involved in the implementation of the scheme are being organised.

#### 21.4 Design of Courses

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 in 117 Colleges by November 30, 1987.

A Committee has been appointed to work out the details to make provision for academic recognition/credit for participation in creative activities like NSS, NCC, Sports, Games etc. for the purpose of integrating participation in these activities with curricula of various courses.

24 Curriculum Development Centres were established, 7 in Sciences and 17 in Humanities and Social Sciences in December, 1985 - for continued review of curricula. These centres organised 8 meetings of the Expert Committees. The Commission has received one report on the Curriculum for courses in English language in the month of November, 1987 and other reports from different Centres will be available during 1988-89.

## 21.5 Teachers - Revision of Pay Scales, Training and Recruitment

### (a) Revision of Pay Scales:

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

### (b) Teacher's Training:

The Commission has approved a scheme of establishment of Academic Staff Colleges for the orientation of newly appointed college and university lecturers. 48 universities have been identified to set up Academic Staff Colleges. 21 Academic Staff colleges have started functioning during the academic year 1987-88. Each college will be able to organise training for about 400 teachers p.a. Subsequently these colleges will also organise refresher courses for teachers in service.

### (c) Recruitment of Teachers:

For appointment as Lecturers, candidates have to qualify in a specially conducted test. An Expert Committee is working out the details including the design, content, administration etc. of the test.

### (d) Performance evaluation and Code of Professional Ethics:

The Commission constituted a Task Force to evolve performance evaluation and code of professional ethics for teachers in consultation with AIFUCTO representatives. The Committee held its first meeting in August, 1987.

## 21.6 Strengthening Research

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

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

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

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

(iii) An Inter-University Centre in Astrophysics and Astronomy is being set up at Poona University in collaboration with TIFR and making use of the Giant Metre-wave Radio Telescope. It has also been decided to set up a National Centre in Astronomy at Osmania University, Hyderabad.

(b) Special Assistance Programme:

The Commission assisted 176 departments under the SAP Programme and it has been agreed to assist 23 more departments within the fold of Departmental Research Support (DRS), 36 Department of Special Assistance (DSA) and 5 Centre of Advanced Study (CAS). Subject panels are working to bring more departments under the SAP Programme.

(c) COSIST Programme:

31 Departments are being assisted under the scheme of Strengthening Infrastructure in Science and Technology education and research. 15 more departments have been provisionally identified. The feedback received so far indicates that the COSIST Programme is proving very effective.

## 21.7 State Councils of Higher Education

In order—to create effective machinery for planning and coordination of higher education at the State Level as also coordination with the UGC, the Commission appointed a Committee to formulate guidelines for the setting up of the State Councils of Higher Education. These guidelines have been finalised.

Meanwhile, the Supreme Court has struck down establishment of a similar body by the Govt of Andhra Pradesh on the ground that the State had no legislative Competence to set up such bodies. The guidelines have been reviewed in the light of the Supreme Court judgement and the revised guidelines have been finalised in January 1988.

## 21.8 Accreditation and Assessment Council

It is proposed to develop a mechanism for accreditation and assessment for maintaining and raising the quality of institutions of higher education. A committee has been appointed to work out the details for establishing Accreditation and Assessment Council as an autonomous body. The draft report has been formulated by the sub-committee which was considered by the commission in January 1988. The commission decided that report should be discussed with academics. Accordingly, four regional seminars and a National seminar are being organised to discuss the report.

## 21.9 Media and Educational Technology

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. The Commission is supporting at present four Educational Media Research Centres (EMRCs) at university of Poona, Gujarat University, Ahmedabad, C.I.E.F.L., Hyderabad and Jamia Millia Islamia, New Delhi and Seven Audio Visual Research Centres (AVRCs) at University of Roorkee, Osmania University, University of Jodhpur, Anna University, Madras, St. Xavier's College, Calcutta, Madurai Kamraj University, Madurai and Kashmir University, Srinagar for training and production of software. A proposal for the establishment of TV

programme Production Centre at Bharathidasan University, Tiruchirapalli for production of model telecourses for undergraduate students is under consideration of the Commission. It has been decided to set up 8 such centres for production of model courses in 15 selected subjects.



## 22. TECHNICAL EDUCATION

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

- The Bill to vest the All India Council for Technical Education (AICTE) with statutory powers has been passed by the Parliament. Necessary action is being taken to set up the AICTE as a statutory body.
- All on-going programmes have been re-oriented to take care of the thrusts/directives/goals indicated in the NPE.
- All central and centrally sponsored institutions were directed to prepare their POAs based on the NPE. They have re-defined their institutional goals and targets, and prepared perspective plans to cover the remaining period of the 7th Plan as also the 8th Plan period. Their Annual Plans have been prepared accordingly.

- The POA indicates about 79 initiatives to be taken during the 7th Plan and beyond under some 40 odd new schemes. Out of these, 23 schemes were prepared for launching this year. Twelve of them have been cleared by EFC with minor modifications. Some of the related schemes have been grouped together for effective implementation. We have gone ahead processing these schemes in anticipation of financial clearance. Many more schemes are under preparation/revision.
  
- All technical education schemes based on the NPE have been discussed in detail with all the States and UTs. They have been requested to prepare proposals/schemes to complement and supplement our efforts.

### 23. MODERNISATION AND REMOVAL OF OBSOLESCENCE

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

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

The following action has been taken:

- The National Expert Committee set up by the Ministry has provided guidelines for implementation of the Scheme.
- The approach will be selective as the demand far exceeds the budgetary provision.
- Expert Committees have been constituted to examine the proposals/projects received from institutions and make recommendations to the National Expert Committee.
- Grants will be released by the Ministry on the recommendation of the National Expert Committee.

23.2 282 proposals at a cost of Rs. 33.00 crores were supported during the first two years of the Seventh Plan (1985-86 and 1986-87). During the current year 1987-88, 289 proposals have been processed for funding to the tune of Rs. 50.00 crores.

23.3 The targets for 1988-89 and 1989-90 are for funding 300 and 318 proposals respectively.

## 24. THRUST AREAS IN TECHNICAL EDUCATION

24.1 This scheme has 3 distinct components, namely;

(a) Creation of infrastructure in areas of emerging technologies

The scheme aims at creation of necessary infrastructure for education, research and training in selected technological institutions in 16 identified areas of emerging technology with a view to:

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

The following methodology has been adopted:

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

24.3 During the first two years of the Seventh Plan 89 proposals were supported at a cost of Rs. 15.37 crores. It is proposed to support 97 proposals during 1987-88 at a cost of Rs. 14.00 crores. The targets for 1988-89 and 1989-90 are for funding 90 and 95 proposals respectively.

- b) Expansion of facilities in crucial areas of technology where weakness exists:

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

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

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

24.6 During the first two years of the 7th Plan, 128 proposals were funded to the tune of Rs. 14.50 crores. During 1987-88, it is proposed to support 75 proposals at a cost of Rs. 8.52 crores. The targets for 1988-89 and 1989-90 are for funding 75 proposals each year.

- c) Programmes of new/or improved technologies and offering new courses:

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

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

46 new areas of technology have been identified by experts for offering new courses/programmes.

24.8 The budget provision for 1987-88 is only Rs. 40.00 lakhs. Two projects under this scheme are being processed. The targets for 1988-90 are for funding 18 and 19 projects respectively.

## **25. PROMOTING TECHNICAL EDUCATION FOR WOMEN - SETTING UP RESIDENTIAL POLYTECHNICS FOR WOMEN**

25.1 It is proposed to establish 4 residential polytechnics for women during the Seventh Plan and 6 during the Eighth Plan periods with the following objectives:

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

25.2 The project reports, location and identification of courses will be finalised on the recommendations of the Expert Committee constituted by the Ministry of Human Resource Development for the purpose.

25.3 Each polytechnic will run 6 to 8 engineering and 1 or 2 non-engineering diploma courses, and about five advanced technician courses.

25.4 The polytechnic will have a Board of Management for developing the system and to ensure their efficient and effective performance.

25.5 The agencies involved in establishing the polytechnic will include: Ministry of Human Resource Development, All India Council for Technical Education, Educational Consultants India Limited, Technical

Teachers' Training Institutes, Institute of Applied Manpower Research, Nodal Centres of National Technical Manpower Information System, All India Board of Technical Education, the State Governments and their agencies including the State Boards of Technical Education.

25.6 The scheme has been circulated to all State Governments for submitting project proposals which are awaited.

25.7 A National Expert Committee has been constituted to examine the proposals and make recommendations on selection of site, identification of courses, mechanism for implementation and other relevant aspects. The implementation schedule is indicated below:

- |                     |   |
|---------------------|---|
| 3rd quarter 1987-88 | - Finalisation of detailed project report (DPR) and location of the polytechnic.  |
| 4th quarter 1987-88 | - Acquire land - Constitute Board of Management - Appoint Principal and essential staff - Release grants to create necessary infrastructure and instructional facilities. |
| 1st quarter 1988-89 | - Recruit staff - Develop plans for training - Acquire and develop other physical facilities.   |
| 2nd quarter 1988-89 | - Admit 1st year students - Start academic programmes.  |
| 3rd quarter 1988-89 | - Move to own accommodation - Select location for 2 more polytechnic - Prepare project reports.   |



- 4th quarter 1988-89
- Constitute Boards of Management for new polytechnics - Appoint Principals and Staff - Release funds for creation of infrastructure.
- 1989-90
- Select location for the 4th Polytechnic - Develop infrastructure
  - Expand polytechnics already started.
- VIII Plan
- Run the polytechnics already started
  - Start new residential polytechnic for women depending on need, experience and availability of resources - Review performance of the existing residential polytechnic for women and evolve mechanisms for optimisation.

## 26. INDIAN INSTITUTE OF TECHNOLOGY, ASSAM

26.1 In the Assam Accord, the Government of India have, inter-alia, agreed to establish an IIT in Assam. The objectives of the proposed Institute are:

- to provide facilities on extensive scale for advanced work and research in various branches of engineering, technology and applied sciences; and
- to offer courses of studies at under-graduate and post-graduate levels including research.

26.2 When established, it is proposed that the Institute will conduct the following programmes;

- Under-graduate programmes leading to Bachelor's Degree in Technology in various fields of engineering and technology.
- Master's Degree Courses in Sciences.
- Post-graduate Diploma and M.Tech. Degree Courses in engineering and technology.
- Ph. D. programmes in various branches of engineering, humanities and social sciences.

26.3 The Institute will be fully autonomous and wholly funded by the Central Government as in the case of other IITs.

26.4 The Institute is being included in the IIT Act by suitably amending the Act. This will be the 6th IIT in the series of IITs in the country. It will be under the purview of the Council of IITs headed by the Union Minister-in-Charge of Technical Education. The President of India will be the Visitor of this IIT also. Like other IITs, this Institute will also be governed by a Board of Governors which in turn will be assisted by other bodies as laid down in the Act and Statutes.

26.5 The Project Advisory Committee under the Chairmanship of Shri Hiten Bhaya, member, Planning Commission has already approved the Concept Plan of the Institute formulated by the Project Formulation Committee.

26.6 For formulation of the Detailed Project Report (DPR) including preparation of the Master Plan, a Project Team of experts has been constituted. The responsibility for preparing the DPR has been entrusted to the Educational Consultants India Ltd. (Ed.CIL) and Prof. R.C. Malhotra, Deputy Director, IIT, Delhi, has been appointed as the Project Director on full time basis. The Managing Director of Ed.CIL is the convenor of the Project Team.

26.7 The site for location of the IIT has been selected and approved in consultation with the State Government. The IIT will be located near Misa in the Nagaon District of Assam with an Extension Centre near Guwahati. The State Government has already initiated proceedings for acquisition of land.

26.8 Necessary Bill for Amendment of the IIT Act is proposed to be brought before Parliament early next year (1988).

26.9 The following activities are scheduled to be taken up during the remaining part of the current year and the next financial year:

Preparation of Detailed Project Report(DPR) - Dec. 87 - April 88.

Preparation of documents for registration of IIT, Assam Society - Dec. 87 - April 88.

Amendment of IIT Act - Jan. 88 - Jun. 88.

Approval of DPR - By July. 88.

Constitution of the Board of Governors and appointment of its Chairman	- By August 88.
Appointment of Director	- By Sept. 88.
Setting up of Camp Office	- Oct. 88 - Dec. 88.
Selection and appointment of Key Officers/Sr. Faculty	- Oct. 88 - Mar. 89.
Selection of essential supporting staff	- Oct. 88 - Mar. 89.
Preparation of Master Plan	- May 88 - Mar. 89.
Formulation of academic programmes	- from Dec. 88 onwards
Development of infrastructural facilities	- from Oct. 88 onwards

## 27. LONGOWAL INSTITUTE OF ENGINEERING AND TECHNOLOGY

27.1 The Institute will offer a variety of courses at different levels. The institution will start with certificate and diploma courses in engineering and technology. In due course depending on the manpower needs, the Institute may also start degree and post-graduate courses. Each level of course will be a stage for the next higher level of courses. For instance, completion of certificate courses with appropriate bridge course will entitle students for admission to diploma courses. Like-wise from diploma courses to degree courses and from degree courses to post-graduate courses.

27.2 The Longowal Institute of Engineering and Technology will be an autonomous body registered under the Societies Registration Act. The scheme will be implemented by the Director who will be guided and supported by the Governing Body comprising of educationists, public men, industrialists and representatives from the Central and State Governments. The Institute will have a Board of Studies and an Academic Council for guiding the Director and the departments in all academic matters.

27.3 The Central Government will finance the Scheme on 100% basis. The land for the Institute will be provided by the State Government. To begin with, the Institute will offer 10 programmes each at certificate and diploma levels starting from 1988-89. The degree programmes will be taken up during the 8th or 9th Plan depending on manpower needs.

27.4 The State Government has been requested to identify and provide a suitable piece of land for the establishment of the Institute. As soon as the land is made available, necessary action will be taken to implement the scheme. An expert committee set up for the purpose is already taking action to identify the courses and finalise the details. Necessary action is also being taken towards the setting up of the Society of the Institute and the Board of Governors to manage its affairs. Necessary budget provision to meet the expenditure on the implementation of the scheme has already been made in the current financial year. The Scheme of implementation is indicated below:

1987-88 3rd Quarter	Get offer of land from the State Government for the Institute - Formation of the Society and its registration - Constitute Board of Governors - Appoint Director.
4th Quarter	Hire temporary functional accommodation - appoint core administrative staff - Release funds to the Society.
1988-89 1st Quarter	Acquire land after approving the site - Prepare plans for civil works- Sanction 1st Phase of construction - Identify areas of study - develop curricula for the 1st Phase of certificate level and diploma level courses-Recruit core faculty.
2nd Quarter	Continue construction work - Develop instructional facilities - Select students - Start 1st Phase of academic programmes.
3rd Quarter	Continue construction work - Appoint additional staff - Constitute Industrial Advisory Council.

4th Quarter

Consolidate activities already started -  
continue development of infrastructure  
and other instructional facilities -  
Review progress and release grants.

1988-89

Run courses already started - Make  
admission for new courses - Promote  
necessary arrangement for further  
development of the Institute.

VIII Plan

Continue implementation of the approved  
plan - formulate new plans and  
programmes for further development of  
the Institute - Promote implementation  
of these plans and programmes.

## 28. TRANSFER OF TECHNOLOGY TO RURAL AREAS THROUGH COMMUNITY POLYTECHNIC

28.1 The scope of the scheme will cover the following important aspects:-

- Scientific planning which looks at rural development as an integrated whole.
- Systematic monitoring to achieve the targets conceived in the Plans.
- Constant feedback leading to corrective measures from time to time.
- Technological inputs required for different components of the Plans including training of technical manpower.
- Training/orientation of management personnel appreciative of the spirit of rural development and capable of implementing the development plans in an effective manner.
- Use of techniques leading to optimisation of resources.

28.2 The following aspects will receive emphasis in implementing the Schemes:

- Selected polytechnic which are now 108 in number will be given further resources and policy support to perform their role effectively.
- The community polytechnic will organise manpower development programmes for villagers to enable them to acquire employable skills.
- The polytechnic will take the responsibility for educating and training the villagers and creating awareness among them for adoption of new technologies.
- Technical services and community support service will be provided by the polytechnic to sustain new technologies.
- Dissemination of information of villagers to enable them to adopt and sustain the relevant technologies.
- The State Governments, the Directorates of Technical Education and Polytechnic will operate the Scheme within the overall policy frame work.



- The Technical Teachers Training Institutes will act as a resource system to strengthen the scheme of Community Polytechnic.
- The State Directorates of Technical Education will generally supervise the performance of the Community Polytechnic to ensure their proper functioning.
- The Regional Offices of the Ministry of Human Resource Development will also monitor the scheme and send reports to the Ministry.

28.3 The National Policy on Education stipulates that the scheme of Community Polytechnic will be appraised and appropriately strengthened to increase its quality and coverage. A National Expert Committee has been constituted by the Ministry of Human Resource Development to study and submit the report before the end of the year. The schedule of implementation is indicated below.

1987-88 3rd Quarter	Appraise the scheme through the National Expert Committee.
4th Quarter	Revise the scheme in the light of the recommendations of the National Expert Committee.
1988-89 1st Quarter	Submit the revised scheme and proposal for expansion before the EFC.
2nd Quarter	Issue sanctions, release grants to the Community Polytechnic based on the revised norms.
3rd Quarter	Invite proposals for expansion of the scheme - Process proposals - Finalise plan for further expansion and strengthening.

4th Quarter

Implement plan for expansion and strengthening of the system - Issue sanctions and release grants to new centres.

1989-90

Monitor the progress of all centres and release grants - Meetings of State Review Committees, Regional Committees and Problem solving sessions - Seminars/Conferences at Regional/National level - Take corrective action in the light of the findings of these meetings, seminars, conferences etc.

## 29. ESTABLISHMENT OF INTERNATIONAL CENTRE FOR SCIENCE AND TECHNOLOGY EDUCATION (ICSTE)

29.1 The International Centre for Science and Technology Education (ICSTE) will be set up with the following objectives:-

- To encourage research and development, and experimentation in science and technology education so as to optimise learning and raise the quality of education.
- ~~To~~ promote creativity and serve the interests of social and economic progress based on indigenous efforts through appropriate science and technology education, more specifically in developing countries.
- To promote development of relevant curricula, materials, and equipment, methodologies of teaching and evaluation.
- To exchange information, training and promoting the formation of national groups of teachers and researchers in science and technology education.
- To provide for an international forum for contacts between scientists, educationists, planners, administrators and educators from all countries, in pursuance of the objectives.
- To undertake and provide for the publication of journals periodicals, reports and research studies in furtherance of the aforesaid objects.

29.2 The ICSTE will have a Resource Centre, Media Centre, Computer Centre, Laboratory and Workshop.

29.3 The International Centre for Science and Technology Education was registered under the Societies Registration Act on 17.4.1986 in Delhi. The Project Advisory Committee has finalised the Project Report. The Society and the Governing Council have been constituted according to the provisions of the Rules and Regulations of the Society. The Site Selection Committee for selecting a site for the Centre finalised its report at a meeting held on 1.5.1986 and submitted it. Educational

Adviser(T) was nominated by HRM in his capacity as Chairman of the ICSTE Society, as Member - Secretary of both the Society and the Governing Council. The first meeting of the Governing Council and the Society were held on 18.7.1986 and 10.9.1986 under the Chairmanship of Education Secretary and HRM respectively. A Selection Committee for the post of Director was constituted. A final decision about the location of the site for the Centre will be taken soon.

29.4 The Selection Committee recommended a panel of three names for appointment to the post of Director. A decision in this regard is awaited. The location of site is also to be finalized. The following schedule of implementation has been approved:

- By March 1988 : Finalization of site - Appointment of a regular Director - Preparation of Master Plan to start.
- By May 1988 : Procurement of temporary accommodation - Appointment of essential staff - Programmes/activities to start.
- By July 1988 : Acquisition of land to be completed - Civil Construction works to start.
- By July 1989 : Civil works to be completed - Shift to the permanent premises - Appointment of additional staff.
- By October 1989 : Programmes/activities to start in full swing.

### **Research and Development in Institutions of Engineering and Technology**

29.5 The NPE has laid great stress on research as essential component of higher education. The objectives of this scheme are to:

- Transfer quality of teaching from mere communication of knowledge to communicating the spirit of enquiry and creating the ability to apply acquired knowledge.

- Widen the research base for indigenous technology development and build up capability of technology absorption.
- Develop specialized R&D manpower.
- Support and sponsor Research and Development projects.
- Promote and provide enabling infrastructural support so that institutions can receive and absorb inputs from other research sponsoring agencies.
- Provide the infrastructure for Research & Development in institutions which have potential to undertake research programmes.
- Strengthen and augment the infrastructure of the existing Centres of Advanced Studies and Research.
- Create Centres of Excellence in more areas and more institutions.

29.6 The scheme will cover educational institutions in the technical education system, which offer under-graduate and post-graduate programmes. They include IITs, IIMs, RECs, State Government Colleges, non-government colleges approved by AICTE, University and Deemed University Departments, etc. The scheme will have the following components:

- strengthening and restructuring of existing Centres of Advanced Studies and Research,
- supporting and sponsoring research projects in engineering, technology and management,
- creating and updating the infrastructure for R&D effort in more institutions, and
- setting up of new Centres of Advanced Studies.

29.7 The Board of Post-graduate Studies and Research in Engineering and Technology will be the policy making body. An R&D Steering Committee will be responsible for implementing the programmes. The R&D Steering Committee will appoint subject Expert Groups and Working

Groups to examine the proposals. The Technical Education Bureau will implement the scheme under the guidance of the R&D Steering Committee. The Departmental and Institute Research Committees will also help in the implementation, monitoring and evaluation, coordination and review, etc.

29.8 A Monitoring Team will be set up for each project. Periodic reports on the progress of implementation in respect of each project will be invited. Quarterly review will be made of the progress of each project by the Monitoring Team through visits, reports and collective discussions. Six-monthly review of the progress of the total scheme will be made by the R&D Steering Committee.

29.9 A summary of the yearly progress of the scheme will be placed before the All India Board of Post-graduate Studies and Research in Engineering and Technology. A critical review of all the projects under the scheme will be made after 2 years.

**30. PROMOTING EQUALITY OF OPPORTUNITIES  
FOR SC/ST AND EDUCATIONALLY BACKWARD MINORITIES**

30.1 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 and circulated to the State Governments. The scheme which is intended to help SC/ST children to achieve better grades in their examinations and also prepare them for professional courses aims at providing remedial coaching to these students for a period of four years from Classes IX to XII and special coaching in Classes XI and XII. The emphasis on remedial coaching will be to remove educational deficiencies from which these students suffer and to promote and develop confidence in them.
- (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 hosteler which was Rs. 7,150/- for plain areas and Rs. 7,790/- 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.

30.2 The CABE Committee on Scheduled Castes, Studuled Tribes and other educationally deprived group under the Chairmanship of Smt. Rajendra Kumari Bajpai, Minister of state for Welfare, met on 24 September, 1987 and reviewed in detail the various schemes meant for the development of educationally deprived groups, achievements made so far and speed up the implementation process. The State Governments, U.T. Administrations, have been advised to set up a Committee at the State level for review and monitoring of all schemes meant for the weaker sections.



### 31. MANAGEMENT OF EDUCATION

31.1 The Prime Minister in his letter dated 30th July, 1986 has addressed all Chief Ministers, Lt. Governors inviting their attention to the urgent need for preparation of detailed proposals under the NPE and monitoring its implementation according to a tight time schedule. The State Governments have been requested to set up Cabinet Committees and High Level Official Committees under the Chief Secretary to monitor progress of implementation of the NPE. Minister for Human Resource Development has also invited attention of the State Chief Ministers and Education Ministers to ensure expeditious implementation of the NPE. State Level Cabinet Committees have been set up in all States except West Bengal, Tripura and Tamil Nadu. High Level Official Committees have been set up almost in all States and UTs. Action reported so far indicate that meetings of the Cabinet Committees and High Level Committees have been held in number of States. The Progress of implementation of the NPE including the implementation at the State Level was reported to Parliament and copies of the document entitled; National Policy on Education 1986 - Implementation Report have been laid in both the Houses of Parliament on 28th August, 1987.

31.2 Implementation of many of the NPE initiatives requires institutional and structural changes at the state, district and village levels. This would involve setting up of State Advisory Board of Education on the lines of the Central Advisory Board of Education, District Boards of Education, Village Education Committees and School Complexes. Guidelines relating to micro-level planning and community participation emphasizing the role of the Village Education Committees

have already been evolved by the National Institute of Educational Planning and Administration which have been discussed with State Governments. The NIEPA is also currently involved in an exercise relating to District Boards of Education within the framework of decentralized management envisaged in the NPE. -

31.3 A Programme for orientation of District Education Officers and educational administrators at the districts and block levels keeping in view the board policy thrusts and objectives of the NPE is proposed to be organised shortly for which guidelines have been evolved by NIEPA. With a view to mobilizing various groups involved in implementation of NPE, the Department is also sponsoring a number of Seminars at the national level in collaboration with voluntary agencies and specialist organizations.

31.4 The Department of Education has already undertaken an exercise in collaboration with BITS, Pilani to introduce computerization in the implementation of the Scholarships Schemes in 2 Divisions which would positively contribute to improvement of the efficiency and reduction of staff. The Department has also commissioned the Tata Consultancy Services to advise on the restructuring of the Department so as to enable it fully to discharge its responsibilities relating to the implementation of the National Policy on Education.

## 32. PROBLEM OF RESOURCE CONSTRAINTS

32.1 The implementation of the National Policy on Education and the Programme of Action has necessitated initiating several new programmes and increasing tempo of existing one to meet the broad policy thrusts and priorities. The commitment to ensure expeditious implementation of the NPE is evident in the allocation of Rs. 825 crores in the Annual Plan 1987-88 for the Centre which has been stepped up from Rs. 352 crores in 1986-87.

32.2 In view of the resource constraints particularly on account of severe drought conditions in the country a selective approach in implementation of the Policy has been adopted with emphasis on the following broad priorities:

- Elementary Education, under which the Schemes of Operation Blackboard and Non-formal Education were taken up;
- Eradication of Illiteracy, for the implementation of which National Literacy Mission has been formulated;
- Vocationalisation of Secondary Education;
- Establishment of a Navodaya Vidyalaya in each District;
- Consolidation of the system of Higher Education and making of a few structural interventions;
- Modernization of Technical Education and taking of new initiatives in areas essential for country's techno-economic development.

32.3 In implementing the schemes, however, the following problems (already referred to in earlier parts of the report) are being encountered:

- Although the Central Plan outlay for education sector was increased in 1987-88, corresponding increase has not taken place in the State sector with the result that many States are finding it difficult to put in their share. The new schemes were finalized after the budget for 1987-88 and therefore, there is the difficulty of the budget not having any provision at all in the States.
- Instructions of the Cabinet Committee on Expenditure to defer the new schemes to next year if they were not under implementation on 1.3.87.
- The inadequacy of resources of the States has been further aggravated by the drought situation and States are finding it difficult to provide additional funds.
- The approval given by the Cabinet is conditional in some cases and the Cabinet has directed implementation of the scheme to be done in consultation with Ministry of Finance.

32.4 The Ministry of Finance in communicating the decision of the Cabinet Committee on Expenditure have asked this Department not to start any new schemes if they were not under implementation on 1.8.1987. They also advised the Department of Education for reducing the 1987-88 outlay by Rs. 300 crores and also to accommodate all liability of revision of University/College teachers pay scales within the current year's budget.

32.5 A momentum has been built up for implementation of the NPE which has to be sustained through increased provision of funds to implement and expand the major initiatives in course of the remaining two years of the Seventh Plan. A requirement of Rs. 1463.10 crores excluding Border Area Development Programmes (for which Rs. 40 crores has been proposed) has been projected in the Annual Plan 1988-89 for consideration of the Planning Commission.

32.6 The Planning Commission has given indication that the Plan outlay for Education for the year 1988-89 would be at the same level as the current financial year namely Rs. 800 crores. Accordingly, this

Department has furnished the sectoral break-up including the scheme-wise details for incorporation in the Annual Plan (Central Sector) for 1988-89 in respect of Rs. 800 crores, excluding an outlay of Rs. 40 crores under the Border Area Development Programme.

32.7 Unless a reasonable stepping up of the outlay for Annual Plan 1988-89 is agreed to, we will face great embarrassment because it would be a signal to the country that the Central Government is not sustaining its commitment to the implementation of NPE. This would cause widespread disappointment and people may question Government's credibility. In concrete terms, this would mean our not proceeding with such priority programmes as:

- Universalisation of Elementary Education (including OB and NPE).
- National Literacy Mission.
- Vocationalisation.
- Provision of facilities in Navodaya Vidyalayas.
- CLASS and Educational Technology.
- Modernisation of Technical Education.

### 33. BORDER AREA DEVELOPMENT PROGRAMME

33.1 Under the Border Area Development Programmes (BADEP) for the border States of Gujarat, Punjab, Rajasthan and Jammu & Kashmir, a provision of Rs. 200 crores was made for the Seventh Five Year Plan. The programme was implemented by the Ministry of Home Affairs during the year 1986-87 and has been transferred to the Department of Education from the year 1987-88. It is intended that the programme now would be confined only to education which is a critical input for the overall development of border areas. The efforts under BADEP would be a supplement to the State Educational Development Programme including those that may be taken up under the NREP, RLEGP, IRD and Desert Development Programmes so as to strengthen educational infrastructure and provide opportunities and ameliorate the earning capacity of workers. For the year 1987-88, an allocation of Rs. 25 crores has been made.

33.2 For implementing the programmes, Department of Education formulated guidelines, a copy of which was sent to the Border States requesting them to send their proposals according to these guidelines. A Sanctioning Committee under the Chairmanship of Union Education Secretary has been set up with representatives from the Planning Commission, the State Governments and the concerned Ministry to clear the proposals of States promptly. The proposals received from the State Governments are considered and cleared in the meetings of the Sanctioning Committee. As recommended by this Committee, administrative approval for the sum of Rs. 36.48 crores have been conveyed and sanctions of the order of Rs. 12.19 crores have been released to the

State Governments under this programme. The following table gives the State-wise amounts for which administrative approval has been issued and amount released so far:

(In lakhs of Rupees)

Name of the State	Administrative sanction issued	Sanction released
Punjab	859.95	456.00
Rajasthan	844.91	266.55
Gujarat	385.71	192.80
Jammu & Kashmir	1558.19	304.095
Total:	3648.26	1219.445

33.3 The States have been asked to send the expenditure statements and their financial requirements for the remaining period of this financial year. As soon as these are received, steps would be taken to release further grants. For the next financial year i.e. 1988-89, a sum of Rs. 40.00 crores has been proposed under this programme.

### 34. STATE SECTOR

34.1 The National Policy on Education 1986 (NPE) has envisaged that the implementation of the Policy will be a cooperative effort between the Centre and the States and UT Administrations. It also envisages participation of voluntary agencies, involvement of the community and the teachers in the implementation process. Soon after the National Policy was approved by the Parliament, Chief Ministers of all States, Lt. Governors/Administrators of Union Territories were requested in Prime Minister's letter dated 30th July, 1986 for ensuring review and monitoring of the implementation of the NPE. The State Governments, UT Administrations were also requested to set up Cabinet and High Level Officials Committees to coordinate and monitor the implementation of the NPE. From the reports received so far 22 States have already set up Cabinet Sub-Committees under the Chairmanship of the Chief Minister or Education Minister. High Level Official Committees have been set up practically in almost all the States/UT Administrations under the Chairmanship of the Chief Secretary. Meetings of the Cabinet Committees and High Level Officials Committees have been convened in most of the States and representatives of Government of India have been deputed to attend these meetings.

34.2 Representatives of State Governments/UT Administrations were consulted in regard to schemes being formulated in key areas like elementary education including Operation Blackboard and Non-Formal Education, Teacher Education, Vocationalisation of Education, Science and Environment Education, etc. Detailed guidelines in respect of the above Schemes were communicated to the State Governments who were



requested to prepare projects for central assistance. State Level Empowered Committees were set up under the Chairmanship of Chief Secretary/Education Secretary in each States/UT Administration to consider the schemes/projects formulated and approve the same for financial assistance. Meetings of the State Level Empowered Committees have been convened in 15 States/UTs to consider sanction of schemes relating to Operation Blackboard, Non-Formal Education, Teacher Education and establishment of District Institutes of Education and Training. Sanctions have also been communicated to many of the State Governments/UT Administrations.

34.3 Implementation of the National Policy has also been reviewed at the meetings of the State Education Secretaries and State Education Ministers held in New Delhi in February and April 1987. The Central Advisory Board of Education (CABE) also reviewed the progress of implementation at its meeting held on June 25-26, 1987 at New Delhi. A conference of State Education Secretaries and Directors of Education was held on 19th and 20th December, 1987 to review the progress. State-wise position of the work done in respect of implementation of NPE is given as under:

#### 1. ANDHRA PRADESH

Survey for implementation of Operation Blackboard is over and State has decided to take up 11% of the Mandals for implementation during current year. 6.14 lakh children are studying in 24,572 non-formal education centres. It is proposed to enrol 24.2 lakhs illiterates under adult education programme during 1987-88. 29,364 teachers have been given orientation training so far. 9 DIETs are proposed to be

established. 25 colleges have been declared as autonomous colleges by U.G.C. Curricula at school level have been revised keeping NCERT Core Curricula as guide. 345 schools offer vocational courses and a Vocational Teacher Training Institute is also proposed to be established. 12 Navodaya Vidyalayas have been started. State Council of Higher Education has been set up.

## 2. **ARUNACHAL PRADESH**

1060 teachers have been oriented under Massive Orientation of School Teachers Programme. Survey for implementing Operation Blackboard has been completed. To achieve universal elementary education, schemes of supply of free text books, free uniforms, free hostel facilities and mid-day meal have been introduced. 4 schools offer vocational courses. 11 more have been selected for introduction of vocational courses. 7 Navodaya Vidyalayas have been sanctioned. 1362 Adult Education Centres and 72 Non-formal Education Centres are functioning in the State.

## 3. **ASSAM**

31,367 teachers have been oriented so far under the programme of Massive Orientation of School Teachers. Survey for implementing Operation Blackboard is completed and project report is ready. Attendance incentives are given to SC/ST children to ensure enrolment and retention. 6 Teachers Training Institutes are proposed to be established. 13,508 Non-formal Education Centres and 2,236 Adult Education Centres are functioning in the State. 6 Higher Secondary Schools offer vocational courses and 10 more have been selected for introduction of vocational courses.

#### 4. BIHAR

69,131 teachers have been oriented so far under Massive Orientation of School Teachers Programme. Project report for implementation of Operation Blackboard has been submitted to Government of India. Curricula of classes I to X have been revised. 18 Ashram Vidyalayas have been established for SC/ST children. 43 institutions were selected in 1986 and 40 were selected this year for introduction of vocational courses at plus two stage. 22 Navodaya Vidyalayas have been established. 30,064 Non-formal Education Centres with an enrolment of 8,37, 837 are functioning. 32,500 NSS and Non-NSS students are involved in Mass Programme of Functional Literacy.

#### 5. GOA

3,620 teachers have been oriented so far under the programme of Massive Orientation of School Teachers. Survey for Operation Blackboard has been completed and project report has been finalised. Directorate of Teachers Education has been set up. A comprehensive Education Act has been enacted. Curricula for classes I to IV have been revised. 2 Navodaya Vidyalayas have been sanctioned. School complexes have been established all over the State.

#### 6. GUJARAT

Project report for implementation of Operation Blackboard has been approved by Government of India. 5 Navodaya Vidyalayas have been started. 25,800 teachers were oriented under the programme of Massive Orientation of School Teachers. Adult Education Committees have been set

up at village, district and state level. 90 Jana Shikshan Nilayams have been proposed to be established under Border Area Development Programme. 10 Residential Schools have been established for SC/ST children.

#### 7. HARYANA

The survey work for implementation of Operation Blackboard has been completed. Under Massive Orientation of School Teachers Programme, 40,000 teachers have been oriented so far. Courses for classes I to V have been modified with the help of NCERT. 9 Navodaya Vidyalayas have been sanctioned. 33 schools have been selected for implementation of Computer Literacy and Studies in Schools (CLASS) project. 6036 Non-formal Education Centres are functioning. There are 850 school complexes and 53 institutions are imparting vocational education in the State.

#### 8. HIMACHAL PRADESH

All the schools in the State are equipped with minimum teaching aids in the state. The Government supplies free text books, writing material, clothing to children of weaker sections. Poor SC/ST girls get scholarship of Rs. 30/- p.m. and lumpsum Rs. 100/- per annum. Vocational Committees at district and state level have been set up. 5,000 teachers have been oriented under Massive Orientation of School Teachers Programme. 8 Navodaya Vidyalayas have been established. 20 Non-formal and 2,200 Adult Education Centres are functioning.

9. **JAMMU AND KASHMIR**

6,000 teachers have been oriented under Massive Orientation of School Teachers Programme in the first phase. Construction of 2,000 elementary school buildings has been taken up under NREP. 1,773 teachers have been posted as additional teachers to single teacher schools. Two institutes of music and fine arts are proposed to be conferred autonomous status. Inspection and supervision have been strengthened at all levels and existing facilities consolidated in order to derive maximum benefits from the system.

10. **KARNATAKA**

21,500 teachers have been oriented in the first phase under Massive Orientation of School Teachers Programme. Survey work for implementation of Operation Blackboard has been completed. Navodaya Vidyalayas have been established. School Complexes have been set up.

11. **KERALA**

More than 30,000 teachers were oriented under Massive Orientation of School Teachers Programme. 4 Navodaya Vidyalayas have been established. An autonomous institute of appropriate technology and rural development is proposed to be set up in Trichur. Three more Community Polytechnics are proposed to be started in addition to the existing four.

12. **MADHYA PRADESH**

Project report for implementation of Operation Blackboard has been sent to Government of India. 30,000 teachers have been oriented

under the programme of Massive Orientation of School Teachers Programme. The State Government supplies free uniforms to SC/ST girls and free text books to children of weaker sections. 20 Navodaya Vidyalayas have been established and six more have been sanctioned. 23,080 Non-formal Education Centres are functioning. 44 Vocational courses are proposed to be started next academic year.

### 13. MAHARASHTRA

Survey work for implementation of Operation Blackboard has been completed. 1230 Non-formal Education Centres with 35,006 students are functioning. 19 Navodaya Vidyalayas have been opened. 107 Higher Secondary Schools have been covered under the project: Computer Literacy and Studies in Schools (CLASS). Besides, State Government is running 6 Computer Play School Centres in schools to promote computer literacy. 54,570 teachers have been oriented under Massive Orientation of School Teachers Programme. 35,000 student volunteers participated in Mass Programme of Functional Literacy covering 1.05 lakh adults. 49,275 students have taken vocational courses.

### 14. MANIPUR

School Development Committees have been set up to ensure involvement of all sections of community. Government has identified many trades for introduction of vocational courses. 261 non-formal education centres have been opened. 200 teachers have been oriented under Massive Orientation of School Teachers Programme in the first phase.

15. **MEGHALAYA**

750 teachers have been trained in the first phase of Massive Orientation of School teachers Programme. 3 Navodaya Vidyalayas have been established. 76 Government Middle Schools have been provided science room. 3 Science Museums are being set up in 3 High Schools.

16. **MIZORAM**

904 teachers have been oriented under Massive Orientation of School Teachers Programme. Steps have been initiated for vocationalisation at the higher secondary stage.

17. **NAGALAND**

2472 teachers have been oriented under Massive Orientation of School Teachers Programme. Survey work for implementation of Operation Blackboard has been completed. 2 Government High Schools offer vocational courses and a separate wing has been set up for vocational education in the Directorate of Education. A Women's Polytechnic is being set up.

18. **ORISSA**

55,325 teachers have been oriented under the programme of Massive Orientation of School Teachers. Proposals for implementation of Operation Blackboard reorganisation of teacher education and establishment of DIET have been approved by the State Level Empowered Committee and sanctioned by Government of India. 11 Navodaya Vidyalayas have been opened. 31 schools have been located for introduction of vocational courses. State Government has decided to provide free

education for girls upto Post-graduate stage and appoint women teachers in all primary schools of the State.

19. PUNJAB

Project report for implementation of Operation Blackboard has been approved by SLEC. 1000 Non-formal Education Centres have been set up with enrolment of 31,739. 7 Navodaya Vidyalayas have been sanctioned. Project proposals for introduction of 201 vocational courses in 67 schools in 1987-88 and 204 courses in 68 schools in 1989-90 have been prepared. 3100 Adult Education Centres are running with an enrolment of nearly one lakh adults. 22182 teachers were oriented under Massive Orientation of School Teachers Programme. 5 DIETs, 2 Teacher Education Colleges and one Institute of Advanced Study are being established.

20. RAJASTHAN

Project report for implementation of Operation Blackboard has been presented to SLEC. 46,721 teachers have been oriented so far under Massive Orientation of School Teachers Programme. 10,200 Non-formal Education Centres are functioning with an enrolment of 3.75 lakh children. Under "Shiksha Karmi Yojana", 15,500 teachers are expected to be covered by 450 centres. 13,768 Adult Education Centres are running. Syllabi upto secondary classes level have been revised. 14 Navodaya Vidyalayas have been opened and 6 more sanctioned. 59 Higher Secondary Schools impart computer education. 4 colleges have been granted autonomous status and 4 new universities have been established.



21. SIKKIM

500 teachers have been oriented under Massive Orientation of School Teachers Programme. Text books are being developed according to revised curriculum.

22. TAMILNADU

36,000 teachers were oriented under Massive Orientation of School Teachers Programme. The Chief Minister's Nutritious Noon Meal Programme covering about 87 lakh children in the age group of 2-15 has brought down the drop-out rate from 40% to 22%. 25% of the students taking up vocational courses in 1251 schools. Three universities offer correspondence courses. Survey work for implementation of Operation Blackboard has been completed. Curricula for Classes I to XII have been revised. 41 colleges have been granted autonomous status.

23. TRIPURA

3,287 teachers have been oriented under Massive orientation of School Teachers Programme. Survey work for implementation of operation Blackboard has been completed. 1175 pre-primary balwadis and 1300 Anganwadi centres are functioning. Curricula for classes I to XII have been revised. 3 Navodaya Vidyalayas have been sanctioned.

24. **UTTAR PRADESH**

73,000 Teachers have been oriented in the first phase of Massive Orientation of School Teachers Programme. Committees have been set up at village level comprising local people, parent-teacher associations, to ensure enrolment and retention of girls of weaker sections and minorities. Construction of primary buildings have been given priority.

25. **WEST BENGAL**

Preparatory work for implementation of Operation Blackboard has been completed but the Government has found that because of inadequate resources for construction of schools, the scheme cannot be implemented. 30,000 teachers have been oriented under Massive Orientation of School Teachers Programme in the current year. A media Committee has been set up with the Minister-in-charge as Chairman to involve AIR, TV and the print media in the Adult Education Programme. A State Level Coordination and Monitoring Committee has been established to involve NSS and non-NSS students in the Mass Programme of Functional Literacy.

26. **ANDAMAN & NICOBAR ISLANDS**

980 teachers have been oriented under Massive Orientation of School Teachers Programme. One Navodaya Vidyalaya has been opened. School complexes are being established in the current year. 90 Balwadis and 196 Anganwadis have been set up. Incentives like free text books, stationery, uniform, mid-day meals, attendance scholarship, etc. are given to children of weaker sections to ensure enrolment and retention. 30 percent of schools are proposed to be covered under Operation

Blackboard. 36 Non-Formal Education Centres and 312 Adult Education Centres are functioning. Vocational Courses have been introduced in 2 schools.

27. CHANDIGARH

30 percent of teacher population have been oriented under Massive Orientation on School Teachers Programme. 45 Non-formal Education Centres with enrolment of 2250 children are functioning. Approximately 6,600 illiterates are being covered under the State Adult Education Programme. In 5 schools vocational courses have been introduced. Nearly 9000 adults are covered by various adult education programmes.

28. DELHI

Essential items have been supplied in schools under Operation Blackboard Programme. Education surveys are being conducted to identified unenroled and potential drop-outs and efforts are being made to ensure maximum enrolment and retention.

29. DADRA & NAGAR HAVELI

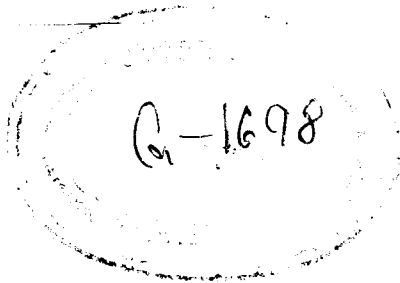
152 teachers have been oriented under Massive Orientation of School Teachers Programme. A Navodaya Vidyalaya has been opened.

30. LAKSHADWEEP

334 teachers have been oriented under Massive Orientation School Teachers Programme. For increasing enrolment and retention children, incentives like mid-day meals, scholarships, free text-books and writing materials are provided. All schools have pucca buildings and required facilities. 60 Adult Education Centres with 600 Adult Students are functioning.

31. PONDICHERRY

A State level workshop is proposed to suggest methods to cover the Early Childhood Care and Education (ECCE) Programme. It has decided to establish a State Council for Vocational Education. Action has been taken to start a Sports Cell in the Directorate of Education and start a Sports School during the current year.



NIEPA



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