


**CONFERENCE OF CABE ON MARCH
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ITEM NO.1

Confirmation of the minutes of the meeting
of CABE held on June 25-26, 1987.

The minutes of the 42nd meeting of CABE held on 25-26th June, 1987 were circulated among the Members of the Board. No amendments were received. The minutes may accordingly be ratified. The minutes are at pages 1 to 83.

MINUTES OF THE MEETING OF CENTRAL ADVISORY BOARD OF EDUCATION
HILD ON 25-26 JUNE, 1987 AT DELHI

The 42nd meeting of the Central Advisory Board of Education took place in Delhi on 25-26 June, 1987. The Conference was attended by the Chief Minister of Manipur, Deputy Chief Minister of Tripura and Education Ministers of practically all the States and other Members of the CAEB. It was chaired by Sri P.V. Narasimha Rao, Minister of Human Resource Development. The meeting was also attended by Ministers of State for Education and Culture, Information and Broadcasting, Science and Technology and the Deputy Minister in the Ministry of Welfare. Chairman, University Grants Commission and Member Education, Planning Commission, Prof. P.N. Srivastava also attended the meeting. The names of the participants are in Annex I.

On the first day, CAEB reviewed the implementation of National Policy on Education 1986. Welcoming the participants, the Union Education Secretary and Member-Secretary of CAEB said that it was intended to call a meeting of the Board earlier. However, the period since the last meeting had been devoted mainly to preparation of detailed projects for implementation of the Policy. For this purpose, it was necessary to hold consultations with State Governments. Accordingly, in last February and again in April 1987, Conferences of State Ministers of Education, Education Secretaries and Directors of Education were convened. These meetings were most fruitful in arriving at broad consensus in respect of such important programmes as Universalisation of Elementary Education, Operation Blackboard, Non-formal Education, Teacher Education, Vocationalisation of Secondary Education, etc.

It stated that the objectives of the meeting were firstly, to have another opportunity to think together on common issues of education and development; secondly to review in broad terms the progress made, so far in the implementation of Education Policy and the Programme of Action; and, thirdly to indicate strategies for operationalisation of programmes deserving priority.

In his inaugural address, the Union Minister of Human Resource Development stated that the purpose of convening this

meeting is to review in-depth the progress of implementation of the NPE and the work done so far. The reports on action taken in different States indicate that while the will to implement the policy objectives is not lacking, funds of the order required are not forthcoming, particularly in removing deficiencies in existing infrastructure. Constraint of resources has remained the principal bottleneck. The first step towards removal of this constraint was taken by the Central Government by raising the allocation of funds to Rs.825 crores for education in the Central Sector during the current year, in spite of competing claims of other equally important sectors.

He observed that the need for a decisive Central role in the implementation of priority programmes like Operation Blackboard, Non-formal Education, Vocationalisation and National Literacy Mission for which Central financial assistance will be provided. He observed that while the programme of vocationalisation would commence from July, 1988, after necessary preparation, some of the States which have already taken steps in this direction will be assisted from the current financial year itself. It is proposed to commence a substantially funded Centrally Sponsored Scheme for Vocationalisation at the school level from 1987-88. 5,000 schools would be equipped with vocational facilities during the VII Plan period.

He further informed the House that detailed parameters of the Technology Mission for Eradication of Illiteracy in the country have now been finalised. It would now be called National Literacy Mission and will aim at imparting functional literacy to 80 million illiterate persons in the 15-35 age group - 30 million to be covered by 1990 and an additional 50 million by 1995. The Mission is based on a thorough analysis of the strength, weaknesses and problems experienced in education of past programmes in the field of adult education. The detailed strategies to be adopted, among others, will place emphasis on motivation of learners and teachers, mass mobilisation, people's involvement, deployment of techno-pedagogic inputs and efficient project management and monitoring.

He stated that a scheme of revision of pay scales of teachers in Universities and Colleges, including certain other

measures for maintenance of standards in higher education has been announced. One major concern in the formulation of this scheme was an effort towards attainment of the goals enunciated in the National Policy on Education. The Scheme of pay scales is not designed merely to compensate the rise in the cost of living; it is in fact a composite scheme with several measures for improving the quality and standards of education built into it.

He observed that in the area of technical education while expansion of facilities to meet demands of manpower requirement is important, the improvement of quality and standards of technical education is of greater importance and significance.

He informed the Members that during the last one year, the Ministry of Human Resource Development in close cooperation with the State Governments and other agencies has taken a number of important steps to work out details of schemes within the broad strategy outlines in the Policy and the Programme of Action. Seven Committees of the CABE have been set up to lay down guidelines for formulation of programmes and schemes as well as to monitor and evaluate the implementation of programme envisaged in the NPE. These Committee 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

Concluding his Address he expressed the hope that the Conference of CARE will undertake a detailed review of implementation of the NPE and help the Government to set its sights for the future.

The full text of the Union Minister for Human Resource Development Inaugural Address is appended at Annexure II.

Thereafter Minister for Human Resource Development invited members to participate in the deliberations. The Board expressed concurrence with the observations of Minister for Human Resource Development that in coming months it will be necessary for the Central and State Governments to implement the Policy with much greater vigour and tenacity. Particular concern was expressed that most of the schemes envisaged in the National Policy on Education had not yet taken off. On the other hand it was noted with satisfaction that the Central Government had prepared detailed programmes in practically all spheres of priority and all State Governments had set up necessary mechanisms for seriously undertaking implementation of the National Policy on Education.

Speaking on the occasion, Prof. Yash Pal, Chairman, University Grants Commission invited attention to the challenges and difficulties in implementation of the Education Policy. He stressed the need for building dynamic and beneficial linkages between education, technological institutions, industry and society so that educational and R & D systems could become mutually supporting and self-sustaining. He maintained that this would also ensure rational and optimum utilisation of scarce resources and help promote reciprocal interaction and inter-disciplinary approach to the solution of societal problems. He emphasised the need to stimulate creativity and efficiency of the system, and made a reference to vigorous efforts in the frontier areas of research such as super-conductivity. He underscored the essential imperative of creating congenial working and service conditions for teachers who are, in the final analysis, the principal catalysts and change agents of socio-cultural and institutional systems of society.

Prof. P.N. Srivastava, Member (HRD), Planning Commission emphasised the importance of R and D at all stages of education.

He buttressed his observation by citing examples of some developed countries to underscore the point that India must pay much greater attention to this aspect with a view to promoting cost-effectiveness, productivity and yoking the latest scientific and technological developments and innovations to the solution of problems such as ill-health, illiteracy, economic backwardness, obsolescence of knowledge technology and equipment. He said that there is a mis-placed zeal in certain quarters to de-emphasize the need of required investments in the sphere of higher education. Decrying such attempts he stated that while it is imperative to wipe out the scourge of illiteracy from the country, it is no less important and urgent to keep pace with exponential growth of knowledge and innovations in the field of science and technology.

Prof. D.S. Kothari stated that Education should be linked to development of people and to development of an appropriate value system conducive to character building as emphasized by Gandhiji. He stated that the present age is an age of unprecedented development in science and technology. Education in this context should concentrate on science and humanism and should play an effective role in the development of human potential of our country. Institutions of higher education he stated, should be linked with the field projects for increasing productivity and contribute to the development process. He advocated setting up high level teacher training institutions on the lines of IITs and suggested that 4-5 year degree courses should be introduced for teacher development. He also pleaded for adoption of common school system which was one of the main recommendations of the 1968 Policy.

Shri Brindaban Goswami, Minister for Education, Assam in his address highlighted the salient features for implementation of NPE in his State in different areas as stated below:-

- i) Blackboards have been provided to all primary schools and a grant of Rs. 500/- has been provided for furniture to each school. New text-books prepared in accordance with revised curricula will be introduced in Classes I, III and VI from the next year.
- ii) 16,000 primary, middle and secondary school teachers

were trained in the summer of 1986 and similar number are undergoing training this year. Supply of hand-books to each teacher is envisaged.

- iii) School mapping has already been started and is likely to be completed by July 1987. Village/Block level Committees have been constituted for development of elementary education.
- iv) Vocational education would be introduced in 5 selected schools at plus 2 stage. Teachers would be trained in vocational courses and a model Junior Vocational College would be established by the State Government for which he requested for assistance from the Central Government.
- v) 150 out of 359 higher secondary schools in the State have facilities for science education. Training of Science teachers would be given by selected colleges to improve the standard of science education. Science kits will be supplied to students of Classes VIII to X. Revision of curriculum has been taken up. Services of eminent retired University Professors are proposed to be utilised by the State Government to supplement science teaching at plus 2 stage. He requested that Central Government should provide grant to improve laboratory facilities in schools.
- vi) Curriculum has been revised for polytechnics. A Junior Technical School is being upgraded to a girls Polytechnic and a girls wing at Dibrugarh Polytechnic would be set up shortly.

He suggested that the primary school should be the nucleus around which other activities like non-formal education, adult education and pre-primary education would be built. He also emphasised the need for the regional language as the medium of instruction along with English and Hindi in the Navodaya Vidyalayas. He requested the proposed regional college of education for the North Eastern Region should be located in Assam. He observed that the State Government propose to take up opening of autonomous colleges only after careful consideration and he suggested that the U.G.C. may relax its norms for giving grants to Universities in Assam. As regards the National Testing Service, he stated that the State Government could offer comments only after full details are made available.

Minister for Education, Arunachal Pradesh (Shri K. Krong) made the following observations:-

- i) The Central Government may extend cent per cent assistance for implementation of the Scheme of Operation Blackboard. He said that the HRSP and RLSEGP resources are meagre and additional funds are required for construction of school buildings.
- ii) Five Navodaya Vidyalayas have been sanctioned out of which one had started functioning. The present grant of Rs. 2 lakhs per school (one lakh for school building and one lakh for the rest) was not adequate. He suggested that Central grant of about Rs. 10 lakhs must be provided.
- iii) He informed that the Scheme of Open University is under submission to the U.G.C. which may be cleared at an early date.

The Minister of Education, West Bengal (Shri Kanti Biswas) indicated the status of implementation of NPE as follows:-

- i) Implementation of the Scheme of Operation Blackboard would require Rs. 22 crores, Rs. 32 crores and Rs. 50 crores during the years 1987-88, 1988-89 and 1989-90 respectively. The HRSP, RLSEGP resources could be used only for the on-going projects and adequate funds are not available for construction of school buildings. Department of Rural Development must provide more funds so that requirements of education sector are fully met.
- ii) Before embarking on the project on full scale, to begin with, the revised Scheme of Non-Formal Education should be launched on pilot basis. The Central Government should assure providing financial assistance during the Eighth Five Year Plan also.
- iii) Very little amount had been earmarked for the Adult Education Programme. Government of India should provide more funds.
- iv) The State Government did not accept the programme of Navodaya Vidyalaya in principle.
- v) Regarding the revision of pay scales of teachers in Higher Education the Central Government had agreed to share only 80% of the total financial liability and that too will cease at the conclusion of Seventh Plan. Full financial support should be given by the Central and this should be extended upto the end of Eighth Five Year Plan. He was opposed to recruitment of teachers of colleges and universities on all India basis.

- vi) The State Government would like to wait and observe the emergence of Indira Gandhi National Open University.
- vii) The State Government was opposed to the idea of autonomous colleges in principle.
- viii) The State Government was opposed to the National Testing Service in principle in the present socio-economic context.
- ix) The Central Government has earmarked Rs.1210 crores for Education in 1987-88 which forms only 2% of the total Central Budget. This should be drastically increased.

Shri Sibte Razi, Education Minister, Uttar Pradesh giving a broad idea of achievements made by the State Government observed that :-

- i) 12 Committees on different areas have been set up to discuss and formulate implementation policy at the State level for NPE-1986.
- ii) A Committee headed by Chief Secretary had been set up for approving various proposals concerning NPE.
- iii) Resource cells are to be set up at different centres for teaching of teachers in regional languages. Teachers trained at these cells would further train large number of teachers.
- iv) To achieve Universalisation of Elementary Education it has been decided that only girls centres, would be opened under the Non-formal Centre Scheme.
- v) 72 schools are to be covered during the year 1987-88 for vocationalisation of education at plus 2 stage.
- vi) Emphasis would be attached to expansion of secondary education.
- vii) Universalisation of Elementary Education would receive priority.
- viii) Parents-Teachers Associations were being set up.
- ix) 19 Navodaya Vidyalayas are to be set up by the end of 1987-88.
- x) Massive teaching training programmes were being organised by the State Government.

- xi) Three year degree courses are to be introduced and job-oriented courses are being introduced in selected colleges.
- xii) 4 or 5 colleges are proposed to be made autonomous shortly.
- xiii) The State Government propose to introduce shortly, the "Earn while You Learn Scheme".

The Minister requested for increased funds from U.G.C. for improving the physical facilities in colleges and stated that Rs. 20 crores were required for implementing the scheme in all the Government colleges in his State.

The Minister requested for additional Central funds for starting 164 additional projects in the State under Adult Education Programme.

Dr. Saiyed Hasan emphasised the need for missionary zeal in implementing the various programmes of education. He also highlighted the importance of emotional, social, and moral development of children through education process which could contribute in his opinion to character building and personality development. He suggested that in order to making the learning process purposeful and interesting, the system of 'learning by doing' should be introduced.

Shri Shiv Kumar Shastri made the following observations:

- i) People, school managements and teachers were not fully aware of the NPE directives and implementation. More publicity was required in this regard.
- ii) The recent massive teacher training programmes had produced more frustration among teachers than encouragement to them; the defects, shortcomings noticed should be remedied.
- iii) More emphasis be given to Sanskrit education.
- iv) Sports facilities presently available should be optimally utilised.
- v) Cultural and Science Exhibitions should be held in schools all over the country.

Shri P. Namgyal, Member of Parliament observed the following:

- i) Norms for selection of students in Navodaya Vidyalayas are too tough for his region and these should be suitably modified.
- ii) Problem of providing elementary education in hilly and tribal areas with small habitations should receive special attention. Non-availability of teachers in remote and hilly areas should also be looked into.
- iii) He recommended that more incentives be given to teachers posted in these areas. Duration of teacher orientation programmes in Science and Maths in his region should be increased.

Shri Lokesh Nath Jha, Education Minister, Bihar indicated the various measures taken by the State Government for implementation of the NPE.

- i) High Power Committee, one under the Chairmanship of Chief Minister and the other headed by Education Minister have been set up for guidance and effective implementation of programme. Another Committee under the Chairmanship of Chief Secretary has been constituted for monitoring implementation of NPE. This has met twice and the third meeting was to be held on 29th June to discuss the Scheme of Operation Blackboard. Under the Teacher Orientation Programme, 33000 primary and 6000 secondary teachers were covered last year. In the current year 32000 primary and 8000 secondary teachers are being trained at 198 centres.
- ii) Education surveys are being conducted by the SCERT in eight districts in connection with the scheme of Operation Blackboard. The survey is expected to be completed by the end of July 1987. An amount of Rs. 202.51 lakhs has been earmarked for providing equipments to about 4500 primary schools. All Single Teacher Schools would be provided with an additional teacher by the end of 1987. Provision has also been made for construction of 4251 school buildings.
- iii) For introduction of vocational education, 43 Higher Secondary Schools have been selected. Selection of vocational courses and preparation of their curriculum are being finalised.

- iv) Revised curricula for Classes I and III will be introduced from next year and for other Classes in subsequent years.
- v) Seven Navodaya Vidyalayas have been set up. Thirteen more are to be set up this year. Sanction has been issued for establishing an Open University at Kalandia and the newly appointed Vice-Chancellor has already taken over. The Biruli Gramin Prathasthan is being converted into a rural university in phases. One college from each of the Universities of Bihar is proposed to be declared as an autonomous college. Necessary action has been taken for setting up of a Council for Higher Education.
- vi) State Advisory Board on Education is being set up. It is proposed to set up one District Board of Education and one District Institute of Education and Training in each Division during the current year. The University Act is being amended for improving the discipline.

He stated that the State Government should be intimated of the exact quantum of Central assistance under the Scheme of Operation Blackboard. The State Government would require an assistance of Rs.250 lakhs from the Centre for the year 1987-88. For Adult Education Programme Central assistance of Rs.25 crores would be required for 1987-88. For introduction of the revised UGC scales, the State Government suggested that the pattern of assistance should be revised to 85:15 instead of 80:20 as announced by the Central Government.

Shri Dasrath Deb, Deputy Chief Minister and Minister for Education, Tripura observed that :

- i) Representative of Secondary Teachers Organisations should be included in the CABE.
- ii) NPE 1986 could succeed only if 10% of the Central Annual Budget is allocated for HRD.
- iii) Setting up of Primary Schools is preferable to NFE Centres. At the middle stage, in view of maximum drop-outs, they would resort to set up NFE Centres. In case of voluntary agencies the grants are being directly released by the Centre and thus the States exercise no control over them. In the light of this, he was of the

opinion that education be brought under the State List again.

- iv) Against Rs.100 crores earmarked for the Operation Blackboard, the amount to be shared by each school would be meagre. It was suggested that this amount should be sufficiently enhanced.
- v) Navodaya Vidyalayas according to him, would serve the society to a limited extent since these will be mostly for the privileged class. Therefore, rethinking on this issue was desirable.
- vi) In respect of Adult Education Programme and the Technology Mission, liberal grants were required to implement these programmes. Similarly in respect of Technical Education adequate funds were required.
- vii) Regarding 'Open University', National Testing Service' and 'De-linking of Degrees' he said that since the Government cannot force any employer to accept the product of these services, the candidates can only burden the Employment Exchanges, and it would not in any way decrease the University level enrolment.
- viii) Material relating to national curricula has already been incorporated in school textbooks.
- ix) 24 schools have been upgraded from Secondary to Higher Secondary level, but in view of lack of Science Teachers they were facing difficulty in starting Science Courses in most of them.

He observed that the Tripura University would be started soon and that the State Government have approached U.G.C. to have it approved and provide grants for setting up of the same.

Thiru C. Ponnaiyan, Education Minister of Tamil Nadu said that:

- i) His State introduced vocational courses few years ago and it covered 1250 schools. However, students are no longer interested to pursue these courses, the reason being that no job is available after the completion of the said courses and only 10% out of 1,00,000 could get employment. He, therefore, suggested that job avenues may be linked with vocational training. The main thrust for the courses should be need-based. In this regard, it was suggested that an Expert Committee may be constituted to look into the various aspects concerning vocational courses vis-a-vis the job avenues, considering manpower requirements over the next 10-15 years.
- ii) The Committee of the CARE on "Transfer of Teachers" is not called for in respect of his State.
- iii) He felt that Value Oriented Education should be an integral part of our educational system and he supported the suggestion made by Dr. Saiyed Hassan earlier that there should be a Code of Conduct for Teachers both in the schools and colleges.
- iv) He mentioned that certain courses in the colleges have outlived their utility and therefore may be replaced by new subjects having a relevance to the environment of today. There should be a linkage between education and industry so that education imparted should have its linkage with the needs of the industry and he suggested that Government of India may consider issuing directions to the States on this.
- v) The suggestions from the States of Tripura and West Bengal for enhancing budgetary allocation for Operation Blackboard was supported by him.
- vi) The State has given autonomy to 16 colleges and another 24 colleges are being made autonomous this year. The idea regarding granting of autonomy was said to have been welcomed by the public at large.
- vii) He felt that unemployment problem can be solved through proper technical education.
- viii) As far as Open University is concerned, the State has correspondence courses in three Universities and would follow the IGNOU pattern.

Shri Manubhai Pancholi said that -

- i) Education should ensure peace among classes and masses.

However, through the medium of new National Policy on Education, both formal and non-formal education system would grow and throw light for the linkage of both the classes and the masses. He emphasised that education should have its base in the life and livelihood of masses.

- ii) As regards vocational courses, he felt that these are not properly vocationalised and should include 40% of the core-curriculum with the rest being accounted for skill-based and agro-industry oriented courses.
- iii) he suggested a Code of Conduct/accountability of teachers and students alike since the social accountability is a must for all and also felt that Teachers Training Colleges should provide value-oriented education.

Dr.(Smt) Chitra Naik appreciated the documents circulated for the meeting and said that she was not able to find in these any mention of items relating to Early Childhood Education and Women Development, although these issues had been discussed in earlier meetings. Education Secretary clarified that these documents, subjects concerning Department of Education have mostly been covered, adding that, however all related subjects of other Departments continue to be the concern of CABE. She made the following observations:

- i) 'Education of Women' should also figure as a separate item amongst the problem areas and not jumbled up amongst various aspects under item 7 of Agenda.
- ii) The need for consolidating the system of school education was emphasised; she also suggested that the programme of universalisation of elementary education should be broadened in the context of Indian poverty.
- iii) Teaching facilities for Science & Mathematics should be provided in Girls Schools; she also emphasised the need for sharing laboratory facilities and these laboratories should be equipped with local materials. Girls should be awarded more scholarships to induce them to come out of household routines.
- iv) She welcomed the change of T.M.E.I. to National Literacy Mission. She felt that motivation should be inculcated and for this both the Central and State Governments should share equal responsibility.

- v) For bringing women to attend the adult education courses, the entire family - both men and women - need to be mobilised and involved in the programme.
- vi) The courses being provided in the Women's Polytechnic need a thorough examination and revision so that emphasis is laid on teaching of Science and Technology orientation in these. The Department of Science & Technology is doing very little. A very large science movement and library movement need to be built up for implementation of National Policy on Education. We should get to action orientation for VIII and IX Plan right now.
- vii) She supported the idea of scrapping the irrelevant courses in the colleges.

Dr. Sudhir Roy, M.P. observed that:

- i) for implementation of University/College Teachers Pay scales, 100% Central financial assistance is essential. The revision should ensure at least 10% increase in salary for each person. Tests for recruitment would introduce more difficulties for the institutions.
- ii) He did not favour the idea of autonomous colleges since this would lead to malpractices. Teachers will be hired and fired. He added that college teachers all over the country were opposed to the granting of autonomy and University degree will not have proper value. Instead he suggested, that all existing colleges should be improved.
- iii) He felt immediate steps may be taken to stop the capitation fee system.
- iv) Common School System should be encouraged as against Navodaya Vidyalayas.

Shri Peerzada Mohd. Syed, Minister for Education of Jammu & Kashmir stated that -

- i) all efforts for UEE are being made. 2148 primary schools, identified for Operation Blackboard are being provided with buildings under NREP and FLEGP. Further 791 teachers have been provided to convert single teacher schools into double-teacher ones. NFE Centres are being provided to supplement the effort. Massive teacher training programmes have been undertaken.
- ii) TMEL is being considered for implementation. Setting up of ITIs is being encouraged.
- iii) Consolidation of higher education is being done. Kashmir University has already switched over to

- i) In primary education, 500 schools were opened for catering to education of girls and backward classes with books and other incentives. Second teacher has been provided in single teacher schools. Survey for Operation Blackboard was in progress. There are many schools in the villages without buildings. The non-formal education centres are working very well.
- ii) The 10+2 pattern has been introduced and vocational courses have also been initiated in these.
- iii) Adult Education programmes are also being undertaken with the help of panchayats. Minorities are being provided education through their mother tongue.
- iv) 7 Navodaya Vidyalayas have already been opened in the State.
- v) 32,000 teachers have been trained through SCERT last year; this year 35,000 teachers are receiving training.

Shri V.P. Baghavachari commented on the inadequate media support for education and highlighted the need for greater attention in securing media support to give widest possible dissemination to the objectives of the NFE and the programmes framed thereunder. He mentioned that for those colleges which are located outside the range of Doordarshan Kendras, the question of providing direct reception sets may be examined. The Universities may also be involved with the establishment of radio stations and programmes meant for universities and colleges. He emphasised the need for a Code of Professional Ethics and mentioned in this context the initiative taken in Andhra Pradesh by the school teachers. He also emphasised the need for a continuous dialogue with students, teachers university administrators and State Governments to ensure that autonomy is well maintained as an aid to development of higher education. He also suggested that the scheme of restructuring of courses at the university stage must be introduced with a view to making the first degree courses more relevant. There must also be a scheme for the orientation of newly appointed university lecturers. He suggested that there should be a system for holding common entrance examination for all the Central Universities. He also emphasised the need for making concerted efforts for implementation of the schemes for educational development of Scheduled Castes and Scheduled Tribes and special programmes like Adult and Continuing Education.

Smt. Amarjeet Kaur, M.P. observed that -

- i) Close monitoring of implementation of National Education Policy with an indepth study of documents was urgently required. Necessary steps may be taken in this direction. A time bound programme should be developed towards our endeavour to implement this Policy within a specified period.
- ii) Measures proposed to be taken regarding education for women's equality and women's development present many problems and complexities. Even the highly educated women and women occupying important professional positions seldom work for this. She emphasised the need for greater determination to move towards women's equality for which efforts are to be made through both men and women.
- iii) She welcomed the priority attached to vocationalisation of education and considered it as a great necessity. She was happy that this programme was receiving due attention and Rs.100 crores have been provided in this year's Budget.
- iv) The scope of the Navodaya Vidyalayas should be further expanded; schools opened should be provided necessary facilities. One school in each district is not sufficient for reaching an optimum level of efficiency; more schools should be opened.
- v) Early Childhood Education should have been included in the Agenda since it is very crucial for universalisation of elementary education, as well as for general welfare of women.

Shri Rishang Keishing, Chief Minister, Manipur observed that -

- i) It is very crucial that funds on a liberal scale should be forthcoming from the Central Government for the implementation of the National Policy on Education otherwise it will be difficult to achieve the objectives.
- ii) 10+2+3 pattern has been introduced in his State. 20 High Schools have been upgraded to Higher Secondary stage to provide for more children with various subjects in the streams of arts, science and commerce and for this purpose additional staff have also been provided.

- iii) Syllabus for Classes I-VIII and IX-XII was being recast in the context of the National Education Policy by the Board of Secondary Education and vocational education was being introduced at plus 2 stage.
- iv) Action has been taken to open four Navodaya Vidyalayas in 1987-88; four more will be started in 1989-90.
- v) The survey has been in progress for implementation of Operation Blackboard. A second teacher is being provided in many of the single teacher schools and buildings are being constructed. The State Government proposed to make available necessary amenities in the context of the Programme of Action.
- vi) To ensure retention of children of age group 6-14 in schools some incentive schemes have been introduced. Further, to reclaim the drop-outs some non-formal centres have been started.
- vii) Teaching of science is being encouraged by providing science equipment in various schools.
- viii) In order to monitor the implementation of the Policy, two sub-Committees, one under the Chairmanship of Chief Minister and other under the Chief Secretary have been constituted.
- ix) Grant of autonomy to some of the colleges is under consideration and a decision would be taken soon. National Testing Service is under examination and in Manipur a Branch of IGNOU has been opened.
- x) He also mentioned that there were some problems regarding introduction of Hindi that has been made compulsory from Class III. A large number of Hindi teachers will be required and he wanted the Centre to bear the expenditure involved. Further they would also need hostels and teachers quarters for such teachers from outside the State which would create some immediate problem. He also requested assistance for appointment of Science Teachers, who have to be from outside the State in respect of whom also similar problems would arise.

Shri Sanjit Roy emphasized the need for involvement of the community people's participation in programmes of Education is a must and voluntary agencies must be involved on a wider scale. Innovations can develop only when there are no Government controls. Often accountability is confused with controls; Government control militates against innovation. There should be more emphasis on innovation, and less on control.

He emphasised that Non-Formal Education Programme should be more flexible. If we do not involve the community for the implementation of this programme then we do not get at the roots of our problems. We must have cut-off points for action.

We are thinking of delinking of degrees from jobs at National level but this should be a proposition considered at the lower levels, as, for example, at village level also or at block level. He also mentioned of the problem of language teaching under the National Policy on Education.

Prof. Pamlal Biriath, a special invitee felt that the policy document should be brought out in all the languages in order to bring it to the notice of masses. He also emphasised that some of the points need particular mention including innovations, early childhood education programmes, rural institutes and he specifically mentioned the common school pattern that requires to be developed. He said that pre-school education could be incorporated in the general education and integrated in elementary stage as it is crucial for the Universalisation of Elementary Education. He suggested that there should be enough scope for starting rural institutes and mentioned that these should be developed on the lines of the 15 rural institutes that functioned earlier.

The Jana Shikshan Nilayams should be given their proper place in the programme of Adult Education.

He advocated the cause for the development of regional languages and science education programmes.

Shri K. Chandrasekharan, Minister for Education, Kerala felt that education was both an asset and a problem in the case of Kerala because they have got the highest literacy rate and would reach 100% by 2001. The State had already achieved 73% literacy. The main problem before the State was the problem of the educated unemployed; this could possibly be tackled by opening of more technical institutes in the State for which the State would require more financial aid from the Centre. The State Government want to consolidate and strengthen general education also. The

Operation Blackboard Scheme has been taken up in the right earnest by selection of requisite number of blocks. The number of school buildings required to be constructed is so large that both NREP and RLREP programmes need to be tapped.

The State proposed to establish an Open University on the pattern of Indira Gandhi National Open University. They have already got a regional centre of IGNOU. They did not intend to have any of the conventional University courses at their Open University. The State proposed to Open a Sanskrit University also which would be the third of its kind in the country. Courses that have out-lived their utility at the college level would be scrapped.

For implementation of new pay scales of college teachers, he desired to have 100% Central assistance as against existing formula of 80:20.

He stated that the State Government had decided not to grant autonomy to colleges. He very strongly advocated that three language formula should be implemented in other States also specially in the Central Schools and Navodaya Vidyalayas and said that otherwise the country would not be achieving its goal of national integration.

Prof. M. Aram mentioned that most of the 56 autonomous colleges have become operational and their number is growing.

Considering that 92 Universities have set up continuing Education & Adult Education Departments, he expressed the hope that Universities would play their part in making progress in the field of adult and continuing education.

As regards setting up the Rural University/Institutes, a detailed project report is under consideration in the Ministry.

For successful implementation of National Policy on Education, he suggested that a Conference of Voluntary Agencies may be convened, covering all the non-Government agencies in order to have their involvement at the national level.

Shri Damodar Das Acharya, Minister for Education, Rajasthan stated that:-

- i) Under Operation Blackboard, 20% schools have selected and specially many schools in the Tribal belt are being covered.
- ii) The State Government were already taking steps for vocationalisation of education in the State.
- iii) As regards non-formal education, the State was taking steps to introduce the revised system in the light of the latest thinking on the subject; 10,519 MFE Centres, and 3,000 Centres exclusively for girls have been opened.
- iv) The State Government provide attendance scholarships to 11,000 girls in rural areas in Classes I to V.
- v) 23,600 teachers have been trained during the summer of 1986, 23,500 teachers are undergoing training during the current year.
- vi) State Government have identified 56 Higher Secondary Schools for introduction of vocational courses.
- vii) In addition to 59 schools where facilities for computer literacy and education is available, the State Government have proposed 69 schools for introduction of the CLASS project, for which assistance of Government of India has been sought.
- viii) The State Government have proposed four colleges for upgradation as autonomous colleges; the State Government also propose starting an Open University at Kota during the current year.

Shri Shikho Sama, Minister for Education of Nagaland mentioned that :-

- i) Both the Committees - at the Cabinet level and Chief Secretary's level have been set up.
- ii) 1700 teachers have been trained in the previous year, it was intended to cover another 1700 teachers during 1987-88.
- iii) As regards Operation Blackboard, the State survey unit was actively involved and the State Government would be in a position to assess their requirements soon. There were about 1500 school buildings in a very hopeless condition.
- iv) He felt that it was a mistake on the part of earlier planners that Science Education had not been encouraged in Nagaland.
- v) He felt that Border Area Development Programme may be extended to their State and referred to the request made by them in this context.

Shri Jadunath Das Mohapatra, Minister for Education, Orissa observed that :-

- i) Child population of 45.55 lakhs children of 6-11 age group is to be covered by 1989-90 through formal and non-formal education systems whereas only 33.60 lakhs have been covered by 1986-87. Similarly, for 11-14 age-group the child population is 20.89 lakhs and allowing for 65% coverage by 1995 and also providing for 30% children in overaged and under-aged category, the State Government would require to provide for 19.05 lakh children. They intend to cover one-third under NFE and would need additional Rs.208 crores to meet the cost of their programmes.
- ii) The financial implication of the Operation Blackboard has been estimated at Rs.275 crores, to remove the deficiencies in 35,200 existing primary schools. Out of which 20% will be covered with an estimated cost of Rs.67 crores.
- iii) Substantial Central assistance would be required for the

above programmes. Already vocationalisation has been taken up at the Higher Secondary stage. The State Government have selected 26 High Schools to be upgraded where vocational courses would be started.

- iv) 5 Navodaya Vidyalayas were established during 1986-87 and five more have been sanctioned during 1987-88.
- v) Under autonomous colleges scheme, 3 General Education Colleges have been proposed; the State Government intend to cover 2 Engineering Colleges also. He felt that the quantum of UGC assistance is inadequate and suggested that it should be increased.

Shri E.N. Upreti, Minister for Education, Sikkim stated that :-

- i) The two Committees, as required, have been set up in Sikkim.
- ii) In Sikkim, the schooling facilities are available to all and no child has to walk more than one and a half Kms for his school. Most of the schools have appropriate building facilities. During the current year itself 100 two-roomed buildings have been constructed and visual aids and recorded cassettes have been listed to be supplied to the schools.
- iii) Last year 430 teachers were trained and they intend to train 500 this year and now more and more local teachers are receiving training. They still lack suitably trained Science Teachers.
- iv) Education of backward classes is being done satisfactorily and is no discrimination in this regard. They are given stipends and free text-books. In the tribal belt where the population is mobile, free meals are supplied to retain the children in schools.
- v) The State Government proposed to set up an Academic Council for their two colleges; modalities are being worked out.
- vi) One of the two proposed Navodaya Vidyalayas would come up this year.

In the morning of the 26th June the participants divided themselves into six groups as follows :-

1. Elementary Education including Operation Blackboard and Non-formal Education.

2. Secondary Education and Vocational Education.
3. Adult Education including National Literacy Mission and Continuing Education.
4. Technical Education.
5. Higher Education.
6. Educationally disadvantaged sections including Women's Education, Education of persons belonging to ST/SC, educationally backward minorities, physically handicapped, educational opportunities of hill areas, desert areas, islands and remote rural areas.

After detailed discussion in each group in the forenoon, the summary of the outcomes of the groups was presented in the session in the afternoon and was generally endorsed with some modifications, which have been incorporated in the group reports. The final version of the six group reports as adopted by the board, are appended at Annex III to VIII.

In the concluding session on being asked by the Minister for Human Resource Development, Shri J. Veera Raghavan, Secretary, HRD (Coordination and Planning) spoke on the need for integration of the various human resource inputs in a coordinated manner and on intensifying the nation wide effort to develop human resources with Education playing its multifaceted role. He stated that it was necessary to have the participation of the people in planning and implementation of human resource development activities. Meaningful participation of the local community and visible benefits to them would also open the way for mobilisation of extra budgetary resources. With these ends in view he suggested that the State Governments may like to set up Committees to examine the programmes relating to human resource development, particularly falling under the sectors of education, health and social welfare and examine means and mechanisms by which greater coordination/integration can be brought about among the different programmes to secure greater effectiveness of the programmes and also explore possibilities of extra budgetary mobilisation of resources and ensuring people's participation in these programmes. These Committees may be set up by the beginning of July and the reports may be made available by the end of August so that the conclusions arrived at may be utilised for the Annual Plan of 1983-89 and for mid-term appraisal of the Seventh Five Year Plan. It may also be

necessary to undertake in 1988-89 a few pilot experiments in methods of integration or coordination so that the experience gained thereby could prove valuable in the formulation of the Eighth Five Year Plan wherein the coordinated Human Resource Development strategy is expected to play a major part in the strategy of development. One of the Secretaries in the Departments concerned may be designated as a nodal Secretary for this purpose.

The Minister for Human Resource Development requested Education Secretary to summarise the broad conclusions and the consensus arrived at the end of two-day deliberations. Summing up the deliberations, Education Secretary stated that the broad consensus of the CARE was achieved on the following points :-

1. There is need to create a much more effective machinery for monitoring of implementation of NPE. For this purpose, all States should set up State Advisory Boards of Education which should meet regularly for implementation review. Monitoring should not be confined to quantitative aspects, but the content and processes of education, levels of learning in the formal and the non-formal system and the various qualitative aspects should also be monitored.
2. People's participation is an issue of the utmost importance in implementation of the NPE. For this purpose help should be taken of the mass media and appropriate institutional structures for reaching the people and involving them in policy implementation. Political parties, mass organisations of teachers, students, workers and peasants, voluntary agencies, panchayati-raj institutions etc. should be involved in an effective manner. It is also of utmost importance that youth, women and other categories of people are involved on a big scale.
3. Action on all points of the National System of Education should be given the highest priority and special arrangements made to chalk out detailed programmes in this behalf and to creation of rigorous follow-up system. The National System of Education would

include:

- i) Comparable Education level to all
- ii) Minimum Learning level
- iii) National Values
- iv) National Core Curriculum
- v) Common School System
- vi) National Resolve in common areas of priority.

The Priorities spelt out in the Policy were once again reiterated. Specific decisions were taken in this behalf as follows :-

- (a) Re-emphasising the highest priority to elementary education, it was stressed that everything necessary should be done for achieving the goal of universalisation of elementary education as soon as possible. The goal of UEE involved not only universal enrolment and retention of children upto 14 years of age but also achievement by them of pre determined levels of learning. Keeping in view the large number of habitations without schools, continuing incidence of drop-outs and the undiminished number of working children and girls who have to assist in family chores, non-formal education will have to be given special attention.
- (b) The crucial role of teacher education in reconstruction of the education system was underscored. It was emphasised that District Institutes of Education and Training should be set up at the pace envisaged in the schemes prepared by the Central Government and selected secondary teacher education colleges and SERTs should be strengthened to serve as focii of professional upgradation of teachers. Simultaneously steps should be taken to phase out surplus teacher education institutions and to close down institutions engaged in malpractices.
- (c) Elaborate planning needs to be done for

implementation of the scheme of vocationalisation. While its implementation may begin wherever feasible from the current financial year itself, it should be implemented with full vigour throughout the country from the 1985 academic session. Vocationalisation should be linked with employment and self-employment and scope provided for vertical mobility.

(d) The National Literacy Mission was endorsed. Hope was expressed that illiteracy particularly in 15-35 age group will be eradicated latest by 1995, and opportunities of literacy and education provided to people of all ages. The States and districts which can achieve this goal before 1995 should be encouraged to do so. The motivational aspect, training and a comprehensive resource support system were considered to be pre-requisites for implementation of the programme. The critical role of voluntary agencies in implementation of NLM was also stressed.

(a) Modernisation and removal of obsolescence in Technical Education is a matter of high priority. This along with other measures for improvement of management and staffing of institutions of technical education should receive necessary investment of resources.

(f) Measures need to be for improvement of standards of higher education. For this purpose norms of institutional performance along with the desirability of provision of threshold of facilities were emphasised.

(g) Scheduled Castes, Scheduled Tribes, physically handicapped, educationally backward minorities, remote rural areas, hilly areas, desert areas and islands deserve special attention. Along with careful micro-planning for upgradation of facilities for these categories of people and areas, adequate monitoring mechanisms should be created to ensure effective implementation of programmes, particularly to see the extent of actual benefit and advancement of the disadvantaged sections.

5. Reorganisations of the educational system, for it to conform with the objective of women's equality has not yet received due attention. Access to women and girls should be assured at all levels of education, particularly in all branches of vocational and technical

education. Access to technical education requires better training in basic and science subjects at school level. Special arrangements should be made therefore. Expansion of faculties of vocational and technical education is necessary not only to improve the status of women but also to harness the vast human resource which remains unutilised. Non-formal training of working women should also be organised to enable them to cope with technological changes, which often result in their displacement. The content of education and activities in the entire system of education should be reviewed to ensure that they subserve the goal of women's equality. Necessary support services like Early Childhood Care and Education and facilities like drinking water, fuel and fodder should receive the attention.

6. The recent scheme announced by the Central Government for revision of scales of pay of university and college teachers and other measures for improvement in the system of higher education received considerable attention in the meeting of CABB. The Board was of the view that this scheme should be implemented throughout the country, without delay. Generally speaking, representatives of State Governments expressed their resolve to implement the scheme. However, representatives of State Governments expressed concern regarding the burden which will devolve on them because they will have to shoulder 20% of the additional liability. It was also decided that the Central Government should take up the matter with the 9th Finance Commission that it should give due accommodation to the committed liability which will fall on the State Governments beyond the Seventh Five Year Plan.

CABB noted with appreciation the fact that the Central Government had substantially increased the allocation for education sector in 1987-88. However, it was felt that the Central and State Governments will need to provide financial resources on a much larger scale in the coming years for implementation of NEP.

The Conference concluded its deliberations with a vote of thanks to the Chair.

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17. Shri Vithal Bhai Patel,
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18. Shri Banshilal Gistlahre,
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Central Advisory Board of Education meeting 25-26 June 1987

I N A U G U R A L A D D R E S S

By

SHRI P.V. NARASIMHA RAO

UNION MINISTER OF HUMAN RESOURCE DEVELOPMENT

I join the Education Secretary in welcoming you all to this meeting of the Central Advisory Board of Education. As you are all aware, the Parliament approved the "National Policy on Education - 1986" during the Budget Session of 1986 and the "Programme of Action" in August 1986. It is the implementation of this programme which we have to discuss today. Although a good beginning has been made, much remains to be done. Unless we periodically review our performance we will not make much headway. We have given you two reports, one in respect of the Central Sector and the other in respect of the State Sector. In some ways the progress is satisfactory. But unless its tempo increases, and the range widens to include all critical areas of educational reconstruction, the process of implementation will not be in consonance with the spirit of the Policy.

In our culturally plural society education should be the principal instrument for fostering universal and eternal values oriented towards the unity and integration of the people. The nation has placed boundless trust in its education system. It is necessary that the trust reposed is fulfilled and the promises made in the Policy are kept. The Policy seeks to establish for the first time in free India's history, a National System of Education geared to certain national concerns. It envisages a national curricular framework and a core curriculum to establish comparability of competence at the end of various stages of education all over the country. It reinforces the integrative aspects of culture and also to establish a value system necessary for an egalitarian democratic and secular society.

The National Policy envisages a new sharing of responsibility between the Union Government and the States in

respect of education. While the Union Government would accept a larger responsibility to reinforce the national and integrative character and to maintain standards at all levels, it will be equally necessary for the States to assume increasing responsibility in the delivery processes at the field level in general. As we go along, the respective areas and roles are getting crystalized. To quote from the POA : Implementation of NPE has to begin now wherever possible, in whichever way possible. We have to ensure that we show determination and together move forward.

During the last one year, the Ministry of Human Resource Development in close cooperation with the State Governments and other agencies has taken a number of important steps to work out details of schemes within the broad strategy outlined in the Policy and the Programme of Action. As you are already aware, the Prime Minister addressed a letter to State Chief Minister urging them to set up Cabinet Sub-Committees and Official Level Committees to oversee the implementation of the NPE according to a time schedule. This was followed up by another letter from me to the Chief Ministers in which State Governments were requested to prepare the State Action Plans. We would need to take stock of what has been done in this respect in the States and UTs and whether time schedules have been prescribed for implementation.

A major responsibility in implementation of the NPE rests on the Central Advisory Board of Education which is to review the progress of education from time to time and to appraise the extent and manner in which the Education Policy has been implemented by the Central and State Governments and other concerned agencies, and to advise regarding coordination between the Central and State Governments and Government and non-government agencies. We have set up seven Committees of the CAEB 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 NPE)
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.

It is expected that these Committees will not only monitor the programmes but also provide necessary guidelines for proper implementation.

As I said earlier, the purpose of convening this meeting is to review in-depth the progress of implementation of the NPE and the work done so far. The reports on action taken in different States indicate that while the will to implement the Policy objectives is not lacking, funds of the order required are not forthcoming, particularly in removing deficiencies in existing infrastructure. Constraint of resources has remained the principal bottleneck. We have taken the first step towards removal of this constraint by raising the allocation of funds to Rs.825 crores for education in the Central Sector during the current year, in spite of competing claims of other equally important sectors. I would like to know in particular the steps taken by the State Governments to mobilise additional resources for education. At the same time it is necessary that we should ensure that funds allocated for education are utilised fully.

The conferences of State Education Secretaries and Education Ministers were convened in February and April 1987. While the meeting in February was to discuss Universalisation of Elementary Education, Operation Blackboard, Non-formal Education and Teacher Training, the April Conference discussed Vocationalisation of Education. These two form part of the Agenda for this meeting also. Under the "Operation Blackboard" it is proposed to cover all primary schools run by Government, local bodies, panchayati

raj institutions in all villages/municipal areas, starting with a coverage of 20% of CD blocks/municipal areas in 1987-88 and they balance in the subsequent years of the Seventh Plan. This scheme has been approved and has been sent to all the states to begin the surveys of the blocks/municipal areas to ascertain the deficiency in respect of various items in each primary school. The budget provision for this scheme for 1987-88 is Rs.100 crores.

The NPE places complete trust in the teaching community. It calls for a substantial improvement in the conditions of work and the quality of teacher's education. Department of Education has prepared a scheme for provide training to teachers besides establishment of DIETs and Colleges of Teacher Education. Under the new scheme they will provide training and resource support for the new areas of education concern e.g. value oriented education, work experience, environmental education, population education, educational technology, computer literacy etc.

The mass orientation and Training Programme of Teachers has been in operation since last year. As you know nearly 5 lakh teachers were given 10-day training during the last summer vacation and the programme of training for 1987 has started for an additional 5 lakh teachers. We have received mixed reports regarding the way this programme was implemented last year. I have been advised that NCERT and the State Governments have taken steps to remedy the deficiencies. The results of this year remain to be evaluated.

We have also taken steps to extend systematic programmes of non-formal education (NFE) for habitations without schools, school dropouts, working children and girls who cannot attend schools on whole-time basis, to all States, in addition to the educationally backward States. From this year onwards this programme will be extended to all States, in urban slums, hilly, desert and tribal areas and areas with high concentration of working children. Although the sharing between the Centre and States will remain unchanged the expenditure pattern in the scheme has been revised keeping in view the deficiencies noted in evaluation of the programme. It is our hope that voluntary agencies will come forward to take up a larger share of responsibility in implementing NFE projects. The scheme of assistance to voluntary

agencies has been revised and the procedures have been streamlined. The guidelines of the Non-Normal Education Programme as revised have been communicated to the State Governments who have been requested to send their proposals for financial assistance.

A matter of particular concern to which I would like to invite your attention relates to implementation of the concept of core curriculum. The Policy envisages that the content and processes of education will be reformed in all the States keeping in view the national curricular framework and the common core curricula. This would require reorganisation of courses of study, and preparation of new type of textual materials, and suitable orientation of teachers. All of us present here would like to be apprised of the action initiated in this respect.

The need for a decisive Central role in vocationalisation has now been universally accepted. While the larger programme would commence from July 1988, after necessary preparation, some of the States which have already taken steps in this direction will be assisted from the current financial year itself. It is proposed to commence a substantially funded Centrally-sponsored scheme for vocationalisation at the school level from 1987-88. 5,000 schools would be equipped with vocational facilities during the VII Plan period. It is envisaged that the Joint Council of Vocational Education will be an umbrella body under the Ministry of Human Resource Development which will also incorporate representation from all existing vocational education/training authorities and State Governments. The JCVE will plan and coordinate vocational programmes conducted by different organisations/Ministries. The State Governments will be expected to prepare a project report in respect of the programme proposed to be taken up by them under this scheme during the remaining years of the Plan period.

Under the Education Technology Programme it is our aim that modern education technology must reach the distant areas and deprived sections of beneficiaries simultaneously with areas of comparative affluence and easy accessibility. In addition to the programmes being prepared at the Central Institute of Education Technology, the State Institutes of Education Technology already

set up in 6 States of Andhra Pradesh, Bihar, Gujarat, Maharashtra, Uttar Pradesh and Orissa should take in hand programs production on a much wider scale. One of the main thrusts in the area of school education is to strengthen science education programmes so as to develop in the child will-defined abilities and to enable the learner to acquire problems solving and decision making skills and to discover the relationship of science with health, agriculture industry and other aspects of daily life.

I recall the statement of Dr. Kathari in the last meeting of the CAEE that in the coming years computer literacy will be as important as alphabetic literacy - because, computers will be the language of the future. As you are aware, the CLASS (Computer Literacy and Studies in Schools) project initiated in 1980-84 aims at acquainting our students and teachers with a wide range of computer applications and tapping its potential as a learning media. The Department of Education is now contemplating a scheme for expanding computer literacy to a much a larger number of higher secondary schools.

I am indeed very happy to be able to report to you that detailed parameters of the Technology Mission for Eradication of Literacy in the country have now been finalised. It would now be called National Literacy Mission and will aim at imparting functional literacy to 60 million illiterate persons in the 15-35 age group - 30 million to be covered by 1990 and an additional 30 million by 1995. The Mission is based on a thorough analysis of the strength, weaknesses and problems experienced in education of past programmes in the field of adult education. The detailed strategies to be adopted among others, will place emphasis on motivation of learners and teachers, mass mobilisation, people's involvement, deployment of techno-pedagogic inputs and efficient project management and monitoring.

The Constitution envisages a special role for the Central Government in the coordination and determination of standards in higher education. The Central Government and the UGC have been taking, from time to time, a series of measures for bringing about improvements in teaching and research in the Universities. It was a part of these efforts that the pay scales and service conditions of teachers in the Universities and Colleges have been improved

from time to time with the objective of attracting and retaining better talents in the teaching profession.

We have announced last week a scheme of revision of pay scales of teachers in Universities and Colleges including certain other measures for maintenance of standards in higher education. One major concern in the formulation of this scheme was an effort towards attainment of the goals enunciated in the National Policy on Education. The scheme of pay scales is not designed merely to compensate the rise in the cost of living; it is in fact a composite scheme with several measures for improving the quality and standards of education built into it. The pay scales at all levels have been reviewed; some desirable and necessary changes in the qualifications and recruitment procedure have been suggested; a new career development scheme has been designed which incorporates significant professional development programmes; it contemplates programmes of orientation and continuing education for teachers and evaluation of their performance; it envisages the establishment of grievance redressal mechanisms and formulation of a code of ethics by teachers themselves in consultation with the UGC.

We have offered assistance to the State Governments for implementation of the scheme as in the past. I am sure that the State Governments will give earnest consideration to this matter and take early steps for the implementation of the scheme in their States.

In the area of technical education while expansion of facilities to meet the demands of manpower requirement is important, the improvement of quality and standards of technical education is of greater importance and significance. There are a number of problems which still pose major challenges. The All India Council for Technical Education as an apex body at the national level is responsible for coordination and development of technical education; this body has not been in a position to play an effective role for lack of appropriate authority to enforce prescribed norms and standards. We are trying to grant statutory status to the All India Council for Technical Education for planning, promotion and regulation of technical education in the country, and to eliminate mal practices which are showing no signs

of getting eliminated.

Generating manpower in emerging areas of technology and strengthening of facilities in crucial areas of technology where weakness exists, is yet another priority. Some of the important schemes which deserve our attention in the sphere of technical education are modernisation and removal of obsolescence, generation of manpower in emerging areas of technology, and strengthening facilities in areas of weakness.

The manner in which central schemes in the above mentioned areas included in the agenda will seek to assist the State Governments and generate the necessary momentum required, has been explained in the agenda notes. It is of great importance that we should deliberate on these important schemes so as to clearly define the role for their implementation and in launching supplementary and complementary schemes in some of these areas with support from resources from industry and user institutions. Your suggestions on this would be most helpful in developing an efficient system of technical education to meet our manpower demands in various emerging areas of technology.

The National Policy on Education lays special emphasis on the removal of disparities and equalisation of educational opportunities by attending to the specific needs of those who have been denied equality so far. The major target groups are the Scheduled Caste, Scheduled Tribes, other backward classes including educationally backward minorities and inhabitants of hilly areas, deserts and other inaccessible regions. The Central focus in the educational development of SC/ST is their equalisation with the non-SC/ST population at all stages and levels of education. The same would apply to other backward sections including educationally backward minorities and inhabitants of hilly terrain, deserts, forests, and other inaccessible areas. Some State Governments have incentive programmes for these classes. However, these are quite inadequate and urgent steps are to be taken to improve their educational level.

With a view to getting the maximum out of this Conference we have suggested specific items of the agenda to be considered by

the CAGE. As you already know, on the second day the Conference will divide itself into six Groups for having detailed indepth, discussions in the six priority areas listed. I should look forward receiving your valuable suggestions towards implementation of NPE and I do hope that this Conference of CAGE will help us to set our sights for the future.

REPORT OF GROUP - I

**Elementary Education including Operation Blackboard and
Non-Formal Education**

Group I on Elementary Education including Operation Blackboard and Non-formal Education met on 26.6.87 at 9.30 a.m. in Commission Room 'B' Vigyan Bhawan under the Chairmanship of Shri Dasrath Deb, Deputy Chief Minister and Minister of Education, Tripura. The Group discussed the implementation issues relating to Operation Blackboard and Non-formal Education in considerable detail. It briefly discussed the teacher training programme also. The issues concerning core curriculum and other aspects of elementary education could not be discussed because of shortage of time.

2. The Group noted the salient features of the Operation Blackboard programme and the action taken by the Government of India under this programme so far. The States informed about the action taken by them for implementation already. The selection of blocks has been made in many States and in a few States the survey has also been completed. Some operational issues were also highlighted during the discussions.

3. In regard to financing of the construction programme most of the States/UTs apprehended inadequate availability of funds under NREP/PLEGP for construction because the continuing work would use up most of the allotment available and the Rural Development Departments in the States as yet do not seem to be using their influence for allocating greater share for school construction. Most participants thought a solution could be an additionality under NREP/PLEGP for school construction but it was explained that this may come about in due course but it cannot be assured. It was also explained that the funds for construction of school buildings which may remain incomplete in March 1988 would not lapse though all attempts should be made to complete constructions in 20% of the blocks by March, 1988. Representatives from many States noted the poor financial condition of municipalities and no clear solution emerged as a practical possibility for construction programme in the municipal areas.

4. Regarding appointment of second teacher who is supposed to be a lady as far as possible, the participants who spoke did not envisage problem in availability of lady teachers but foresaw serious problems in a lady teacher staying in remote areas. For this desirability of posting of husband and wife combinations in remote areas and availability of built up accommodation for teachers was mentioned but it was realised that this could be a long-term programme and these measures may not be available as answers just now.

5. In regard to supply of equipment many States are of the view that equipment should not be available under the scheme as one

unit irrespective of the size of the primary school. Large primary schools should be given more than one set of equipment. Similarly many States have highlighted that the target group to benefit from Operation Blackboard is students and, therefore, just because they happened to be in a section attached to an upper primary or secondary school, they should not be deprived of the benefits of the Operation Blackboard. The participants in the Group were nearabout unanimous in pressing the need for the Government of India to communicate the price norms or the ceiling price in various items to the States/UTs so that the procurement system could be set into motion. The Group took note of the suggestion made by the representatives of the Ministry that the possibility of TRYSEM artisans supplying some of the items under Operation Blackboard deserves to be seriously explored. The participants observed that in the purchases there would be difficulty in wholly giving up the bill set procedures. There was consensus that in order to ensure quality in purchases and expeditious procurement it may be desirable to identify before hand the possible supplier/manufacturer and to make actual purchase decisions on the basis of limited tender or enquiry with such short-listed supplier/manufacturer.

NON-FORMAL EDUCATION

The group discussed the programme of Non-formal Education as has been communicated by the Government of India to the States/UTs in the last week of May. The group noted that the programme of Non-formal Education has been designed for achieving Universalisation of Elementary Education which implies that the drop-outs are the main target group for whom the programme is addressed. Representatives of Karnataka, Kerala, Haryana and other non-educationally backward States emphasised the need of drop outs in their States and made a forcefully plea for application of the scheme to their States. They pointed out that limited application of the Scheme for urban slums, hilly and tribal areas is not sufficient to take care of their requirements.

2. Representatives from Uttar Pradesh, Bengal and Orissa pointed out that the new scheme to be operated on project basis envisaged large expansion and large increase in the cost of running a Non-formal Education Centres. Since a lge portion of the programme is on 50% assistance basis, they pointed out that the State Government would be required to put 2 to 4 crores extra as their share which the local finance depts. are not willing to make available. They suggested that the centres in existence should be allowed to continue under old norms and one project with new norms be set up in each district.

3. The Union Education Secretary intervened to say that the need of Non-formal Education has been accepted by all. The evaluation of old programme has shown that the instructor is inadequately educated and trained, the centres lack adequate teaching, learning material and supervision is practically non-existent. With such deficiencies the system obviously is totally non-acceptavble and if this is so, rationally one cannot

argue that it should be retained. He pointed out that in the current year expenditure will have to be incurred for only a few months under various items and therefore, additional financial requirements would be nominal. The Secretary, HRD pointed out that just like the large additionality in central sector plan for 1987-88, the matter could be jointly pursued with Planning Commission to provide an appropriate additionality in State Plan in 1988-89, this could remove the difficulty being pointed out by the States.

4. Representatives of Tamil Nadu and Kerala expressed they are interested in the programme but pointed out that the pockets requiring Non-formal programme in their States are smaller than a block or of a project of 100 centres. They urged smaller projects to be sanctioned under the scheme for hilly and tribal areas, urban slums and concentration of working children.

5. The Hon'ble Minister from Gujarat pointed out that the concept and content of core curricula should be made applicable with equal force to the Non-formal centre. There was general agreement for the suggestion.

TEACHER EDUCATION

Having discussed Operation Blackboard and Non-Formal Education in considerable detail, very little time was left with the Group for discussing Teacher Training arrangements and other matters originally scheduled for consideration in the Group.

2. Shri Raghvachari commended the detailed work done for developing the individual components of the proposed scheme for strengthening Teacher Training Institutions. He pointed out that in the mass orientation programme, while there has been some improvement over the programme conducted last year, considerable improvement is required even now. He said the programme is not such as would motivate or enthuse teachers which is the intention. He also said that in his knowledge the learning material has not been translated into local language and made available to the teachers.

3. Shri Shiv Kumar Shastri underlined the need for improving the quality of teachers and he suggested that the concept of Core Curriculum should be made applicable in Teachers Training Institutions also.

VOCATIONAL EDUCATION

REPORT OF GROUP II

The Group welcomed the initiative taken by the Central Government in regard to vocationalisation of Secondary Education. It was felt that the vocational courses should be need-based. While vocational courses could be introduced during the current year on the basis of available data, vocational surveys should also be initiated simultaneously to prepare the ground for designing suitable need-based courses in future. The Group favoured the introduction of vocational courses in the normal secondary and higher secondary schools since establishment of schools especially for vocational education would be cost intensive. Vocational courses would be identified by the State Governments which have the requisite physical infrastructure and faculty for teaching related courses. Selection of Vocational courses would be based on manpower needs in a given area and optimise locally available resources without attempting to duplicate the existing facilities like those available in ITIs etc. The courses offered should create confidence in the minds of students and employers. Adequate training facilities should also be devised for vocational teachers in collaboration with the concerned departments of the Government and they should also be involved in these programmes. The suggested curriculum pattern for vocational courses should provide 70% time for vocational theory and practice. Bridge courses may also be devised to provide avenues for vertical and horizontal mobility. These courses would be offered in the same schools so as to include certification by existing agencies. *The vocational programme should also be linked with the anti-poverty programmes to provide adequate avenues for self-employment of vocational products.

The management structure suggested for the vocational education programme was broadly acceptable. Some States felt that flexibility should be allowed where this programme was being run by separate departments of the Government. The Central Government should provide liberal funding for this programme (at least provide for 80:20 sharing of non-recurring investment and 50:50 sharing of recurring items).

The Group felt that the curriculum and syllabi prepared for Science Education should adequately reflect the concerns of the NPE regarding creation of awareness and development of scientific temper. The scheme for improvement of science education was generally endorsed. However, it was felt that the State Governments would require considerable assistance for creating physical infrastructure like laboratory buildings and additional classrooms also. These requirements could be estimated on the basis of the survey data available from the Fifth Educational Survey and financial requirements quantified. The Group suggested that the cost of such building construction could be financed by the Central Government in the ratio of 50:50.

* DIC and other financial assistance scheme.

Educational Technology

The Group felt that efforts should be made to devise an effective management system for the SIETs who should shoulder the major responsibility of ETV programme production. While efforts could be made to provide a creative impetus to Education TV production through involvement of non-governmental agencies this should not result in total privatisation. Provision of Radios-cum-Cassette players and TV sets to schools could be taken up in a phased manner, and the costs should be shared equally between the Central and the State Government. In the future, a programme for supply of Video-Cassette recorders could also be conceived. Effective steps have also to be taken ensure proper utilisation and maintenance of viewing and listening facilities provided in educational institutions.

Navodaya Vidyalayas

Regarding the scheme of N.Vs. the major thrust of the discussion revolved around the medium of instruction where a few States felt that the present arrangements need to be reviewed at a appropriate stage. The Group also stressed the need for proper supervision of the functioning of the Vidyalayas. The group unanimously expressed the need for opening more than one Navodaya Vidyalaya in each district in future, preferably based upon the population figures.

REPORT OF GROUP III

Adult Education Including National Literacy Mission and
Continuing Education

Chair Person : Shri B.Somasckhar
Minister, Primary and
Secondary Education, Karnataka

Rappartours : Mrs. Kumud Bansal
Mrs. A.K.Sinha

The Group congratulates the Central Government in evolving a Mission approach in solving the problem of eradication of illiteracy from the country and lends it unequivocal support to the National Literacy Mission and all its strategies listed therein.

The Group members discussed in detail various issues which are crucial in the successful implementation of the National Literacy Mission.

Some of the issues discussed were:

- The main objectives are very specifically laid down and it could be helpful if they could be further concretised in terms of measurable parameters.
- Motivation of learners and functionaries;
- Securing people's participation by training village youth, involvement of folk artist groups like, Tarun Mandal, Bhajan Mandalis etc. The members observed that the village education committees could actively ensure community support and intervention in enriching the Adult Education Programme.
- Securing the help of Mass-media in building environment and actual literacy learning, AIR and Doordarshan should keep daily two hours for broadcasting programmes on adult education.
- Reorganisation of existing programmes to improve training, teaching-learning material, cultural and recreational activities in the adult education centres.
- To link adult education programme with economic activity like, IRDP, TRYSEM so that it can become an income generating activity. This can specially be built in Jana Sikshan Nilayams.
- To secure inter-departmental co-operation by involving committed primary school teachers to take up literacy activity in villages where they are living. In the Teacher Training Institutes, adult education should form part of their syllabus and practical training.
- The necessity of building up cadres of well-trained

adult educators who have a grounding in fundamentals of andragogy and pedagogy and also field experience.

(2) Clientele

A suggestion was made that while thinking of eradication of illiteracy from the age-group 15-35 and applying the technology for this purpose we should also not lose sight of the advantages that we have if the programme context was to be extended to age-group above 35 also e.g. in States like Kerala. In this context the necessity of building accountability of different agencies, institutions and individuals engaged in the implementation of the programme has to be provided for so that within the time frame indicated in NLM, achievement of the goal of imparting functional literacy to 30 million illiterate persons in 15-35 age group by 1995 is possible to be achieved and the wastages completely eliminated. The need for having spatial plan was therefore, strongly favoured by the group and several representatives gave an account of stages in which these were in the preparation of such plans. A suggestion was placed before the group that in financing the spatial plan the urban, rural differences had to be taken into account and while doing micro-planning involvement of different Departments and various groups had to be considered. It was also suggested that in urban areas ward-wise planning could be considered for which the responsibility could be taken up by the local corporation and the corporation concerned could be assigned the responsibility of ensuring the total illiteracy in the age group 15-35 was eradicated from his area in a fixed time.

Jana Shikshan Nilayam

Opening of Jana Shikshan Nilayams should receive priority and should be established within three months in all areas where first round of literacy classes is already over. The scheme of Jana Shikshan Nilayam should be widely publicised.

Application of Technology

Apart from the technological inputs indicated in NLM it will be necessary to also examine the potentialities of the experience of different countries in making use of radio vision experience where entertainment and instruction is combined to bring a qualitative change in learning. The use of science and technology is going to be of immense benefit in increasing the participation of women because of it is used for enriching the life of learners particularly to reduce the drudgery of women and in making them aware of labour saving devices such as grinder, soil testing equipment and techniques, treatment of seeds, scientific phenomena such as eclipse and in fighting superstition, it will raise the quality of the programme.

Voluntary Agencies

The document received complimentary remarks, specially the portion relating to the involvement of voluntary agencies and it was further suggested that the report on rural voluntary agencies available from Planning Commission may be useful referred to for appropriate references in the management structure suggested for identification of voluntary agencies by NAAE.

- Involvement of College and High School students during holidays on voluntary basis to teach literacy to their kith and kin in the villages.
- A strong need to emphasise the values and national concerns like national integration, evils of communalism, abolition of casteism should be highlighted.
- Orientation of government functioning and public representatives at all levels viz. national, state, district and block.
- All employer should take upon themselves the responsibility of making all the employees literate within a specified period of time.

The sanction for State Resource Centres should now be made atleast for plan-period and those who have completed five to ten years should be brought under committed expenditure and give them security and stability on a long-term basis.

The Group favoured setting up Management Mechanism at National, State and District level which has scope for flexibility and innovation, creation of a National Authority which has the full autonomy to decide on the implementation strategies, financial allocations is an essential pre-requisite to the creation of a mission management environment. Similar management structures will be necessary at the State level.

MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION

RECOMMENDATIONS OF THE GROUP ON TECHNICAL EDUCATION

The Group on Technical Education met under the Chairmanship of the Hon'ble Chief Minister of Manipur, Shri Rishang Keishing. The Group consisted of 35 participants representing the various State Governments, Union Territories and Departments of the Central Government.

The Working Group noted that the Central Government has formulated 23 schemes to cover the points under Programme of Action which are proposed to be launched in the current year 1987-88. The detailed schemes for the remaining points will be formulated in due course for launching in the next financial year i.e. 1988-89. While expressing appreciation for the work done by the Central Government, the Working Group strongly recommended that the State Governments should also undertake similar exercises, develop their Programme of Action for implementation of the policy on technical education and also formulate their own schemes to meet their responsibilities towards the implementation of the National Policy. The State Governments if they so wish may associate and take the assistance of Central officials and institutions in developing the programmes.

The Working Group further noted that out of the 23 detailed schemes formulated by the Central Government only 4 schemes in some of the more important areas, have been included in the agenda. A very quick rundown of all the schemes was presented to provide a perspective for discussion of the specific 4 schemes in the agenda.

The Group thereafter considered issues and problems relating to the 4 schemes given below :-

1. The Scheme of modernisation and removal of obsolescence of technical education infrastructure and generation of manpower in emerging areas of technology.
2. Quality improvement programmes and curriculum development.

3. Promotion of technical education of women.
4. Promotion of industry-institutes inter-action.

The highlights and scope of the above schemes were explained by the concerned officers for the benefit of the group, which discussed them in detail.

1. The scheme of modernisation and removal of obsolescence of technical education infrastructure, and generation of manpower in emerging areas of technology.

The group was highly appreciative of this scheme which has already been a great help to engineering colleges and polytechnics all over the country. The group recommended that the outlay for this scheme should be enhanced considerably taking into account the magnitude of the problem. The Group also suggested that this scheme should also provide for a recurring component to take care of consumable items, contingencies etc. and also a component for buildings. Obsolescence of faculty was also discussed and the feeling was that there should be a scheme for provision of leave training reserves - so that the task of teacher upgradation, training and retraining could be taken up realistically.

It was agreed that :

- Each institution requires a critical input for effective modernisation. Funding below the critical level will not be effective. A selective approach is, therefore, needed for effective Modernisation and Removal of Obsolescence of Technical Institutions. For the said purpose a detailed phasing and total development plans of Technical Institutions are necessary.
- Although financial support is proposed to be made available to technical institutions under the central scheme, modernisation can only be achieved by the joint efforts of the Central and State Governments.
- Modernisation and Removal of Obsolescence is a continuous task and, therefore, mechanisms have to be

articulated to continue and sustain the efforts so that obsolescence does not set in again.

- Optimal utilisation of the facilities created through modernisation in selected institutions may be attempted. The facilities created by the efforts of the Central and State Governments through the scheme of the modernisation in selected institutions, may be utilised by other sister institutions, particularly in respect of the costly and sophisticated equipment.

2. Quality improvement programmes and curriculum development

The group stressed the need for quality improvement programmes as proposed. It was agreed that the curriculum development centres as well as resource centres at the existing institutions should be strengthened to update the curricula to meet the changing needs of industry as well as for forecasting the needs of the future. It was recommended that State level curriculum development cells should be established to act as a link between the Central Curriculum Development Centres and institutions in the States.

3. Promotion of technical education of women

The group welcomed the proposals made under this scheme. The group felt that:

- Adequate provisions should be made both under the States and Central sectors for establishing more women's polytechnics.
- All efforts should be made to establish women's wings in as many of men's polytechnics as possible.
- Hostel facilities should be provided for at least 50% of the girl students during the 7th Plan, with the objective of ultimately providing accommodation for all girls students.
- Adequate provision should be made for providing

amenities like recreation and sports facilities, canteens, cycle sheds, common rooms etc. for girls.

4. Promotion of industry institutes inter-action

The group whole-heartedly endorsed the views of the Chairman of the CABE that technical education programmes to be meaningful and relevant should have close interaction with industry. It is high time that a project as suggested in the agenda note is implemented in accordance with the programme of action. The project will encourage the industry to respond to the call made on them. It was emphasised that in order to bear full fruits of the investment made on research in technical institutions, a close tie-up with industry in the form of joint projects is essential. It was noted that the education sector must demand such tie-ups which will make research and educational programmes relevant. The group stressed the need for:

- Creation of national and state level boards for industry institute interaction.
- Creation of linkage cells for executive action in the Ministry as well as in the Directorates of Technical Education.
- Creation of linkage cells at the educational institutions.
- Conduct of joint projects and exchange of faculty and industrial personnel.
- A pilot project on setting up an Industrial Foundation.

During discussions, representatives of several State Governments pointed out that during the State Plan discussion, the Planning Commission refused to make provisions for supporting these schemes saying that they did not have any directions regarding implementation of these scheme under the New National Policy on Education. It was explained that at that point of time these detailed schemes were not ready. However, this would now be

brought to the notice of the Planning Commission for necessary action.

After these discussions, the group resolved to make the following recommendations to the CAPE.

Recommendations

1. Quality of technical education is crucial to economic productivity measures aimed at improving the quality of the output - such as modernisation of infrastructure, removal of obsolescence, continuous curriculum development to keep curricula modern and relevant to the changing technological scene, interaction with industry, etc. - are not merely desirable but prerequisites of the global nature of technology and of our country achieving its rightful place in economic industrial density of nations.
2. Increasing access of women to technical education is both a question of equity and of tapping the potential from a larger human resource. There should be no sexist bias in selecting courses for women. All types of courses which would be available to boys must also be available to girls.
3. The tasks of technical education reconstruction are many varied and complex. These cannot be achieved without much greater attention to technical education by both Centre and the States. The efforts have to be supportive and complementary - and call for constant consultation, coordinated planning, cooperative implementation and monitoring. Both Centre and the States must allocate much larger financial allocation for technical education.
4. Financial resources alone will not lead to the development of technical education system. Adequate organisational structures should be created both at the Centre and the States for detailed planning, for undertaking professional tasks of curriculum development, developing continuing education strategies, implementation of schemes, formative evaluation and mid-course modifications on the basis of experience and for tasks of regulating the quantitative and

qualitative growth of the system that it conforms to the objectives and intentions spelt out in the NPE.

5. The CABE may recommend to the Planning Commission that during the annual Plan exercise and the final budget approval, there may be a specific line entry in the State budget for technical education for implementation of some of the schemes by the State arising out of the National Education Policy 1986. The various items under this will be arrived at by discussion between the State Education Directorates and the Department of Education, Ministry of Human Resource Development, Government of India.
6. In Technical Education, as in any other aspect of Education "Learning" is the Central issue. Notwithstanding introduction of Educational Technologies, Computer etc. the main "instrument" of the Learning process is the teacher. The "quality" of the teacher is the most important issue. In Technical Education, induction of the best men and women to the profession, is an issue of the highest concern. The CABE may recommend that the AICTE, alongwith confederation of Engineering Industry and other professional bodies, must work out in a reasonable period a systematic approach of attracting quality people to teaching at various levels of technical education.

CENTRAL ADVISORY BOARD OF EDUCATION

GROUP V: GROUP ON HIGHER EDUCATION

Group V on Higher Education met in the U.G.C. on June 26, 1987. Chairman, UGC presided. Item No.6 of the Agenda formed the basis of discussions.

The specific issues discussed by the Group and the recommendations made on them are as follows:

1. Revision of pay scales of Teachers in Universities and Colleges and other measures for maintenance of standards.

The Group appreciated the various elements that constituted the composite scheme of scales of pay of teachers and other measures announced by the Central Government. The Group recommended that the scheme be implemented immediately throughout the country. Representatives of State Governments and some academic expressed their concern that there might be delay in the implementation of the scheme because the State Governments have to find 20% of the additional expenditure. The Group felt that the State Governments should implement the scheme immediately and the Ninth Finance Commission should take into consideration the additional expenditure incurred by the State Governments on account of revision of pay scales of teachers. There was a suggestion that the present level of tuition fees levied by universities and colleges which is nominal be reviewed and appropriately raised to mobilise additional resources to meet the increasing cost of education.

2. NATIONAL TESTING SERVICE

The Group was apprised of the action taken by the Department of Education for the preparation of a detailed Project Report for establishment of a National Testing Service as envisaged in the National Policy on Education and the Programme of Action. According to the Project Report, the N.T.S. would conduct tests on a voluntary basis to determine the suitability of candidates for identified jobs and services. These tests will be designed on the basis of an analysis of the skills, competences, aptitudes etc. required for performance of those jobs and it will be open

to employers to take note of the certificates of proficiency awarded by the N.F.S. in the matter of employment. These tests will give opportunities to those who have no formal qualifications to demonstrate their proficiency and become eligible for a variety of jobs.

The Group felt that since it was an important area, it is desirable that the detailed Project Report is fully discussed by it. The Group decided to recommend to the CABE that it should be given an opportunity to discuss the report in detail at a special meeting to be convened as early as possible before the Government took decisions on implementation of the Scheme.

3. OPEN UNIVERSITIES

The Group took note of the progress made by the Indira Gandhi National Open University. It also took note of the fact that several State Governments are considering proposals for establishment of open Universities. While taking note of the guidelines recommended by the IGNOU for establishment of new Universities, the Group made the following recommendations:-

- i) All the Open Universities in the country should together establish a Coordination Council under the chairmanship of the Vice-Chancellor, IGNOU.
- ii) Membership of the Coordination Council should be voluntary.
- iii) Networking of all the Open Universities would be essential. Such a network would be mutually beneficial, not only by sharing the responsibilities for production of material, but for pooling together the courses and facilities available.
- iv) While promoting the Open University programmes, the need for strengthening the existing corresponding courses and improving their quality should also be kept in view.

4. STATE COUNCILS OF HIGHER EDUCATION

The Group was apprised of the progress made in the formulation of the guidelines for establishment of State Councils of Higher Education as envisaged in the National Policy on Education. The Group noted that the guidelines are now before the UGC and these are likely to be finalised and made available to the State Governments shortly. It was suggested to the UGC that the views expressed by the members of the Group should also be kept in view while finalising the guidelines.

5. TEACHER ORIENTATION

The Chairman, UGC, apprised the Group of the steps being taken by the UGC for the introduction of a major programme of teacher orientation. To begin with, 50 Universities have been identified for organising orientation programmes for newly recruited teachers. A series of workshops have been planned for developing and designing the content and structure of the orientation programmes. Efforts are also underway to develop programmes for refresher courses for the serving teachers as well. The Group recommended that the State Governments, Universities and other authorities should ensure that teachers are released for participation in these programmes.

6. AUTONOMOUS COLLEGES

The Group noted that the scheme of autonomous colleges was discussed at some length in the plenary session on June 25, 1987. The Group also took note of the clarifications given by the Chairman, UGC, that the conferment of autonomy was not a reward for past performance but it was an encouragement for better performance in the future. Colleges which show progress and potential should, therefore, be considered for autonomous status. The Group recommended that the State Governments should give earnest consideration to the implementation of the scheme.

7. EXAMINATION REFORMS

The Group expressed concern over the slow progress of the measures for reforms in the examination system in Universities and Colleges. A detailed discussion of this item was not possible due to paucity of time. The Group expressed the hope that greater attention would be given to this matter, and that it should be specifically discussed at a later meeting.

GROUP VI

GROUP ON EDUCATIONALLY DISADVANTAGED SECTIONS, INCLUDING WOMEN'S EDUCATION, EDUCATION OF PERSONS BELONGING TO SC/ST, EDUCATIONALLY BACKWARD MINORITIES, PHYSICALLY HANDICAPPED, EDUCATIONAL OPPORTUNITIES IN HILL AREAS, DESERT AREAS, ISLANDS AND REMOTE RURAL AREAS.

Educational development of Scheduled Caste and Scheduled Tribes including education opportunities in hill areas, desert areas, islands and remote rural areas.

The Group recognised that while the educational backwardness of scheduled castes is primarily on account of social and economic factors, the backwardness in respect of scheduled tribes is primarily because of geographical factors and their seclusion from the mainstream. It was recognised that the problems of scheduled castes and scheduled tribes are not the same and the strategy for implementation would need to take into account these special factors in achieving the objective of equalising the disadvantaged section with those of the rest of the population at all stages and levels of education. The Group placed emphasis on the following areas of priority:-

- i) Micro-planning and area approach/ - This would call for development of infrastructure, location of institutions in the areas of concentration of SC/ST and backward sections that remain in isolated areas. It was also felt that in equalising these sections with non SC/ST population the emphasis should not be merely on physical enrolment but on retention and successful completion of education.
- ii) The group noted the existing incentives in the form of free supply of books, uniforms and scholarships and felt the need for motivation of parents to send the children to school. It was also recommended that the rates of scholarships and incentives in the form of books and uniforms, etc. should be adequately increased and the coverage should be a cent per cent.
- iii) In remote areas and for primitive tribes, exclusive schools should be set up while in other areas the objective should

be to promote integrated schools for SC/ST and the rest of the population.

- iv) In order to nurture talent among SC/ST students bright students should be identified and adequate scholarships and coaching programmes should be arranged to enable them to take up higher education.
- v) Additional coaching could be provided after Class X stage to enable the SC/ST students to compete in competitive examinations on equal footing with others.
- vi) The Group was informed that the centrally sponsored scheme of pre-matriculation scholarships for children whose parents are engaged in unclean occupations is meant not only for scheduled castes but also for persons of any community taking up these "Unclean" occupations. This should be brought to the notice of State Governments so that the Group engaged in these occupations fully utilise these facilities. The need for wide spread dissemination of information regarding scholarship and other incentives provided by the Centre and States was also emphasized.
- vii) Special Central Assistance should be provided for the educational programmes of scheduled Castes as is being done in the case of scheduled tribes.
- viii) Considering the meagre coverage under pre-matric scholarships the Group recommended that the Central Government should initiate a scheme for pre-matric scholarships as in the case of the post-matric scholarship scheme.
- ix) Ashram schools should be opened in adequate number for enrolment of scheduled tribes.
- x) The role of different Ministries of Central Government and the State Governments providing educational programmes for SC/ST should be clearly demarcated. Clear identification of agency for implementation and monitoring of each item should be done immediately.

- xi) Institutionalized arrangement for monitoring flow of funds by the Department of Education and Welfare at the State and Centre from all sources including funds from NREP/RLEGP should be ensured. This would call for clear allocations, quantifications of funds and proper utilisation.
- xii) Physical and financial targets of the programmes identified in POA should be drawn up and have to be monitored at different levels.
- xiii) Appointment of SC/ST teachers with relaxation of qualification where necessary should be taken up as a crash programme. In the case of scheduled tribes, local boys and girls could be selected and provided teacher training and posted in their own area as full-time teachers; this would eliminate the problem of teacher-absenteeism in tribal areas.
- xiv) The involvement of non-governmental and voluntary agencies should receive special emphasis for which Government should provide financial assistance for trying out innovative approaches complementing and supplementing the efforts of the Governments.

The Group was informed that a centrally sponsored scheme is being launched by the Department of Education shortly for upgradation of merit of SC/ST students. The objective of this scheme is to provide special/remedial coaching and help SC/ST students to perform better at the higher secondary exams and also in entrance exams to medical and engineering institutions.

Educationally Backward Minorities

The Group noted that for the first time the National Policy on Education and the Programme of Action provide a framework for development of educationally backward minorities which had not received emphasis earlier.

Attention of the Group was invited to the Central initiatives in the area of imparting technical skills through the

Community Polytechnics set up in areas of pre-dominant minority concentration, evaluation of text-books from the standpoint of national integration, orientation programmes for Heads of institutions and for teachers of minority educational institutions, and UCC's scheme of financial assistance to universities/colleges for starting coaching classes for students belonging to educationally backward minorities.

The Group felt that the programme for development of educationally backward minorities, ambitious as it is, can only be successful if funds of the required order are quantified under different schemes for their accelerated development.

Some of the issues which the Group felt should deserve priority attention are as under:

- a) Training of teachers
- b) Coverage of children in educational institutions, adult education programmes etc. especially of girls and women and in programmes for skill training.
- c) Girls hostels
- d) Guidelines for recognition of minority managed institutions.
- e) Facilities for teaching in mother tongue at primary level.
- f) Improvement of teaching standards specially relating to science and mathematics and languages in traditional minority managed institutions.
- g) Involvement of voluntary organisations.

The Group recommended that as envisaged in the Programme of Action, the State Governments should identify districts having concentration of educationally backward minorities and draw up action plans for their accelerated development.

The Group recommended that steps be taken early to lay down clear guidelines for recognition of minority managed institutions which are necessary in the context of the various judicial pronouncements on Articles 29 and 30 of the Constitution.

The opening of Adult Education Centres and Non-Formal Education Centres should receive priority in the areas having concentration of educationally backward minorities. The coverage of girls and women should receive special emphasis.

Special monitoring arrangements may be instituted to ascertain and progress of implementation of schemes and the quality of implementation.

WOMEN'S EDUCATION

Various measures for promotion of women's education as listed in the agenda note were noted. It was felt that despite the constraint of resources, the highest priority should be given to girls' education. Special attention should be paid to preparation of textual materials, review of curricula etc. with a view to remove the sexist bias. It was recommended that a broad scheme should be formulated for this purpose under which the voluntary organisations, established institutions like NCERT, SCERT, Boards of Secondary Education, Text-books Bureau, Universities etc. could be strengthened adequately for screening and re-writing of text-books at various levels to remove the sexist bias from the existing text-books and incorporate the value of women's equality in the textual material produced by them.

It was felt that there was a great need for construction of girls hostels. It was noted that in rural areas girl students do not go to schools due to absence of women teachers and normally women teachers are reluctant to go to schools in rural and remote areas due to lack of accommodation and other facilities. It was, therefore, recommended that while providing girls hostels the need for accommodation for female teachers should also be taken into consideration. The representatives of the Ministry of Welfare explained the existing schemes under which the financial assistance could be provided to the State Governments for construction of girls hostels and working women's hostels.

Special attention should be paid to the rural areas while formulating programmes for women's education and welfare.

All efforts should be made to fill up the quota earmarked for girls for admission to Navodaya Vidyalayas. Special measures taken by the States of Andhra Pradesh, Madhya Pradesh, U.P. and Orissa for promotion of girls education were noted and appreciated.

It was recommended that special consideration would be given to the needs of widows, divorcees and women deserted by their husbands.

The group also noted that the projection of women in films, advertisements and various programmes of T.V. and other media is not proper. Necessary steps should be taken to present the image of women in a proper way so that the dignity of women may be maintained.

EDUCATION OF THE HANDICAPPED

It was felt that the present coverage of the programme of education of the disabled children was quite meagre and there was need to expand it considerably. The Group recommended that the revised programme should be finalised expeditiously. Special attention should be paid to areas like training of teachers of the handicapped, parents counselling and creation of awareness among the people. It was recommended that there should be atleast one school in each district for the blind and one for the deaf and dumb. Provision should also be made for setting up of vocational training centres for the handicapped. The Group strongly recommended that the financial allocations for the education of handicapped children - both mildly handicapped as well as severely handicapped like blind, deaf and dumb and mentally retarded - should be substantially increased.

COMPOSITION OF VARIOUS GROUPS

GROUP I

GROUP ON ELEMENTARY EDUCATION INCLUDING
OPERATION BLACKBOARD AND NON-FORMAL EDUCATION

26 June 1987
(9.30 AM to 1.30 PM)
Commission Room 'H'
Vigyan Bhawan, New Delhi

COMPOSITION

1. Shri Dasrath Deb Chairman
Deputy Chief Minister and
Minister of Education,
Tripura.
2. Shri K. Biswas,
Minister of Education,
West Bengal.
3. Shri Damodar Das Acharya,
Minister of Education,
Rajasthan.
4. Shri Bansilal Dhritalohre,
Minister for School Education,
Madhya Pradesh.
5. Shri V.P. Raghavachari
6. Dr. Syed Hasan
7. Shri Shiv Kumar Shastri
8. Smt. Anutai Vagh
9. Shri Manubhai Pancholi
10. Shri M.R. Kolhatkar
Education Secretary, Maharashtra.
11. Shri R.J.M. Pillai
Special Secretary, Bihar.
12. Shri R.S. Singh,
Director, Primary Education, Bihar.
13. Shri P.P. Singh,
Joint Director, School Education, Madhya Pradesh.

14. Shri J.C. Pant,
Education Secretary, Uttar Pradesh.
15. Shri Govind Narain Misra
Director of Education (Basic), Uttar Pradesh.
16. Shri Laxmi Prasad Pandey,
Director, SCERT, Uttar Pradesh
17. Shri Chander Bhan,
Additional Director, Primary Education,
Haryana.
18. Shri Bhogirath Sharma,
Director (Primary & Secondary), Rajasthan.
19. Shri Satharaman,
Secretary (Education), Pondicherry.
20. Shri Th. Bira Singh,
Director of Education (School), Manipur.
21. Shri S.S. Chattopadhyaya
Secretary (School Education), W.Bengal.
22. Shri A.P. Vera,
Director (Primary Education), Gujarat.
23. Shri P. Moesang
Director (School Education), Nagaland.
24. Shri K.J. Mathew,
Director of Public Instruction, Kerala.
25. Shri A.K. Samantara,
Additional Secretary (Edn. & YS), Kerala.
26. Shri Rajat Kumar Kar,
Director (Edn. & Adult Edn.), Orissa
27. Shri R.K. Malik,
Director (Primary Education), Himachal Pradesh.
28. Mrs. D.R. Unnithan,
Delhi.
29. Smt. Sarojini,
Director, Elementary Education, Tamil Nadu.
30. Shri V. Sivagnanam,
Director of Adult Edn. & Non-Formal Edn., Tamil Nadu.
31. Shri Adhip Chaudhuri,
Secretary (Education), Karnataka.

32. Shri J. Veera Raghavan.

33. Prof. Satya Bhushan

34. Shri Y.N. Chaturvedi †

35. Smt. Kiran Dindra †

Rapporteurs

GROUP 111

GROUP ON SECONDARY EDUCATION INCLUDING VOCATIONALISATION
AND NAVODAYA VIDYALAYAS

(26TH JUNE, 1987)
(9.30 AM TO 1.30 PM)

COMMITTEE ROOM 'C'

VIGYAN BHAVAN, NEW DELHI

COMPOSITION

1. Shri Jadunath Das Mohapatra
Minister of Education, Orissa. Chairman
2. Prof. Hasmukh Patel,
Minister of Education, Gujarat.
3. Shri A.M. Nimbalkar
4. Shri S.J. Nagalotimath
5. Prof. K.S. Karnik
6. Fr. T.V. Kunnunkal
7. Shri V.A. Kalpande,
O.S.D., Education Department, Maharashtra.
8. Dr. M.P. Shukla,
Director, Secondary Education, Bihar.
9. Prof. David,
State Institute of Education, M.Pradesh.
10. Shri Tiwari,
Institute of Science Education, M.Pradesh.
11. Shri B.P. Khandelwal,
Director of Education (Secondary), U.Pradesh.
12. Mrs. Kamla Chaudhary,
Director (Vocational Education), Haryana.
13. Shri S.S. Kaushal,
Dy. Director (Secondary Education), Haryana.
14. Shri S.M. Mehta,
O.S.D. (Education), Rajasthan.
15. Km. Sujata Rao,
D.S.E., Andhra Pradesh.

16. Shri S. Ghosh,
Director (School Education),
West Bengal.
17. Shri P.A. Mathai,
A.D.E., Nagaland.
18. Shri Raghavan Nair,
Director (Vocational Education), Kerala.
19. Dr. Sharat Chandra Dash,
Director (Secondary Education), Orissa.
20. Shri Attar Singh
Secondary Education, Himachal.
21. Mrs. R. Dhillon
Delhi.
22. Mr. V. Srinivasan,
Director (Tech.Edn.), Tamil Nadu.
23. Mr. K. Gopalan,
Director (School Education), Tamil Nadu.
24. Dr. P.L. Malhotra
25. Shri R.S. Sirahi †
26. Shri K.S. Sharma †

pporteurs

GROUP ON ADULT EDUCATION, INCLUDING TECHNOLOGY AND JOBS
FOR ERADICATION OF ILLITERACY AND CONTINUING EDUCATION

26 JUNE, 1987
(9.30 AM to 1.30 PM)

COMMITTEE ROOM 'E'
VIGYAN BHAVAN, NEW DELHI

COMPOSITION

1. Shri B. Somasekhar, Chairman
Minister, Primary and Secondary Education,
Karnataka.
2. Miss F. Topno,
Minister of State for Education, Sports & YS, Orissa.
3. Shri Satyan Maitra
4. Dr. Chitra Naik
5. Shri Sanjit Roy
6. Ms. Nalini Naik
7. Smt. Sajida Zahir Ahmed
8. Shri Ramlal Parikh
9. Shri P.T. Mahajan
Director (Adult & Hr. Edn.), Maharashtra.
10. Smt. Neelan Nath,
Director (Adult Education), Bihar.
11. Shri K.S. Parwar,
Dy. Secretary, Department of Panchayat & Social Welfare,
Madhya Pradesh.
12. Shri Ishwar Prasad Gaur,
Director of Education (A.E.), Uttar Pradesh.
13. Shri D.K. Manavalan,
Joint Secretary (YA), Ministry of HRD.
14. Mr. R. Jakhu
Director (School Education), Haryana.
15. Shri C.S. Mehta,
Director (AE & NFE), Rajasthan.

16. Sri B. Dhar,
Director (AE), W.Bengal.
17. Sri R. Balakrishnan,
Additional Chief Secretary (Edn.), Gujarat.
18. Sri H.R. Bora,
J.D.E., Nagaland.
19. Sri K.L.N. Pao,
Commissioner & Secretary (Gen. Edn.), Kerala.
20. Kalicharan,
Delhi
21. Sri Manmohan Singh
D.P.I (Schools), Chandigarh.
22. Dr. Kishan Buri,
Punjab.
23. Smt. Kumud Bansal †
24. Sri Anil K. Sinha †

Rapporteurs

GROUP IV

GROUP ON TECHNICAL EDUCATION, INCLUDING TEACHER EDUCATION AT HIGHER
EDUCATION LEVELS, TECHNICIAN EDUCATION AND CRAFTSMAN TRAINING

26 JUNE, 1987
(9.30 AM to 1.30 PM)

CONFERENCE ROOM NO. 127 'C'
SHASTRI BHAVAN, NEW DELHI

COMPOSITION

1. Shri Rishang Keishing Chairman
Chief Minister, Manipur.
2. Shri V.B. Patel
Minister for Manpower Planning, M.Pradesh.
3. Prof. Ashok Chandra
4. Prof. B. Nag
5. Prof. T. Subba Rao
6. Dr. Nirmala Banerjee
7. Dr. S. Priyo Kumar Singh
8. Dr. M.N. Qureshy
Adviser, Department of Science & Technology
9. Dr. (Smt.) R. Thararajakshi
10. Shri B.B. Chopre
Director (Tech. Edn), Maharashtra
11. Shri B.P. Sinha
Director (Sc. & Tech), Bihar
12. Smt. K.V. Singh
Madhya Pradesh.
13. Prof. Keshwani
Madhya Pradesh.
14. Shri P.C. Sharma,
Secretary (Tech. Edn.), U.Pradesh
15. Shri K.K. Mittal,
Director of Technical Education, Uttar Pradesh.
16. Mrs. Kiran Aggarwal,
Secretary (Tech. Edn.), Haryana.

17. Mr. Gulati,
Director (Tech. Edn.), Haryana.
18. Shri R.V. Sontake,
Secretary (Technical Education), Rajasthan
19. Shri Sharma,
Director (Tech. Edn.), Rajasthan.
20. Shri B.L. Sharma,
Director, SCERT, Rajasthan.
21. Shri D.C. Das,
Dy. Director (Tech. Edn.), W.Pengal.
22. Shri T.M. Gupta
Additional Director, SCERT, Nagaland.
23. Shri Hanumanth Iyer,
Director (Tech. Edn.), Kerala.
24. Shri. B.B. Dash,
Director (Tech. Edn.), Orissa.
25. Dr. B.K. Hali,
Principal, SCERT, Himachal Pradesh.
26. Shri Dev Trivedi
Delhi.
27. Dr. K. Gopalan †
28. Shri S.K. Gupta †

Rapporteurs

10/11

GROUP ON HIGHER EDUCATION INCLUDING OPEN UNIVERSITIES,
EXAMINATION REFORM, NATIONAL TESTING SERVICE AND
DELINKING OF DEGREES FROM JOBS

26 JUNE, 1987
(9.30 AM to 1.30 PM)

CONFERENCE ROOM NO. 114, U.C.C. BUILDING, BAHADURSHAH ZAFAR MARG
NEW DELHI

C O M P O S I T I O N

1. Prof. Yashpal,
Chairman, University Grants Commission
2. Shri J.N. Das Mahapatra,
Minister of Education, Sports and Youth Services,
Orissa.
3. Shri K. Chandrasokharan,
Minister of Education and Law, Kerala.
4. Sri Chitranant Jayaswal,
State Minister, Higher Education, Madhya Pradesh.
5. Sri Sudhir Ray,
Madhya Pradesh.
6. Prof. D.S. Kothari
7. Dr. M.S. Adicheshiah
8. Dr. Madhuri R. Shah
9. Prof. Rais Ahmed
10. Prof. S.S. Bal
11. Prof. G.M. Ram Reddy
12. Prof. B.M. Udgaonkar
13. Dr. M. Aram
14. Shri S.C. Dubey, Chairman,
Higher Education Commission, Madhya Pradesh.
15. Shri Maharaaj Singh
16. Shri Kireet Joshi
17. Smt. Shanta Shastri,
Secretary, Technical Education, Maharashtra.

18. Sri Bhaskar Bannerji,
Secretary, Education, Bihar.
19. Sri S.C. Gupta,
Principal Secretary, Madhya Pradesh.
20. Sri U.S. Bathak,
Deputy Secretary, (Hr. Education), M. Pradesh.
21. Dr. S.S. Khanra,
Director of Education (Hr. Education), U.P.
22. Dr. Vidya Ehusan,
Joint Director (Hr. Education), Haryana.
23. Sri J.M. Srivastava,
Director, College Education, Rajasthan.
24. Smt. Kusko Singh
Special Secretary, Education, Rajasthan.
25. Sri B.V. Rama Rao,
Education Secretary, Andhra Pradesh.
26. Sri T.S. Gangle,
Director, Higher Education, Manipur.
27. Sri A.K. Chatterjee,
Secretary, Hr. Education, W.Bengal.
28. Dr. J.N. Shukla,
Joint Director, Hr. Education, Gujarat.
29. Sri Yanger,
Director, Hr. & Technical Education, Nagaland.
30. Sri M.S.K. Ramaswami,
Commissioner & Secretary (Hr. Education), Kerala.
31. Sri Dimbandu Mishra,
Director (Hr. Education), Orissa.
32. Sri S.K. Shukla, Delhi
33. Dr. Manmohan Singh, Punjab.
34. Sri J.D. Gupta †
35. Sri C.R. Pillai †

Rapporteurs

TABLE VI

GROUP ON EDUCATIONALLY DISADVANTAGED SECTIONS, INCLUDING
WOMEN'S EDUCATION, EDUCATION OF PERSONS BELONGING TO A/ST
PHYSICALLY HANDICAPPED, EDUCATIONAL OPPORTUNITIES IN HILL AREAS,
DESERT AREAS, ISLANDS AND REMOTE RURAL AREAS

26 JUNE, 1987

(9.30 AM to 1.30 PM)

CONFERENCE ROOM 602-A, SHASTRI BHAVAN, NEW DELHI

COMPOSITION

1. Shri Syed Sibte Razi,
Minister of Education, Uttar Pradesh Chairman
2. Shri Giridhar Gomnge,
Deputy Minister for Welfare.
3. Shri K.N. Bhattacha,
Minister of Education, Sikkim.
4. Miss Poma Bhambur
5. Shri M. Varadarajan
6. Ms. Nirmala Dashpande
7. Shri R.K. Shiyed
8. Dr. D.P. Bhatnagar
9. Dr. (Mrs) Rajilla Vatsyayan
10. Miss Parminder Him (representing CSWB)
11. Shri Shiv Kumar Shastri
12. Shri R.S. Jambhule,
Director of Education, Maharashtra.
13. Smt. Sushma Singh,
Special Secretary (Welfare Department), Bihar.
14. Shri Ranvir Singh Shastri,
State Minister for Tribal Welfare, M. Pradesh.
15. Shri Pantake,
Assistant Commissioner, Tribal Development, M. Pradesh
16. Shri G.B. Pant,
Director of Education (Hill Area), U. Pradesh.
17. Shri M.C. Mathew,
Director of Education, Sikkim.

18. Sri L.M. Jain,
Secretary (Education), Mysore.
19. Sri R.S. Kumar,
Secretary (Education), Rajasthan.
20. Sri B.V. Ramana,
Secretary (Education), Andhra Pradesh.
21. Sri K. Kingow,
Secretary (Education), Manipur.
22. Sri Chandra
D.R.C., Himachal.
23. Sri Bhaskar Mohapatra
Deputy Secretary (Education & Youth Service), Orissa.
24. Sri G.B. Dhillon,
Assistant Director (Education), Himachal Pradesh.
25. Dr. K.S. Bhandari, Delhi.
26. Sri P.K. Debnik †
27. Sri G. Bhandari †

Rapporteurs

ITEM NO.2

Action taken report on the minutes of the meeting of CAGE held on June 25-26, 1987.

Action taken report on the minutes of the meeting of CAGE held on June, 25-26, 1987 in respect of the various bureaus of the Ministry are at pages 85 - 100

ACTION TAKEN ON THE MINUTES OF THE MEETING OF THE CABINET
HELD ON 25-26 JUNE 1987 IN RESPECT OF ADULT EDUCATION

1. Effective Monitoring of Implementation of National Policy on Education:

The Programme of Action on the National Policy on Education is being reviewed on quarterly basis by the Adult Education Bureau. The enrolment of adult learners under the Programme of Adult Education is also monitored through quarterly reports.

2. People's Participation:

Steps have been taken for production of films on training and other aspects of adult education for telecasting on the mass media. The National Literacy Mission formulated on the basis of the National Policy on Education itself is a societal mission and envisages the participation of people, voluntary agency, institutions, students, Panchayati Raj institutions, etc.

3. National Literacy Mission:

- (1) On the basis of the study of past evaluations and after consultations with the States, the Rural Functional Literacy Project pattern has been revised. In the revised scheme better provision has been made for teaching/learning material, training of functionaries, reduction of span of supervision from 30 Adult Education Centres to 8-10 Centres and institutionalising of continuing education through Jana Shikshan Nilayams (JSN).
- (2) State Governments have been requested to introduce spatial planning for each district area approach, clear time-targets, agency identification, accountability and resource planning.
- (3) Steps have been taken to involve the voluntary agencies in a larger measure in the implementation of Adult Education Programmes. A scheme of training of rural animators through voluntary agencies has been started. The pattern of scheme of assistance to voluntary agency has been revised.
- (4) A review of the functioning of State Resource Centres has been taken up. The State Resource Centres have been advised to develop teaching/learning material as envisaged in National Literacy Mission, to utilise 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 State/UT Governments.
- (5) The scheme of external evaluation has been revived.
- (6) The function of Shramik Vidyapeeths have been reviewed.

- (7) For facilitating 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 was organised in collaboration with the National Book Trust to review the existing literature for post-literacy and continuing education and to promote production of quality literature for neo literates. State Governments have been requested to formulate suitable literacy programmes for prison inmates. States/UTs have been requested to set up Jana Shikshan Nileyams as envisaged under National Literacy Mission. Financial assistance from the Government of India in this regard is being released.
- (8) State Resource Centres have been assisted for production of literacy kits for the mass programme of functional literacy.
- (9) The Department of Non-Conventional Energy Sources has been entrusted with the task of installation of solar power packs in 5 Projects as a part of technology demonstration for improvement of learning environment.
- (10) 10 Task Forces were appointed to work out the details regarding the implementation of literacy mission. Follow up action on these is being taken for operationalisation of National Literacy Mission.

Action taken on the minutes of the CIBE meeting held on
25-26th June, 1987 in respect of Technical Education.

Para 4(c) : Modernisation and removal of obsolescence in technical
Education:

The Scheme of Modernisation and removal of obsolescence of Technical Institutions on all levels including IITs, RECs, University Technological Departments, Engineering Colleges and Polytechnics was approved by the EC at its meeting held on the 17th July, 1987.

The salient features of the Scheme were communicated to all Engineering Colleges, Directors of Technical Education and State Education Secretaries inviting projects in the prescribed format for consideration for financial support during the 7th Plan vide D.O. letter dated the 7th July, 1987.

A few hundreds of projects were received. These were scrutinised by an Expert Committee.

The budget allocation for financial year 1987-88 for the scheme was Rs.5000 lakhs. The full amount of money has been spent by issuing sanctions in favour of IITs, RECs, University Departments, State Engineering Colleges, Non-Government Recognised Engineering Colleges and Polytechnics.

The modality of implementation and monitoring of the scheme have been discussed in the meeting of State Education Secretaries and Directors by the Working Group on Technical Education on 19-20th December, 1987.

The concerned officer of the Ministry had organised group meetings of Principals of Engineering Colleges/Polytechnics and Directors of Technical Education in different States.

Para 4(g): Special attention to physically handicapped, educationally backward minorities, etc.:

In pursuance of the National Policy, a scheme of 'Training and technical education of handicapped' has been formulated. This is being finalised in consultation with the Ministry of Welfare.

The scheme of Community Polytechnics has been expanded to train educationally backward minorities through non-formal short-term courses. Under the scheme of Community Polytechnics, 10 such polytechnics have been established in the minority concentrated areas. Necessary financial assistance is being provided by this Ministry on 100% basis to selected institutions for implementation of the scheme.

Para 5 : Promoting technical education of women:

A scheme for promoting 'Technical education of women - Residential polytechnics for women' has been formulated under the NPE. During the current year, it proposed to establish one Residential Polytechnic for Women in the country for which necessary proposals have been received from the State Governments.

Several other steps such as opening women's wings in approved polytechnics, providing hostel facilities for girls, etc. have been initiated to make technical education more accessible to women.

Item No.5 : Review of the implementation of NPE 1986

The Bill to vest the All India Council for Technical Education(AICTE) with statutory powers has been passed by Parliament. Action is being taken to establish the new AICTE.

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.

Under Technical and Management Education, 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.

All technical education schemes based on the NPE have been discussed in detail with all the States and UTs. They have been requested to prepare proposals/schemes to complement and supplement the Central efforts.

HIGHER EDUCATION
PROGRESS OF ACTION TAKEN ON THE RECOMMENDATIONS OF
THE CABE AT ITS MEETING HELD IN JUNE, 1987

I. Revision of Pay Scales of teachers in Universities and Colleges

The Scheme of revision of pay scales is still at various stages of consideration by most of the States. The position in various States is given in the attached statement.

II. National Testing Service

The Government have decided in principle to establish a National Testing Service to conduct tests on voluntary basis to determine the suitability of candidates for identified jobs and services. The details for the establishment of the service are being worked out.

III. Open Universities

(i) The IGNOU has set up a Coordination Council with the Vice-Chancellors of all the Open Universities as members.

(ii) The guidelines for establishment of Open Universities developed by the IGNOU and endorsed by the CABE have been circulated to all the State Governments.

IV. State Councils of Higher Education

The guidelines finalised by the UGC were reviewed in the light of the Supreme Court judgement on the establishment of the Andhra Pradesh Commissionerate of Higher Education. The revised guidelines are being finalised.

V. Teacher Orientation

The UGC has finalised a scheme for the establishment of Academic Staff Colleges for the orientation of newly appointed University and College lecturers. 48 Universities have been identified for the setting up of these staff colleges. Of these 21 have started orientation courses during 1987-88. 7 more will become functional in March, 1988. Each Academic Staff College will be able to organise programmes for about 400 teachers per annum. Subsequently, these colleges will also organise refresher courses for inservice teachers.

VI. Autonomous Colleges

Proposals of 48 colleges (9 in Andhra Pradesh, 11 in Madhya Pradesh, 4 in Rajasthan and 24 in Tamil Nadu) have been approved for grant of autonomy. Formal proposals from the remaining States are still awaited. The matter is being pursued with the States.

PRESENT POSITION REGARDING IMPLEMENTATION OF THE SCHEME
OF REVISION OF PAY SCALES BY VARIOUS STATE GOVERNMENTS
AS ON 15TH JANUARY, 1988

Name of States which have accepted
the scheme and are processing finali-
sation of its implementation

1. Arunachal Pradesh
2. Andhra Pradesh
3. Goa
4. J & K - (for University teachers
only)
5. Nagaland
6. Punjab
7. Rajasthan
8. Tamil Nadu
9. Uttar Pradesh
10. Karnataka- (for University teachers
only)

Names of States which have informed
that the implementation of the scheme
is under consideration

1. Assam
2. Haryana
3. Madhya Pradesh
4. Meghalaya
5. Mizoram
6. Sikkim
7. Maharashtra

Names of the States where no response
has been received

1. Bihar
2. Gujarat
3. Himachal Pradesh
4. Kerala
5. Manipur
6. Orissa
7. Tripura
8. West Bengal

ACTION TAKEN REPORT OF NATIONAL SCHOLARSHIP DIVISION

UPGRADATION OF MERIT OF SC/ST STUDENTS

This is a new scheme included in the Seventh Five Year Plan with an outlay of Rs.5 crores to upgrade SC/ST students. The objective of the scheme is to coach SC/ST students in good residential schools so that they receive better quality education, develop confidence and are in a position to interact with other students with equal footings in education. In the beginning of the scheme (670 SC and 330 ST) will be covered in 50 approved residential schools all over the country.

The new scheme has been introduced in all the states during the current financial year 1987-88. After making due correspondence with all the States/UT Governments, Orissa, Uttar Pradesh and West Bengal have come forward to implement the Scheme so far.

The proposals for release of grants have only been received from the State Government of Orissa and Uttar Pradesh and are under process. The remaining States/UTs are being requested to send their views/proposal at the earliest.

The Budget estimate for this scheme for the current financial year 1987-88 is Rs. 20 lakhs.

ACTION TAKEN REPORT ON THE MINUTES OF THE MEETING OF CAPE HULL
ON 25-26 JUNE, 1987 AT NEW DELHI RELATING TO ELEMENTARY EDUCATION.

.....

The following issues relating to 'Operation Blackboard' were discussed in the general session as well as in the Group constituted on Elementary Education.

- selection of blocks;
- difficulties in obtaining funds for school building constructions;
- posting of lady teachers in rural areas;
- purchase of equipment of good quality.

The following action is reported on the suggestions given on these issues by the group:-

As regards construction of school buildings, the Department of Education had already held consultations with the Department of Rural Development and had arrived at a general agreement about using NREP and RLEGP funds for this programme. It had been estimated that the construction programme would require approximately Rs. 1236.40 crores, which was proposed to be made available under NREP and RLEGP. In view of the difficulties expressed in obtaining funds, Education Secretary took a series of review meetings in the State capitals to discuss the implementation of OB, viz. in Bhopal, Hyderabad, Patna and Lucknow. It emerged from these reviews that many States faced difficulties in finalising their construction programme partly because the NREP and RLEGP programmes in most States had been finalised by May/June, 1987, and partly because the targetted blocks were the most educationally backward ones with the largest requirement of school buildings. Consequently, instructions to the Rural Development Department of States/UTs to give high priority to school construction programme were reiterated through the Secretary, Ministry of Agriculture, Department of Rural Development. A set of guidelines, more elaborate, of the scheme of OB were despatched to all the States/UTs. States were advised to choose backward blocks but with the possibility of success of the scheme in mind. They were advised to make full use of funds from all sources like Hill Area Development programme, SC/ST welfare programme, private initiatives etc. for construction of school buildings in addition to NREP/RLEGP.

programmes. They were also advised to make efforts to bring down the cost of construction by choosing low cost designs funds were particularly low, States were advised to reselect blocks so that they could set themselves a target of school building construction that was feasible. Keeping in mind the lack of time at their disposal for implementation due to these difficulties, construction of school building by December, 1988 rather than March '88 on a firm assurance of the State Govt. of providing the minimum requirement of building to every school in the selected blocks, was made the revised-parameter for release of Central assistance.

2. The programme strategy of OB was re-examined by the CIBE committee on Elementary Education held on 3rd November, 1987. The committee reaffirmed the need to cover all schools in a selected block and provide all three components viz., building, additional teacher and essential equipments, as a package to each school. In the conference of Education Secretaries and Directors on 19-20th December, 1987, the progress of implementation was reviewed and that the release of central assistance was contingent upon provision of buildings to all primary schools in the selected blocks was clarified. States have been able to select blocks so that construction targets can match the funds harnessed for the construction activity, so far, 29 States/UTs have held their State Level Empowered Committees successfully. It is expected that all States, with the exception of one only, will have started the implementation of OB by the end of this month.

3. Regarding the second teacher to be provided for all single teacher schools in the 20% C.D. Blocks during 1987-88 States/UTs have been advised that if trained teachers belonging to remote rural areas are available they should be given preference. Likewise preference should be given to trained teachers belonging to SC/ST. To the extent possible all new teachers to be appointed should be women. It is also advised that every school have at least one woman teacher. However, if residence of women teachers in the villages where they were posted posed problems, the second teacher to be appointed could be male, provided corresponding increase in the number of women teachers was made in urban areas or in other locations where this difficulty did not present itself, so as to keep the women teachers appointed equal to the number of posts created. To look into the problems faced by women teachers residing in rural areas, a committee of CIBE was set up for 'Housing facilities to women teachers'.

4. The essential facilities envisaged in OB are toys, blackboards, maps, charts and other learning materials are being provided with 100% Central assistance. Efforts are being made to standardise

specification of the materials with the help of Bureau of Indian Standards and NCERT. A booklet with specifications on each item for procurement, manufacture and production is under preparation and likely to be made available before the next financial year to all States. In the meantime, States have been advised to lay down specifications for this year for themselves. For purchase of items such as library books, they have been suggested setting up committees to ensure that availability purchasing bodies of list of books suited to the primary age group.

5. State Govts. have been advised to review purchase procedures so as to ensure that materials of standard quality are procured. Detailed guidelines have been issued, recommending a decentralised purchase procedure with checks against samples to ensure quality. The circular advised that while placing order for supply of the equipment, sample would naturally be obtained but in addition it is necessary that as many samples of approved quality are obtained as are the receiving officers in the district/blocks so that they can tally the supplied equipment with the approved sample when the supplies are made. At the district/block level where the supplies are made, different items of equipment will be received from the suppliers in different numbers and over a period of time. Obviously it will lead to considerable damage and disorder if items are supplied to the school piece-meal. Therefore, the State Govts. should attempt to work out an arrangement at district/block level where under the complete set of items to be supplied to a primary school is supplied in one lot.

6. In the detailed guidelines circulated on 26.5.87, indicative costs of items and availability norms of school were specified. Provision was also made for more than one set for a school with two sections in each class. Some States had come with suggestions to allow them substitution of certain items in place of those present in the scheme. Such request has been agreed to on the recommendation of SLEC. Flexibility on the costs was also allowed esp. in case of North-Eastern States.

7. A reference has been made to NCERT and National Book Trust to suggest suitable titles and books of general nature for use of students studying in primary schools. Under the OE scheme Rs. 2300/- is being provided for school library. Books written in simple language on themes suggested above would be purchased from amount available to schools for school library under OE.

On the Non-formal Education Programme, the issues discussed related to:-

- difficulties faced, mainly financial, in projectising the scheme
- flexibility regarding project size,
- slow progress in implementation of the scheme,
- monitoring of NFE Schemes,
- people's participation in the NFE.

The revised scheme of non-formal education was approved by the Cabinet, and communicated to the State Governments on 15.5.1987. State Governments were requested to send their proposals by June, 1987. To help the State Governments prepare their proposals as per revised guidelines, a two-day seminar was organised in National Institute of Planning and Administration (NIEPA) on 29-30th July, 1987. Review meetings to follow-up the progress of preparation of proposals with the State Governments of Uttar Pradesh, Madhya Pradesh, Andhra Pradesh and Bihar were taken by the Education Secretary.

The state-wise position of sanctions given so far is as follows:

State	No of continuing centres	No. of new centres	Total number of centres	No. of projects opened	Total expenditure sanctioned 1987-88.
A.P.	24,572	Nil	24,572	100	2,63,13,775
Bihar	29,971	9924	39,900	312	8,02,61,476
U.P.	34,320	Nil	34,320	336	8,97,49,113
W.B.	22,718	1352	24,070	53	2,15,76,540
M.P.	19,030	5000	24,080	100	2,70,70,390
Orissa	7,560	Nil	7,560	Nil	85,43,386
Rajasthan	10,400	N.A.	N.A.	-	26,31,829*
Assam	5,940	N.A.	N.A.	-	17,90,141*
J&K	1,995	N.A.	N.A.	-	14,00,000**
D&N Haveli	-	100	100	1	11,65,000**
A&N Island	-	10	10	1	1,13,000

Kizore -	100	100	1	1,76,000
Maryana -	500	500	5	9,17,000

* 20%

** amount carried forward

The total expenditure sanctioned upto 15.2.83 comes to Rs. 26.3 crores.

Keeping in mind the difficulties expressed by the State Governments proposals have been sanctioned that allow the following flexibilities:-

- i) States are not projectising the centres completely this year - Where centres are not being projectised the existing pattern of funding has been followed.
- ii) States have increased the number of girls centres, to give a better provision of facilities to girls in view of lower enrolments;
- iii) Project size has been kept flexible, even upto 50 centres being allowed in a project where justified. With voluntary organisations, projects of 30 centres have also been approved. State Governments have assured coverage according to pattern by next year, however.
- iv) The response from the States other than the educationally backward ones is yet to pick up. Only 4 such States & 3 UTs have sent viable proposals.

As regards the Centrally Sponsored Scheme of Teacher Education which has been taken up for implementation from the current year, selected University Departments of Education will be strengthened through the UGC and some 50 suitable existing Secondary Teacher Education Institutions (STEIS) will be developed as Institutes of Advanced Study in Education (IASEs). University support to educational study is at present very insufficient, which is one of the reasons for the unsatisfactory level of educational research and inadequate support to teacher education institutions. The main purpose of strengthening University Departments of Education is to rectify this situation. The UGC Panel on Education is already seized of the question of strengthening these Departments and is likely to hold a workshop in the near future to work out the full details of this programme.

As far as the IASEs are concerned, their main functions would be as follows:-

- (i) Conduct pre-service and in-service programmes for secondary school teachers and elementary and secondary teacher educators;
- (ii) Provide extension and resource support to secondary schools and teacher education institutions;
- (iii) Experimentation and innovation in school education; and
- (iv) Conduct advanced level fundamental and applied research and experimentation in education, especially of interdisciplinary nature.

It is hoped that, with the development of University Departments of Education and IASEs as above, the need for high level teacher education institutions would be substantially met.

As far as 4-5 year degree courses in education/teacher education are concerned, such courses are already being offered by the 4 Regional Colleges of Education of the NCERT and it is also envisaged that at least some of the IASEs which would be developed under the Centrally Sponsored Scheme, would also conduct such courses.

The Central Government have approved taking up of a Centrally Sponsored Scheme of Teacher Education from the current year, having the following five components:-

- (i) Mass orientation of about 5 lac school teachers annually till 1989-90,
- (ii) Setting up of about 400 District Institutes of Education and Training (DIETs)
- (iii) Strengthening of about 250 Secondary Teacher Education Institutions (STEIs) and development of about 500 of them as institutes of Advanced Study in Education,
- (iv) Strengthening of SCERTs, and
- (v) Strengthening of University Departments of Education

Detailed Guidelines for setting up DIETs and strengthening Secondary Teacher Education Institutions were got prepared by a group of experts through Ed.CIL, and have been circulated to all States and Union Territories on 26th October and 4th December, 1987 respectively. States and Union Territories have been preparing projects in accordance with these Guidelines for obtaining Central assistance. These projects are being considered and approved in meetings of State Level Empowered Committees, on which Central and State Governments, NCERT and NIEPA are represented, among others. Projects for Central assistance have been approved by such Empowered Committees for several States, e.g., Orissa, Andhra Pradesh, J & K, Kerala, Rajasthan, Gujarat, Punjab and Haryana. Central assistance is being released in respect of approved projects. The process of approval of State projects is still continuing.

Phasing out of existing teacher education institutions which are surplus, sub-standard or engaged in malpractices, has been made a pre-condition for grant of Central assistance for DIET/STEI projects and this is being insisted upon.

The programme of mass orientation of school teachers is being improved for the year 1988 and onwards. Some of the changes being made in the programme are as follows:-

- (i) The duration of the training programme of key persons is being extended from 3 to 5 days. The number of the State level Key persons to be oriented has been enhanced according to the suggestions made in the National Review Meeting.

- (2) Guidelines for conducting the training of State Level key persons and resource persons have been prepared.
- (3) The in-service teacher orientation package under the programme of mass orientation of school teachers has been revised and updated. The modules now include those to be transacted in the orientation camps and also those for supplementary readings by the teachers. Modules on different areas emerging from thrusts of the National Policy on Education, implications for pedagogy and relevance for improving teaching in the different scholastic and non-scholastic areas have been included in this package.
- (4) In the years 1986 and 1987, the major emphasis was on creating awareness about the major policy thrusts. This year onwards the emphasis is on developing besides awareness, competencies in pedagogy and content areas, as well.
- (5) Efforts are being made to improve the programme of telecast. NCERT has prepared some new films specifically for this programme which bring out the role of the teacher in the educational process.

— Barring States such as Mizoram, Nagaland and Meghalaya which have a very small number of teachers and use English as medium of instruction, all other States bring out the translated versions of the modular package in their regional languages.

The concept of common core components as spelt out in the National Curriculum Framework for Elementary and Secondary Education developed by the NCERT, is being suitably incorporated in teacher training. In this connection, the Teacher Education Curriculum- A Framework brought out by the NCTE in 1978 is being revised keeping in view NPE 1986.

A step in this regard has been already taken in the programme of mass orientation of school teachers by developing suitable modules on the core components for discussion in the orientation camps. Some exemplar materials on core components have also been published by the NCERT for adoption/adaption by the States.

THE
ACTION TAKEN REPORT FROM BUREAU OF SCHOOL EDUCATION
ON/DECISIONS TAKEN BY CABE IN THEIR MEETING HELD ON
25-26TH JUNE, 1987

As regards National value & National Core-curriculum, it may be stated that the core areas of curriculum identified in the National Policy of Education cut across subject areas and are designed to promote values such as, India's common cultural heritage, egalitarianism, democracy and secularism and equality of sexes, protection of the environment, removal of social barriers, observance of the small family norm, inculcation of scientific temper, the history of India's Freedom Movement, the Constitutional obligations and other content essential to nurture national identity. The model syllabi and detailed curriculum guidelines developed by the NCERT on the basis of the National Curricular Framework have been circulated to the State Educational authorities for use in revision of State Syllabi and instructional materials. While the States/UTs have initiated action for bringing out instructional packages based on the National Curricular Framework and the Core Curriculum in 1988-89, the NCERT has, in accordance with the phased programme for preparing new textbooks, workbooks, Teacher's Guide for Classes I, III and VI for introduction in the Kendriya Vidyalayas in the academic session 1987-88.

During the current year, i.e. 1987-88 instructional packages for classes II, IV, VII, IX and XI would be reviewed. Exemplar materials of core curriculum have been printed and sent to the States for dissemination. The drafts of the manuscripts of textbooks etc. for classes II, IV, VII, IX and XI have been reviewed. The textbook development authorities in the States are expected to closely follow the NCERT time-prasing for introduction of new instructional materials. The NCERT has been providing technical assistance to the States in this regard.

2. A Centrally Sponsored Scheme of vocationalisation has been formulated after detailed consideration with the experts of the State governments. The scheme has been approved by the Government and proposals have been invited from all the State Governments and UT Administrations. While the year 1987-88 has been by and large devoted to planning exercises and existing programmes are being continued during the year, the Vocational courses under the new scheme will be started from the academic session 1988-89.

3. As regards women education it may be stated that a series of programmes are being implemented to promote girls education which includes free textbooks, free uniforms, free mid-day meals and attendance scholarships to girl students in many parts of the country as a State sector programme. In the Central sector girls education has been free in classes IX to XII since 1985-86. In Navodaya Vidyalayas effort is made to admit girls as one-third of the students. Provision of a lady teacher under 'Operation Blackboard' is also an important measure for promoting girls' education.

ITEM NO. 3

Report on the work done by the C&E Committee

Report on the work done by the C&E Committee
is at pages 102-178.

Report of the work done by the C.A.B.E. committee
on Elementary Education, including Operation
Blackboard and Non-formal Education.

.....

The C.A.B.E. Committee on Elementary Education including Operation Blackboard and Non-formal Education met on 3.11.87 under the Chairmanship of HRM. The ministers for Education of Andhra Pradesh, Rajasthan, Arunachal Pradesh participated along with a number of distinguished educationists and others including Ms. Mina Swaminathan, Dr. John Kurien, Mrs. Amukta Mahapatra and senior representatives from the Planning Commission and the Government of Andhra Pradesh, along with the Education Secretary and other officers of the Department. The meeting has been followed up with the circulation to the members a further report on the progress of implementation of the two main schemes.

2. The Committee's work may be described with reference to the deliberations in the first meeting and the developments arising therefrom. Reviewing Operation Blackboard, the main issue considered was the problem of provision of school buildings by State Governments. The experience was that the building deficiency rates in the blocks chosen in the first year were high and the State Governments were experiencing difficulty in raising the necessary resources. Some State Governments had sought, and others were likely to seek, some relaxation of the building requirement. After some discussion it was agreed that the scheme had to be treated as a package in which the provision of two class-rooms by the State Government was an essential component which could not be dispensed with. There should be advance planning regarding future requirement to ensure this in future and in addition RLEGP and NREP funds from other possible resources should also be utilised for this purpose. The Chief Secretaries of State Governments have been addressed suitably, vide Annexure-I.

3. This point has been followed up with the State Governments and it was thrashed out at length in a meeting of State Secretaries and Directors of Education held in Delhi on the 19th & 20th December, 1987. We were able to report back to the Committee that grants had been released to Gujarat, Rajasthan and Uttar Pradesh and were in the process of being released to Orissa, Punjab and Andhra Pradesh. During the months of December '87 and January '88 SLEC meetings have been held in 17 States/U.Ts. to consider and sanction project reports. By the 15th of February, 1987, central assistance covering about 71,600 schools in 17 States/U.Ts involving the appointment of 20,305 teachers besides the provision of essential equipment worth Rs. 58 crores had been sanctioned on the basis of detailed project reports submitted to the State Level Empowered Committees.

4. Regarding Non-formal Education, the progress was reviewed by the Committee in its meeting held on 3.11.87 and further developments were reported to the Members on 15.1.88, by which time proposals under the revised scheme of NFE have been sanctioned in respect of six States and U.Ts and proposals from another three were being processed. During the intervening period, the working of the scheme have been reviewed in some detail at the time of the Conference of State Secretaries/Directors held on 19.12.87, resulting in some speeding up of programmes. To date, 1,74,67 NFE centres-(cumulated total) had been sanctioned in 13 States and U.Ts. These included 47,907 centres exclusively for girls and 1127 centres managed by voluntary agencies.

5. The discussions of the Committee also threw up several other points relating to NFE. These included linkages between Early Childhood Care & Education activities and the formal school system. It was felt that child care and ICDS could perhaps be linked up with primary schools as a device to increase the enrolment of girls in schools to the extent they could thus be relieved of child care responsibilities. A group was set up under the Chairmanship of Shri M.R.Kolhatkar, Adviser (Edn.) Planning Commission to go into this issue. Another issue thrown up by the Committee's discussion was that of linkage of NFE with the formal system particularly at primary level, regarding which one of the members, Smt. Mukta Mahapatra was requested to prepare a paper to be considered at a subsequent meeting.

6. Two other general issues also thrown up by the discussions of the Committee were the need for data and monitoring and evaluation, and the whole question of improvement of selection and performance of teachers.

7. The Committee also considered its manner in which it would be appropriate for it to work, as a Standing Committee of CABE. It was suggested that the different non-official members of the Committee might select some specific areas including NFE and do "in-depth" studies of the problems in the field in consultation with the State Governments and other suitable persons and give concrete suggestions for the consideration of the Committee.

KIRDEE JOSHI

D.O. NO. F.12-3/87-Sch.(II)

20th January, 1988.

Dear

We have been inviting your attention to the need for advance planning to ensure adequate provisions for the implementation of the National Policy on Education, 1986. I should like, in this connection, to draw particular attention to the scheme of 'Operation Blackboard'.

This scheme is an important component of the effort to universalise elementary education. Under it, the State Governments/Union Territory Administrations will be ensuring that every primary school has at least i) two good all-weather rooms with a deep verandah, ii) two teachers and iii) a minimum requirement (prescribed in the scheme) of essential teaching/learning equipment. The centre is providing 100% assistance for a second teacher where required and for the equipment, etc.

We have been stressing - I think the point has by now been taken by the State Governments - that the scheme of Operation Blackboard is a package both with respect to the three elements of buildings, teachers and equipment and respect to the coverage of entire blocks. The intention is that, once the scheme has been implemented in a particular block, there will be no primary school left in that block that does not meet the minimum requirements of the scheme. It is, therefore, essential that the State Government should be able to take care of the building aspect and we are happy to find that, by and large, they are managing to do this in respect of the blocks taken up under Operation Blackboard in 1987-88.

Nevertheless, one of the main lessons which our experience of implementing Operation Blackboard during the current year has thrown up is the great need for advance planning, if we are to cover all the blocks in the country by 1990. Thirty percent of blocks, overall, are to be covered in 1988-89 and 50% in 1989-90. The requirement in respect of school buildings will therefore be large and, I am sure you will agree, a detailed exercise needs to be done now in order to ensure that the sanction of projects does not get delayed unduly later on this account. I am sure you will initiate such an exercise immediately on the basis of the data

collected for the Fifth All India Educational Survey which will be available with you, identifying the requirements of school buildings and the blocks where this requirement can feasibly be met in 1988-89, and then doing a thorough exercise to identify all possible sources of funding including not only NREP and FLEGP but also any other special programmes like Hill Area Development Plans, Tribal Sub-Plans, etc. The possibility of raising contributions from the local community should also be kept in mind. Along with this, an effort might also be made to minimise the cost of construction, using cheaper locally appropriate technologies wherever possible.

I shall be grateful to hear from you about the action you are taking in this regard, to ensure that this exercise is completed well in time for projects for 1988-89 to be submitted to the Empowered Committee in May or June 1988.

Yours

(KIREET JOSHI)

Chief Secretaries of all States/UTs.

REPORT OF THE WORK DONE BY CABE COMMITTEE ON HOUSING FACILITIES FOR
WOMEN TEACHERS

A meeting of the CABE Committee on housing facilities for women was held under the Chairmanship of the Union Minister of State for Science and Technology on 19.2.87. During the meeting, it was felt that the problem of housing for women teachers has been there since the beginning of the First Five Year Plan, but the problem has remained unsolved. The Committee noted that a scheme was introduced in 1957-58 for providing free accommodation to women teachers under this scheme, the Central assistance was given to State Governments upto 75% of approved expenditure but it was open for them to contribute the remaining 25%. The scheme was evaluated by the Planning Commission in 1974 and it was revealed that the quarters were mostly unoccupied or occupied by male teachers or used as additional class-rooms. The scheme was discontinued in most States as it ceased to be a Centrally sponsored scheme during the 4th Five Year Plan. Thereafter, the Strategy to be followed in the matter of providing housing facilities for women teachers was discussed. During discussion, the following points emerged:-

- a) In view of the diversity of conditions, it may not be possible to have a uniform solution for the whole country. Therefore, it was felt that it would be necessary to have the statistics of teachers and information about the nature and magnitude of the problem before embarking upon a programme;
- b) in view of the constraints on resources, it was felt that low cost housing technologies might be used and services of voluntary organisations who have done useful work in this field may be utilised;
- c) in view of the large numbers involved, it was felt that it would be unlikely to provide houses to all teachers in the immediate future. It would, therefore, be desirable if the employers could obtain available houses on rent and make them available to teachers on reasonable rent. This would, however, involve payment of some subsidy; and
- d) Past experience has shown that many women teachers did not avail of this facility as they preferred to stay with their relatives or commute from the village of their own. At the same time, those women teachers who were in need of accommodation could not get it. This was because the accommodation was constructed school wise and teachers of the particular school could be allotted accommodation. It was, therefore, felt that instead of constructing houses for each school, it

would be desirable to construct a cluster of houses at possibly Panchayat headquarters for a group of female employees. This would provide the necessary flexibility to ensure optimum use of the housing facility to be created.

2. The Committee also noted the initiative taken by banks and other financial institutions in the matter of providing loans for housing purpose. It was felt that the possibility of involving these institutions may also be explored. Accordingly, it was felt that in the next meeting of the Committee, apart from representatives of Ministries of Health, Women and Child Development, Welfare and Urban Development, representatives of organisations like HUDCO, HDFC and three or four banks would be invited to participate.

CABE COMMITTEE ON TRANSFER OF TEACHERS

First meeting of the CABE Committee on Transfer of Teachers was held on 27th April, 1987. It was decided to issue questionnaire to all the state/union territories and teacher organisations so as to get the benefit of views of all concerned. Last date for receipt of replies was 20th June, 1987. The response was rather depressing and the issue was discussed in the last meeting of the Education Secretaries in Delhi on 20th December, 1987. Meanwhile, responses received so far have been analysed and meeting with the representatives of teacher organisations was held on 29-30 January, 1988. Another meeting with the representatives of teacher organisations is being held on 3rd and 4th March, 1988. Tentative recommendations made by Teacher representatives and analysis of state responses are enclosed.

C.A.R.E. COMMITTEE ON TRANSFER OF TEACHERS

Analysis of State Responses
and
Issues for Consideration

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I. Introduction

The need for providing satisfactory living and working conditions for teachers has been recognised and emphasised of by every Committee/Commission set-up from the time to time for bringing about reforms in the Education System in India. Posting and Transfers play a key role in the provision of satisfactory living and working conditions for teachers. Accordingly, the National Policy on Education 1986, provides "Guidelines will be formulated to ensure objectivity in the postings and Transfers of Teachers"¹. Elaborating this statement further, the Programme of Action states

"Posting and transfers of teachers - It is essential that postings and transfers of teachers are made in accordance with certain norms. By and large, a teacher should not be moved for three years after his first appointment and we should move towards a situation where by and large a teacher does not get transferred till he/she is promoted or there are some unavoidable exigencies".²

Regarding women teachers, it is specifically provided that

"All women teachers desirous of being posted with their spouses will be posted as such provided that the latter are working in desert, hilly, tribal or remote rural areas. Placement of women teachers will be made keeping in view their domestic obligations".³

2. A Committee of the CABE was accordingly constituted with following terms of references

- i) The committee will evolve norms and procedures in consultation with teachers for postings and transfers.
- ii) In evolving such norms, the Committee shall take into account the National Policy on Education and also the recommendations made in the Programme of Action particularly in respect of teachers.
- iii) The Committee will lay down its own procedures and may co-opt members as may be considered necessary to evolve a suitable policy relating to transfer of teachers in consultation with teachers' representatives and organisations.

II. Objectives

3. The first meeting of the committee was held in Delhi on April 24, 1987 and the issues relating to objectives, scope, membership and procedure were discussed and decided. It was agreed that the issue of

1. National Policy on Education - 1986 para 9.2
2. Programme of Action (POA), page 187, para (h)
3. Op. cit., page 184, para (f)

transfer of teachers was directly linked with the policies pertaining to cadre recruitment, and training & posting. As such, the issue of transfers needed to be discussed in relation to various aspects of the personnel management of teachers. It was also agreed that besides prescribing the norms for transfers, modification of administrative need be evolved.

III. Scope

4. --Regarding the scope of the terms of reference, it was also agreed that, (a) the committee should restrict itself to the study of 'Transfer Problem' upto School Level only, and (b) should include teachers under every type of management, viz. State Government, Central School Organisation, Local Bodies and Private Management.

IV. Procedure

5. In the first meeting of the committee, it was decided to collect relevant information from various managements/agencies through a structural proforma.

6. In pursuance of the decision taken in the first meeting of the committee, a detailed questionnaire was framed and sent to the various state Governments as well as to teachers organisations on 20.5.1987 & 25.6.1987 respectively. Responses, however, was received from the following States/UTs only -

Gujarat
Karnataka
Maharashtra
Mizoram
Rajasthan
Chandigarh
Dadra & Nagar Haveli
Goa

7. The information sought for in the questionnaire may be listed under the following heads -

- A. Procedural aspects including the selection agency, the appointing and transferring authorities, the cadre area and jurisdiction for transfer;
- B. Norms for creation of teachers post including the norms for minimum as well as for additional staff;
- C. Selection procedure for teachers including information about special provision for specific classes for areas and the experience about getting enough candidates from these classes/areas;
- D. Criteria for posting of newly selected teachers including special considerations for specific categories like women, physically handicapped etc;

- E. Procedure for selection of teachers for in-service training including criteria for recruitment, posting, filling the vacancy during their training and their posting after training;
- F. Norms for transfer including the nature of the norms, the authority prescribing the norms, the year of their issue, their relationship with transfer norms for Government employees in general;
- G. Findings of research studies, if any;
- H. The problems in the implementation of the norms of transfer including the mechanism for ensuring observance of the norms; and
- I. Suggestions for improvement.

A. Procedural Aspects

8. Selection Agency

Duly constituted selection committee with representatives of the education department are reported to be the selection agency for teacher in all the states. For elementary level teachers the selection committee is constituted at the district or panchayat samiti level and for secondary level teacher, it is at the division level or at the state level in case of smaller states like Mizoram. At the higher secondary level, the selection committees are constituted at the state level. In case of Municipal and private management schools the selection committees are constituted for the concerned municipal area and the institute respectively. The main idea behind this information was to know the selection procedure in respect of ad hoc teachers, apprentice teachers and teachers appointed in Venture schools and the problems relating to transfer of teachers under these categories. However, none of the responding states replied to this aspect.

9. Appointing and Transferring Authorities

The appointment and transfer orders are either issued by the same level officer or one degree below the appointing officer. In Karnataka, for example, the appointing authority for secondary stage teachers is the D.P.I. and the transfer orders are issued by the Jt. D.P.I. Similarly, in Rajasthan, the appointing authority for secondary teachers is the Director of Education whereas the transferring authority is the Deputy Director of Education. Similar variations in appointing and transferring authorities exist in Goa and Mizoram also.

10. Cadre for appointment and jurisdiction for transfer

In all the responding States and UTs the cadre for appointment is the district at the elementary, the division at the secondary, and the

State at the higher secondary level. The corresponding jurisdiction for transfer of teachers at elementary, secondary and higher secondary stage is also the same. Provision, however, also exists (with special permission of higher authorities) for intra-district transfers of elementary stage teachers.

B. Norms for Creation of Posts

11. Requirement of teachers is generally assessed on the basis of: (a) starting of new classes/sections/subjects (b) enrolment and (c) work load on teacher per week.

C. Selection Procedure for Teacher

12. It is reported that there are specific selection procedures (e.g. advertisement of posts, laying down of qualifications etc.) laid down in each State/UT for recruitment of teachers. As mentioned under selection agency, there are well represented selection committees for all types of teachers. In the selection of teachers, reservation is made for S.C., S.T., women, etc. However, no reservation or consideration is made for special areas like rural areas, tribal areas etc. It is also not clear whether special weightage is given to local/rural candidates or not particularly at the block level or autonomous district council area level. As far the availability of candidates from S.C., S.T. classes, it is reported that they are not available or forthcoming in sufficient number in Rajasthan, Karnataka, Maharashtra, and Goa. In case of other responding States/UTs there is no such problem.

D. Criteria for Posting of Newly Selected Teachers

13. Newly selected teachers in Goa and Dadra & Nagar Haveli are posted in rural areas. In other responding States/UTs postings are done against available vacancies and merit list. However, in Karnataka the S.C., S.T., and ladies are posted at convenient places. It is, however, reported that in almost all the responding States/UTs, new teachers particularly ladies do not like to go to interior areas and manage to get their postings in rural/interior areas changed. Most of the newly selected teachers try either to be posted near their residence or at the Taluka or district Headquarters.

E. Procedure for Selection of Teachers for Training

14. All the responding States/UTs have stated that they recruit only the trained teachers. In case of S.C., S.T. candidates, however, training qualification is relaxed on the undertaking that these teachers would get themselves trained within some specified period through correspondence courses.

F. Norms for Transfer

15. Norms for Transfer: In all the responding States/UTs, transfer of teachers is in the form of guidelines, except Maharashtra where the transfer is strictly on the basis of merit.

16. Authority for Prescribing Norms : In all the responding States/UTs (with the exception of Mizoram where norms are yet to be prepared), the transfer norms are issued by the concerned State/UT Government through Education Secretary/D.O./Director.

17. Year of Prescribing Norms : In all the responding States/UTs, the norms have been prescribed/revised after 1980.

18. Norms for Transfer of Teachers : The norms for transfer of teachers obtained from the responding States/UTs (with the exception of Mizoram) and as reported in the questionnaire as well as separately, may be summarised as under:

Common Points

1. Minimum period at a place of posting before transfer can be considered (2 years in Rajasthan 3 years in J & K, 4 years in D.N.H. and 5 years in Andhra Pradesh, Haryana, Maharashtra, Orissa and Arunachal Pradesh.
2. Special permission in case of transfers before this period is required in all the responding States/UTs.
3. Special consideration for physically handicapped, widows, unmarried female teachers, teachers on the verge of retirement, national or state awarders, relatives of working defence personnel (all states) with a view to post them at convenient places is also provided for in all States.
4. Mutual transfer is acceptable in all States provided (a) the teachers completed the tenure/minimum period, (b) distance criteria, if any (c) if it is in the interest of the institution and (d) either of them is not transferred earlier on administrative grounds.
5. Husband and wife to be posted at one place provided there is vacancy and their posting does not interfere with distance or urban posting criteria in all responding States/UTs.
6. Teachers with 4/5 years service in urban areas are to be posted to rural areas (Haryana, Punjab and Dadra & Nagar Haveli) and teachers with 3/4 years service in rural areas to be posted in urban areas. Two years service in tribal areas qualify for one year posting in native place (in Andhra).
7. Transfers to be effected in the beginning of the session. Exceptions in case of disciplinary action or promotion.

Individual Points

1. No teacher to be posted within some specified distance from their native place (Maharashtra, Punjab and Andhra Pradesh).

2. Newly appointed teachers to be posted in rural areas (Dadra & Nagar Haveli, Punjab, Maharashtra, Gujarat, Arunachal Pradesh).
3. Total transfers should not exceed particular percentage of total teachers strength (Maharashtra).
4. Option of teachers to be considered (Maharashtra).
5. No transfers due to complaints (J&K and Arunachal Pradesh).
6. Teachers serving in rural area satisfactorily should not be disturbed (Dadra & Nagar Haveli and Punjab).
7. Teachers should not be transferred frequently (Haryana and Punjab).
8. Prosecution against delay in joining transferred place are to be taken (Orissa) e.g.
 - a) No leave after transfer order nor any extension in joining period may be allowed.
 - b) No retention of the transferred teacher is to be allowed for want of substitute, and
 - c) Institutions should be bound to accept the transferred teachers.

G. Problems and Difficulties in Observing the Norms

19. Whereas in the case of Maharashtra, Chandigarh, and Dadra & Nagar Haveli, it has been stated that there are no difficulties, the replies from Karnataka and Rajasthan speak of external pressure and pressure from political and union leaders respectively in the way of strict implementation of norms. Similarly in Goa and Gujarat the main problem is reported to be the unwillingness/reluctance of teachers to work in rural/interior areas and their efforts to flout the norms.

20. None of the responding states/UTs have ever appointed a group or committee to study the problem of transfer of teachers. However, in Maharashtra, a study is reported to have been conducted during 1980 to study the problem.

H. Suggestions from the State Governments/UTs

21. The suggestions made by the responding states/UTs to solve the problems relating to transfer of teachers may be summarised as under :

1. Teachers should not be disturbed if working satisfactorily and if working in rural/interior areas unless:
 - a) they seek for it or on administrative ground (Rajasthan and Punjab)
 - b) It is in the interest of the School (Haryana)

2. Frequent transfers should be discouraged (Haryana)
3. Transfers should be made only after some minimum period of stay (3-5 years) and first appointment to be made only in rural areas (D.N.P., Maharashtra, Gujarat and Haryana).
4. No transfers in mid session should be effected during the mid session (All States/UTs).
5. External influence should be discouraged (Karnataka and Rajasthan).
6. Preference (seniority wise) should be given to teachers working in interior areas for transfer to urban areas (Haryana and Punjab).
7. Preference also be given on medical grounds and to ladies for posting to convenient places (except in Rajasthan no concession on medical grounds) (Kerala teacher organisation no relaxation to ladies)
8. Husband and wife to be posted at one place (subject to first appointment in rural areas (Haryana and Rajasthan in favour of discouraging this facility).
9. There should be a clear cut transfer policy based on
 - a) Equity grounds (Haryana)
 - b) length of service in rural areas (Rajasthan)
 - c) Exam results "
 - d) A.C.R. "
 - e) Compassionate grounds "
 - f) Regular and at fixed period and distance criteria (Teachers' Organisation from Goa)
10. Teachers should be posted in their native place (Mizoram and Maharashtra)
11. Points to be considered at the time of transfer
 - a) Academic interest (Goa)
 - b) Interest of teacher's children (Dadra & Nagar Haveli and Goa)
 - c) Subject-wise (Dadra & Nagar Haveli and Goa)
 - d) Only one transfer in one year (Rajasthan)
12. Transfer norms should be in the form of a Statutory provision (Teachers' Organisation from Rajasthan)
13. There should be a well represented committee for transfer of teachers (Teachers' Organisations from Goa).

V. Issues for further discussion

22. From a study of the replies received from the State/UT governments and teachers' organisations as also from a scrutiny of the material on state governments available in the Documentation Unit of NIEPA, the following points have emerged for further discussion/consideration by the committee.

A. Cadre

23. The problem of cadre ~~is~~ to be considered under three dimensions viz., (i) whether there should be a separate cadre for rural/tribal/backward/autonomous district council areas with special incentives including ^{allowances} and special consideration for the education of teachers opting for such cadre, (ii) should the jurisdiction of transfer be co-terminum with the appointments cadre and (iii) if the above two propositions are accepted then how to provide for sufficient upward mobility for improvement/career promotion of these teachers.

B. Postings

24. The next point relates to the provision for equity in the matter of serving in soft and difficult attractive and unpopular rural and urban areas. It is for consideration whether it should be mandatory to make the first appointment in rural/tribal/interior area only so that vacancy in the urban/forward areas is filled only by transfer from the rural areas (with condition of specific period of service in rural areas).

25. Even in case of posting in rural areas, it is for consideration whether the posting could be in the native place itself or it may be within some minimum specified distance away from the native place as is the practice in Maharashtra, Haryana and some other States/UTs.

An important point for consideration in regard to posting norm is the desirability and extent of relaxation/preferential treatment to some categories of teachers particularly the ladies, the physically handicapped etc. on compassionate grounds.

C. Training of Teachers

26. The training factor has to be considered from the point of view if its effect on transfer and posting of teachers in addition to quality and representation of deprived sections.

D. Norms for Creation of Posts

27. Although there are norms in every State/UT for minimum and additional posts, the method of their implementation particularly in difficult area will require consideration.

E. Norms for Transfer of Teachers

(i) Basic issues

28. With a view to ensure that transfer policy should not be at cross purpose with the National Policy on Education (wherein it is provided that a teacher may not be transferred till he/she is promoted or there are some unavoidable exigencies), it is to be considered whether the transfers should be minimised to encourage commitment/ dedication and involvement by teachers. At the same time, it is also to be considered as to what should be the frequency of transfer with a view to avoid development of vested interests.

(ii) Authority/agency for fixing norms

29. As regards the authority/agency for fixing transfer norms, three issues are to be decided (a) whether the norms should be fixed by the District or Division or State level authorities, (b) whether there should be a separate authority for fixing transfer norms for tribal/backward/autonomous council areas, and (c) what should be the extent and level of public, professional and teacher representation/participation in the fixing of transfer norms.

(iii) Nature of norms

30. An important issue relating to the transfer norms pertain to the status and authority of the norms. It is therefore, to be considered whether the norms should be in the nature of mere guidelines or they should be in the form of statutory orders.

(iv) Norms

31. The various aspects involved in framing of rules for the transfer are:

- (a) Minimum and maximum period for stay at a place before transfers.
- (b) Jurisdiction of transfers: Whether it should be co-terminus with appointment cadre. If so, how to provide for vertical mobility and career promotion of teachers.
- (c) Quantum, nature and extent of special concessions/relaxation in rules in case of lady teachers, physically handicapped, teachers on the verge of retirement, national state awardees, near relatives of working defence personnel, husband and wife teachers, mutual transfers etc.
- (d) Time and frequency of transfers, grounds and authority for allowing mid-term transfer, if any.
- (e) Transfer policy with respect to the teachers with satisfactory work and willing to continue at a place in the interior areas.

- (f) Basis for ensuring equity e.g. length of stay at a place, competence, efficiency, subject speciality etc.
- (g) Rules regarding transfers on administrative grounds, e.g. promotion, deputation, retirement, resignation, disciplinary action etc.
- (h) Status of transferring authority vis-a-vis the appointment authority.

F. Effective Implementation

32. For effective implementation of recognised norms the issues for consideration/discussion are :

- i) Preparation of a computerised check list/register and its compulsory display at the block, district, division, and state head quarters.
- ii) checking of transfer register should be an essential part of the duties of inspection staff.
- iii) Teachers representative should be allowed an access to the transfer register.
- iv) There should be provision in the state education code for disciplinary action against the officer responsible for violating the transfer norms.
- v) There should also be codified provision for action against delay in implementation of transfer orders (leave, leave for extension in joining time, non-release of transferred officer under various pretexts, non-acceptance of transferred teacher by the institution the teacher is transferred to etc.)
- vi) Necessary steps against external influence. This perhaps is possible only when public, professional, political leaders are involved in the formulation of transfer norms and their strict implementation.

CABE SUB-COMMITTEE ON TRANSFER OF TEACHERS

Recommendations of the Meeting with
Representatives of National Level
Teacher Organisations (Paragrap 2.1.1)

TRANSFER OF TEACHERS

1. The National Policy on Education formulated at the national level has rightly given emphasis on the issue of transfer of teachers in the country. The transfer of teachers is one of the major causes of discontent among teachers, which invariably produces the adverse effect on the standard of education. In pursuance of this policy, the Central Advisory Board of Education has appointed a sub-committee on "Transfer of Teachers" to consider the question of posting and transfer of teachers and to evolve procedure and norms for the same. A Meeting of the National Level Teacher Organisations was convened by NIEPA on the "Transfer of Teachers" on 29 and 30th January, 1988 at NIEPA, New Delhi to get their views on issue of transfer of teachers. In this meeting representatives of various organisations took part as given in Annexures. Their views are summarised below :

It is unanimously felt that a teacher shall not be transferred except in the following cases :

- a) On promotion. A transfer due to promotion should be necessary only on account of non-availability of vacancy in the same institution/school. In that case he should be given option to select school of his/her own choice wherever vacancy exists.
- b) In case of the following exigencies -
 - i) Medical or health grounds of his and/or dependents
 - ii) Educational and/or professional improvement of his or and/or his dependents.

- iii) Necessary for planning bulk id and wife transfer.
- iv) Need for rationalization of staff as per prescribed norms
- v) Necessity of transfer to areas where need arises, by giving incentives subject to terms consent of the concerned teacher
- vi) Compulsory transfer to hard/difficult areas, for a period of three years by providing adequate financial incentives and facilities.
- vii) Mutual transfers-National/State/District level.
- viii) Awards
- ix) Posting to native place for five years before retirement.
- x) The office-bearers of the branches/recognized of the National and State Teachers Organisation at the local levels during their period of tenure as office-bearers.
- xi) Compassionate Grounds.

It is not only desirable but absolutely essential to adopt a policy of 'No Transfers' among teachers and to accept it as an essential part of their personnel managements. It will help to a) improve the standard of education given in the schools/institutions; b) give a teacher a peace of mind and stability in life; c) improve his own academic and professional standards; d) enable him to concentrate in his efforts to improve the school environment and the local conditions. It will be easy and helpful for the administration to deal with the contented and satisfied teacher.

Without making any discrimination between government/local body schools and non-govt schools, all teachers should have a common transfer policy

The teachers should have a separate "Transfer Policy" and should not be covered under general transfer policy as non-teaching staff as the teachers job requires dedication, closer association of local community and personal attention to students as individuals and is a non-profitable profession.

6. There should be the same transfer policy for teachers in all sectors (e.g. elementary, secondary) of education. The same transfer policy should also be applicable to teachers, heads of institutions and educational field supervisory staff.

7. It is essential to post/transfer a teacher at his/her native place or near his/her residence.

The 'difficult/extremely ^{/difficult areas'} should be defined as a place or a territory which is hilly, tribal or with inadequate transport and communication facilities. New recruits persons on complaint basis should not be posted/transferred to such areas. It shall be made compulsory for teachers male below 45 years and female below 40 years, during their service period, to work in these areas provided they are given the following incentives. a) 75% additional salary for working in 'Difficult Areas'; and b) 100% of additional salary for working in 'extremely difficult areas'.

9. It is suggested that a teacher should not be subject more than one ~~transfer~~ during his service career on the same post except in case of exigency transfers and 'difficult area' transfers. However, it would not apply to the initial posting in the first three years of appointment.

10. No transfers should be allowed during mid-term.

11. It should be made obligatory to specify the administrative and other reasons in any transfer order of teachers.

12. An out-of-state transfer should be permissible provided a) both the teachers have given their consent; and b) the administrative authorities of both the teachers give consent and issue orders of their release to that effect.

13. It is desirable to define 'medical', 'compassionate' and other special grounds of transfer at the time of formulation of transfer norms.
14. The husband and wife, both belonging to educational department, should be posted at the same station.
15. Efforts should be made, as far as possible, to bring husband and wife together where one of them is in department other than the education department.
16. The options of teachers for their transfers in respect of difficult places for posting should be obtained by the transferring authorities in advance. However, their consent should also be obtained before effecting transfer.
17. The SC/ST, lady teachers, physically handicapped, relatives of defence personnel, awardees and teachers on the verge of retirement should be given special consideration at the time of posting.
18. It is suggested that no post in a school should remain vacant for more than fifteen days. The Headmaster of a school be given power to fill such posts by temporary appointments/
19. The norms of 'Transfer Policy' should be in the form of statutory orders. These should be prescribed for state as a whole and no deviation should be allowed at any level of administration.
20. The transfer of any teacher should be effected only with the formal consent of the Head of the concerned School/Institution.
21. The Consultative Committees for Transfer of Teachers should be constituted with adequate representation from teachers organisations.

at all levels of administration. It should advise the transferring authorities, on transfer matters but should have mandatory authority to redress the grievances of teachers affected by transfers.

22. The application for inter-regional transfers within state should be disposed off within 30 days of the date of application. It is also suggested that each transferred teacher should enjoy the benefits of their past service period; pay protection and all consequential benefits.

23. As a long-term measure to solve the problem of transfer of teachers, it is suggested that their recruitment should be area based on projected requirements. Untrained persons should be selected particularly from backward areas and after training, they should be posted in their respective areas. During this period ^{they} should be given stipend equivalent to salary of the post.

24. There should be a necessary provision in the budget for the expenditure on account of payment of transfer TA/DA to teachers. This should be given in advance to the teachers who are transferred.

The teachers should be made to stay at the place of their work provided housing and other necessary facilities are given to them.

For effective implementation of transfer norms, there should be :

a) Computerised check list/register which should be displayed prominently at the concerned level;

b) a free access to the representatives of teachers organisations to the transfer register.

c) a notification of transfer list at least one month before the issue of transfer orders during which the teachers should have the privilege to raise any objections to transfers, if any. Such cases should be disposed within 15 days of the application by the Consultative Committee of Teachers' Transfers.

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Report of the Work done by CABE Committee on Content and Processes of Education particularly at the School Stage

The National Policy on Education 1986 along with the Programme of Action (POA) evolved for its implementation has provided the basis for a comprehensive approach to reorientation of the content and processes of education particularly at the school stage. The NPE has provided the broad guidelines for reorienting the content and processes of education in the context of the efforts to evolve a national system of education with a common education structure and a national curricular framework containing common core components. The POA has provided a broad strategy within which specific schemes could be drawn up by national and state level agencies for implementation of the policy directives.

In order to lay down guidelines for formulation of programmes and schemes as well as to monitor and evaluate the implementation of programmes designed to reorient the content and processes of education, particularly at the school stage, a Committee was set up under the chairpersonship of Smt. Krishna Sahi, Union Minister of State for Education and Culture.

The first meeting of the CABE Committee on Content and processes of education was held on 29th August, 1987. The second meeting was held on 25th January, 1988. During these meetings the committee identified the broad parameters of the thrusts for reorientation of the content and processes of education at the school stage and suggested measures for effective implementation of programmes and schemes initiated since the formulation of the POA.

The parameters of the thrusts directed towards the reorientation of the content and processes of education identified by the Committee include the following :-

- Articulation of a national system of education with a common structure and a national curricular framework containing common core components.
- development, production and introduction of revised instructional packages, including text books, based on the national curricular framework.
- Introduction of the norms of minimum levels of learning for each stage of education.

- development of learner-centred learning strategies and activity centred teaching methods.
- training of in-service teachers and other educational personnel and restructuring and reorganisation of teacher education programmes.
- Examination reform and introduction of continuous and comprehensive evaluation to improve the teaching learning processes.
- Improvement of science and mathematics education in schools.
- Strengthening of the technical support systems and development of professional capability at all levels for development of syllabi and instructional packages and for reorientation of teachers and other educational personnel.
- Provision of minimum essential facilities in all primary schools under the operation blackboard scheme.

Progress of Implementation of the Programme

In view of the fact that the process of reorientation of the content and processes of education at the school stage manifests itself in the design of the curriculum and the ways in which it is transacted, NCERT has initiated a series of coordinated measures for renewal of the school education curriculum and for development of instructional packages, including textbooks, based on the national curricular framework. The activities related to development and introduction of revised instructional packages are being carried out in three phases as indicated below :-

- Phase I. Development and production of instructional packages, including textbooks, for classes I, III & VI and their introduction in schools.
- Phase II. Development and production of instructional packages for classes II, IV, VII, IX & XI and their introduction in schools.
- Phase III. Development and production of instructional packages for classes V, VIII, X & XII and their introduction in schools.

The major steps undertaken by NCERT in this regard include the following :-

- (a) The National Curriculum for Primary and Secondary Education - A Framework which was developed by the National Council of Educational Research and Training (NCERT) in 1986 with the help of the concerned State Institutes and agencies has been revised in the light of the NPE 1986. A Curricular Framework for the senior secondary stage is also in the process of being finalised. The draft of the Framework was discussed at a meeting of experts. Based on the suggestions received at this meeting, the draft Framework has been revised and is expected to be published shortly.
- (b) Curriculum guidelines and model syllabi have been developed for all curricular areas at the primary, upper primary and secondary stages. These curriculum guidelines and model syllabi were sent to the State level agencies for facilitating development of instructional packages in different curricular areas at the state level. Text books and Teacher's manuals for classes I, III and VI have also been published. These instructional packages have been introduced in the Kendriya Vidyalayas and some schools affiliated to the Central Board of Secondary Education (CBSE) during the academic session 1987-88.
- (c) The manuscripts of the Text books and Teacher's Manuals for classes II, IV, VII, IX and XI have been finalised and will be published by June/ July 1988. These will be introduced into the Kendriya Vidyalayas during the academic session 1988-89. The lay-out, design illustrations and binding of the books have been improved considerably so as to make it attractive enough to get the attention and imagination of young children. The textbooks for classes VII to XII in **science** and mathematics are being prepared by a team of writers under the Chairmanship of Prof.C.N.R. Rao, Director, Indian Institute of Science, Bangalore and Chairman, Science Advisory Committee of the Prime Minister. The writing teams consist of experts from universities, NCERT and other national level institutions.

Instructional packages, including textbooks, for classes V, VIII, X and XII will be developed during the academic session 1988-89. These materials will be introduced in the Kendriya Vidyalayas during the academic session 1989-90.

- (d) Instructional materials, including textbooks developed by the NCERT for classes I, III and VI have been circulated to the concerned state agencies for adoption/adaption/modification so that the states could introduce these materials during the academic session 1988-89.
- (e) Special efforts have been made to develop exemplar packages related to the common core components indicated in the NPE-1986. A few exemplar materials have been prepared and published. In addition to this, a syllabi for teaching the History of Freedom struggle has been developed. Guidelines have also been developed for the teaching of History of Freedom struggle at all levels of school education. Two supplementary readers titled 'Thinking Together' and 'Contour of Courage' have been published as part of the efforts to promote value orientation and national integration.
- (f) ~~Instructional packages~~ on 22 work experience activities related to ~~Agriculture, Commerce, Home Science and Technology~~ have been developed and published for introducing the revised Work Experience Programme in schools. These materials are being sent to all the states/Union Territories so that based on these, the States/UTs could develop packages on different activities relevant to their needs.
- (g) As part of the efforts to reorient the content and processes of education at the school stage, steps have been initiated to improve evaluation practices in schools. An outline of the scheme of comprehensive and continuous evaluation covering both scholastic and non-scholastic aspects of pupil growth has been evolved. Work has also been initiated on the preparation of guidelines for introduction of scaling and grading in examinations. The preparation of guidelines and detailed procedures for maintenance of students records at different stages of school education is in progress.
- (h) A mass orientation of five lakh school teachers annually is being done through NCERT and the state Governments since 1986 in order to increase the motivation of teachers for implementation of the

NPE and to better equip them to play their role in the process of educational reform. During 1985-86, 4,42,474 teachers were trained and during 1986-87, 4,55,325 teachers were covered under the programme. The programme will be continued upto 1990.

A task-oriented programme was conducted to train about 1400 primary teachers of the Kendriya Vidyalayas for properly implementing the new set of instructional materials for classes I and III. In these training programmes, child-oriented and activity based teaching-learning strategies were demonstrated.

In addition to these, a special training programme was also organised for primary teachers from Bihar.

On specific requests from States/UTs, NCERT has been providing technical assistance to the state level agencies for development of syllabi and instructional packages based on the national curricular framework. Most of the States/UTs have initiated steps for renewal of the school curriculum keeping in view the national curricular framework and the model syllabi developed by NCERT. A number of States/UTs have set up committees to review the existing curriculum at the school stage and to develop syllabi based on the national curricular framework. Some of the States have also initiated actions for development of revised instructional packages, including textbooks, for classes I, III & VI. These States/UTs are expected to closely follow the NCERT time phasing for the introduction of revised instructional packages by introducing in the schools new textbooks for classes I, III & VI during the academic session 1988-89, for classes II, IV, VII, IX & XI during the academic session 1989-90 and for classes V, VIII, X & XII during the academic session 1990-91. Thus, the cycle of revision and introduction of new instructional packages, including textbooks, based on the national curricular framework are expected to be completed in these States by 1990-91. The other State/UTs which would introduce new instructional packages in classes I, III & VI during the academic session 1989-90 are expected to complete the cycle of introduction of revised instructional packages by 1991-92.

In addition to the tasks carried out by NCERT, the Ministry of Human Resource Development, Government of India has formulated several schemes which have bearing on the reorientation of the content and processes of education at the school stage. These include the following:-

(a) As part of the efforts to restructure and reorganise teacher education in the country and to strengthen professional support network for training of teachers a Centrally-sponsored scheme has been prepared. The scheme has the following components:

- Setting up of 400 District Institutes of Education and Training (DIETs) as the pivotal institutions for improving the quality of education at the elementary stage.
- Strengthening of 250 secondary teacher training colleges and development of about 50 of them as Institutes of Advanced Study in Education.
- Strengthening of State Council of Educational Research and Training (SCERTs) so as to enable them to serve as the catalytic resource agency primarily for restructuring of elementary education, and
- Strengthening of Department of Education in universities in order to encourage research, educational study and to prepare manpower needed for the reorganisation of teacher education.

Detailed guidelines for setting up the DIETs and for strengthening secondary Teacher Training Colleges have been prepared. The State Governments are in the process of finalising the proposals for establishment of DIETs.

(b) A Committee was set up under the Chairmanship of Prof. Yash Pal, Chairman, UGC, for implementation of programmes for improvement of science education. The Committee has stressed the need for proper motivation of teachers in order to enable them to play their role effectively and for provision of suitable training to them. On the basis of the recommendations of the committee a scheme for improvement of Science Education in schools has been prepared. The scheme envisaged provision of science kits to upper primary schools, upgradation and strengthening of science laboratories in secondary and higher secondary schools, provision of financial assistance to improve library facilities in secondary and higher secondary schools, setting up of District Resource centres for Science Education for training of teachers and for development of instructional materials and provision of assistance to voluntary organisations for

undertaking innovative projects and resource support activities in science education. In this regard, NCERT has designed a functional science kit for upper primary stage as part of its efforts to improve science education in schools. The other activities carried out by the Council includes preparation of a list of recommended books as a guideline to states and a list of equipment which would be used by schools in the country.

- (c) NCERT has been engaged in developing curriculum guidelines, syllabi, textbooks, supplementary readers etc. with a view to inculcating environmental awareness among students. In order to develop a **specific** programme for promotion of environment education. The Ministry of Human Resource Development (MHRD) has prepared in consultation with the Department of Environment, Wile Life and Forests, a scheme to promote environmental orientation to school education. The scheme envisages provision of financial assistance to the State/UT Governments for taking up projects on environmental activities. Each project will cover an ecologically homogenous area and would comprise a few blocks or upto 3-4 districts. The scheme envisages provision of assistance to voluntary agencies on 100% basis for undertaking experimental and innovative programmes in the field of environmental education. Another aspects of the scheme is provision of assistance to schools having land and water facilities to raise nurseries and to take up plantation.
- (d) Since the reorientation of content and processes of education is influenced by the academic and physical facilities available in the schools, steps are being initiated to improve the physical and academic facilities for schools, especially in primary schools. Under the Operation Black Board Scheme, steps are being taken to ensure that all the primary schools have essential facilities in terms of class rooms, toilets, two teachers and teaching aids, by 1990.

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CABE COMMITTEE ON COMMON SCHOOL SYSTEM - INTERIM REPORT

The CABE Committee on Common School System met under the Chairmanship of Prof. D.S. Kothari on 22/1/88. All but one of the members were present and Shri Anil Bordia, Education Secretary, attended as a special invitee. The Committee considered the paper attached Annexure-I to this report as a basis for discussion. The paper described the present situation and identified relevant issues for consideration. It was also circulated to the State Governments to elicit their comments, if any, on the manner in which action to implement para 3.2 of NPE, 1986 might be initiated, but no State Government had sent their comments so far. The Committee also felt the need for certain details in order to consider the whole issue further and might, if possible, meet in the month of March, 1988. In the meantime, this interim report is being submitted for information.

2. The National Policy on Education, 1986 reiterates the Policy enunciated in 1968 as follows:

"The concept of national system of education implies that, upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes, Effective measures will be taken in the direction of the common school system recommended in the 1968 Policy".

3. The National Policy on Education 1968 accepted the relevant recommendations of the Education Commission which were in substance that "we must move towards the goal of a common school system of public education:

- which will be open to all children, irrespective of caste, creed, community, religion, economic conditions of social status;
- where access to good education will depend not on wealth or class but on talent;
- which will maintain adequate standards in all schools and provide at least a reasonable proportion of quality institutions;
- in which no tuition fee will be charged; and

- which would meet the needs of the average parent so that he would not ordinarily feel the need to send his children to expensive schools outside the system".

The Commission made a series of specific recommendations to implement this policy, envisaging close supervision of (aided) private schools to ensure their satisfactory management, providing more freedom and assistance to the better schools, improving the grant-in-aid system, etc. A summary of their recommendations is appended to Annexure-I. However, the Commission did not recommend any compulsory negative measures affecting independent i.e., private un-aided schools. These latter would remain outside the common school system, a recommendation made partly in view of the provision of Articles 30 and 19 of the Constitution.

4. Despite the wide measure of general agreement as to the desirability of a common school system on the lines suggested, the actual trend of development between the two identical policy declarations of 1968 and 1986 tended to run in the contrary direction. There is, at any rate, a widespread general impression that class differentiation in schooling has tended to increase rather than to decrease. The schools most conspicuously outside the common school idea viz., private un-aided schools, accounted for nearly 10% of primary enrolment and over 7% of secondary enrolment in urban areas at the time of the Fourth All India Educational Survey. A good number of these were presumably English-medium schools of more or less exclusive character. Private schools including aided schools accounted for nearly 39% of primary enrolment and nearly 70% of secondary enrolment in urban areas. Another visible circumstance is the apparently increasing popularity of English-medium education, even when it is of quiet indifferent quality.

5. The Common School System was one of the most important recommendations of the 1968 Education Policy. It will be

necessary to consider the fact that so far little has been done to realise this major objective - perhaps the most basic objective - of national educational policy. The following observations are relevant in this regard:

(1) Quality of Schools: There is a close relationship between the goal of a common school system, the national objective of universalisation of elementary education, and the pressing need to improve the quality of education imparted in the schools which may be described as those in the "public sector" i.e. those run by the Government or by the municipal bodies or panchayats. The school system has expanded rapidly, thus widening the access to education, but this has been generally accompanied by a decline in standards and poor availability of minimum facilities. This has tended to create a "push" factor towards private education. The apparently increasing popularity of English-medium schools is in part only a reflection of this, it being widely felt not only that the capacity to use the English language improves a child's latter prospects in life, but also that the desired proficiency in English cannot be attained through study of it as a second language in the existing "public sector" schools. In fact there is no necessary contradiction between the study of the English language (as a second language) and the common school system. Moreover, at the primary level the Roman alphabet should be taught to all children, as being a feature of modernisation and as being required in science and technology and for various practical purposes not directly related to the use of the English language.

Therefore, while schools conforming to the common school system must necessarily teach children through

The medium of the local language it ought to be possible to reduce the demand for English-medium education as well as for private education through other means substantially if a genuine improvement in the standards, facilities and general atmosphere of "public sector" schools, and in the general public perception of them, could be achieved.

(2) Need for a positive approach : The two aspects of the common school idea are : one the positive one or promoting the idea through appropriate institutions and the other the discouragement of schools outside those identified as the common school system, whether by statutory regulation or by other administrative measures. It may perhaps serve a more useful purpose at the present stage to attempt a positive course by establishing some schools designed to function as genuine common schools in the locality, successfully attracting students from the neighbourhood belonging to different sections of society and maintaining a standard and atmosphere conducive to this. Particular schools might be selected for this purpose and their achievement watched. This is an area in which voluntary agencies might, with appropriate assistance and support, play an important role.

(3) Community participation: If a school is to serve as a common school for the locality it should be an important centre of local activity, touching the life of the local community in various ways. In fact the fostering of community participation in the local school system is a steps towards the common school idea. The NPE, 1986 lays down that "local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement". The role of the schools identified for the purpose of development of a common school system might, further, be widened in order to integrate them

better with the life of the local community, by combining also adult education and women's activities etc., with their management and functioning, making use of the school buildings as community centres for such purposes after the normal school hours. It is recommended that these considerations should be taken into account while evolving the system of local management of education in pursuance of NPE, 1986.

(4) Organisational arrangements : It needs to be stressed that the objectives of a common school system can only be achieved over a period of time. A sustained continuing effort would be necessary in several directions. The important thing is to make an earnest beginning.

If there are a number of local schools which are attended by children of substantially different social and economic backgrounds living in the locality, this will be a step in the right direction. Even such a limited achievement in any urban area in the country would mark a significant achievement. Moreover, every measure of success achieved in this direction will have some cumulative effect.

In the light of the preceding observation it was felt that a major step towards the goal of Common School System would be to set up an organisation or National Council which would have as a continuing commitment (and as its sole responsibility), the promotion of the common school idea, and the development of the system of common schools. Indeed, a lesson of our past experience is that the common school system may not get off the ground in the absence of such an organisation committed to it on a continuing basis.

Conclusion : The ideas contained in this interim report will be examined further by the Committee. The comments of the state

Governments which have been sought; and the observations, if any, made in the meeting of the Central Advisory Board of Education fixed for 11-12 March, 1988 will also be taken into consideration.

COMMON SCHOOL SYSTEM

The inequalities in our system of school education, which both reflect and contribute to the gross inequalities of status and opportunity which are a feature of our society are not a new issue in educational policy. The recommendations contained in the report of the Education Commission 1964-66 make a convenient starting point here. Prominent among the broader national educational objectives spelt out in the initial chapter of the report of the Education Commission 1964-66 were the following observations on educational inequalities and the desirability of a Common School System:

"Good education, instead of being available to all children, or at least to all the able children from every stratum of society, is available only to a small minority which is usually selected not on the basis of talent but on the basis of its capacity to pay fees. The identification and development of the total national pool of ability is greatly hampered. The position is thus undemocratic and inconsistent with the ideal of an egalitarian society. The children of the masses are compelled to receive sub-standard education and, as the programme of scholarships is not very large, sometimes even the ablest among them are unable to find access to such good schools as exist, while the economically privileged parents are able to 'buy' good education for their children. This is bad not only for the children of the poor but also for the children from the rich and privileged groups. It gives them a short-term advantage in so far as it enables them to perpetuate and consolidate their position. But it must be realised that, in the long run, their self-interest lies in identifying themselves with the masses. By segregating their children such privileged parents prevent them from sharing the life and experiences of the children of the poor and coming into contact with the realities of life. In addition to weakening social cohesion, they also render the education of their own children anaemic and incomplete".

If these evils are to be eliminated and the educational system is to become a powerful instrument of national development in general, and social and national integration in particular, we must move towards the goal of a common school system of public education:

- which will be open to all children, irrespective of caste, creed, community, religion, economic

- where access to good education will depend not on wealth or class but on talent;
- which will maintain adequate standards in all schools and provide at least a reasonable proportion of quality institutions;
- in which no tuition fee will be charged; and
- which would meet the need to send his children to expensive schools outside the system.

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"Such an educational system has, for instance, been built up in the USSR and is one of the major factors which have contributed to its progress. It has also been developed, in different forms and to varying degrees, in other nations like the USA, France and the Scandinavian countries. The traditional English system has been different and has allowed good education, under private management, to be largely reserved for those who have the capacity to pay the necessary fees. But recently, the so-called Public Schools have come in for strong criticism to England itself and it is not unlikely that a radical change may be initiated to make them more democratic. A somewhat similar system was transplanted in India by British administrators and we have clung to it so long because it happened to be in tune with the traditional hierarchical structure of our society. Whatever its past history may be, such a system has no valid place in the new democratic and socialistic society we desire to create. We examine more fully elsewhere how this programme can be implemented".

2. The Commission went on to make specific recommendations, a summary of which is attached as Annexure-I. The measures suggested were:-

- (a) abolition of discrimination between teachers working on different managements;
- (b) abolition of tuition fee;
- (c) minimising the existing discrimination between schools under different managements, providing all schools 'with the minimum essential conditions necessary for good education';
- (d) adoption of the neighbourhood school plan, over a period of 20 years, under which at the lower primary stage all children in the neighbourhood should be required to attend the neighbourhood school;

The Commission envisaged close supervision of private schools to ensure their satisfactory management, providing more freedom and assistance to the better schools in a carefully discriminating manner, and strengthening their management as well as refining and improving the grant-in-aid system. However, the Commission did not recommend compulsory measures which would entail the closure of independent (i.e. private un-aided) schools. Independent schools though not viewed with much favour by the Commission, would remain outside the common school system, partly in view of the provisions of articles 30 and 19 of the Constitution.

3. The report of the Committee of Members of Parliament on education 1967, which was appointed to consider the recommendations of the Education Commission, went a little further than the Education Commission, recommending a compulsory common school system. The Committee recommended that:

"To strengthen social unity and to provide equality of opportunity to the less advanced sections of the society, the unhealthy social segregation that now takes place between the schools for the rich and those for the poor should be ended; and the primary schools should be made the common schools of the nation by making it obligatory on all children, irrespective of caste, creed, community, religion, economic condition or social status, to attend the primary school in their neighbourhood. This sharing of life among the children of all social strata will strengthen in sense of being one nation which is an essential ingredient of good education. Moreover, the establishment of neighbourhood schools will induce the rich, privileged and powerful classes to take an active interest in the system of public education and thereby bring about its early improvement. In implementing the programme, the rights of linguistic minorities should not be adversely affected, and the transition to the new pattern should be carefully planned and implemented with a view to improving amenities and standard of all schools".

The common school system was listed as one of the priorities for immediate action within the next five to ten years, relating it also to free primary education with provision of free books, an intensive programme for reduction of wastage

and stagnation, and the provision of 'good' and effective primary education of at least 5 years' duration.

4. There was some dissent. Two members, S/Shri Dinkar Desai and S.S. Diwedi, while not dissenting from the report, were not sure of the constitutional feasibility of compelling parents to send their children to a particular school, and wanted this aspect to be examined. S/Shri R.K. Amin and A.K. Ghanda dissented from the idea of enforcing a common school system by compulsion, and also expressed the fear that it may destroy the 'good' in the hope of better education by shutting out the scope for experimentation and destroying some of the good schools in existence. They also felt that it was 'not the only means to achieve social unity' and might actually hinder efforts at such unity if a locality was exclusive to the rich or to a single caste. Shri A.E.T. Barrow recorded a rather impassioned note of dissent calling the recommendations 'the very negation of democracy and a wholly regrettable assertion of totalitarianism' depriving the parent of the right of decision about his child's education. S/Shri Dabhyabhai Patel and R.K. Amin express similar views: "This smacks of the communist methods of regimentation, of destroying even what is good, in the hope of providing something that is expected may be good in the future.....".

5. The National Policy on Education 1968 accepted the recommendations of the Education Commission on the common school system, including this as one of the items in the para on 'Equalisation of Educational Opportunities'. It was further stated in this connection that 'efforts should be made to improve the standard of education in general schools. All special schools like public schools should be required to admit students on the basis of merit and also to provide a prescribed proportion of free-studentships to prevent segregation of social classes. This will not, however, affect the rights of minorities under article 30 of the Constitution'

6. The goal of a common school system and the broader goal of equality of opportunity remain distant. The paper 'Challenge of Education - a Policy perspective' brought out by the then Ministry of Education in 1985 admitted (though not particularly in this context) that 'an educational system does not operate in a vacuum. It is greatly influenced by the characteristics of the environment. Educational Planning can start in a meaningful fashion only when the decision makers in a society have spelt out its quantitative, qualitative, spatial and temporal objectives and also enunciated the manner in which the demands of equity and excellence would be met and the priority that would be accorded to them within the tight constraint of resources'. 'Elsewhere this document also refers to the inequalities in quality and coverage of education among the various social and economic groups in the country' and their 'wider implications to the extent education has an impact on the outlook, the self-esteem and the socio-economic and political progress of people'. Again, 'privately managed quality institutions are generally located in the urban areas which, because of the medium of instruction, provides greater exposure to a multiplicity of formative forces on pupils and a far more competitive environment, take away the lion's share of unreserved seats in the prestigious courses in engineering, medicine and management. It has been argued that, despite efforts, it has not been possible to eliminate a cultural bias in favour of urban studies in general and public school products in particular, in the methods used for testing for admission for higher classes or jobs. Continuous monitoring of the persistence of this bias and research into methodologies of eliminating this has to be undertaken in the interest of equity'.

7. In fact, it may well be that such relative equalisation of educational opportunities as has taken place in India since the NPE 1985 is attributable merely to the expansion of the system, which has provided wider access to school education. The Education Commission 1964-66 reported that 33% of schools

were privately managed, including 22.2% of lower primary schools, 27.1% of upper primary schools and as many as 69.2% of secondary schools. More than two decades later, at the time of the Fourth All India Educational Survey, 8.72% of primary sections were privately managed, but, interestingly as many as 46.36% of primary sections in urban areas were privately managed. Private schools still accounted for as much as 15.59% of primary enrolment, and for 38.39% in urban areas. At the middle stage 21.56% of schools, accounting for 46.5% of enrolment were private, these percentages being 35.89 and 34.65 in urban areas. At the secondary level, 61.46% of schools continued to be privately managed, accounting for 63.66% of enrolment; in the urban areas 69.49% of secondary schools were privately managed.

8. Another relevant factor would be the apparent growth of English-medium schools, since this trend is apparently inconsistent with the idea of a common school system. The Education Commission mentioned that "the independent schools generally charge high rates of fee, pay higher scales of salary to their teachers and adopt English as the medium of instruction. The number of these schools is almost microscopic in relation to the total number of educational institutions in India. But they have a very high prestige..... mainly because the children of the most powerful groups in society attend them.These schools create an important problem in social integration by segregating the richer classes". The inadequacy of the Government of India's programme of scholarships with these schools was referred to. According to the figures available from the Fourth All India Educational Survey, the percentage of enrolment in private un-aided schools (out of total enrolment) is as follows:-

	Rural	Urban	Total
Primary	0.76%	9.92%	3.00%
Middle	3.87%	6.35%	5.03%
Secondary	2.57%	7.16%	3.70%

It is reasonable to assume that a substantial proportion of these schools were English-medium schools of a more or less exclusive character.

9. The Fourth All India Educational Survey also brought out the disparity in facilities between private and Government, etc. schools. For example 44.77% of private un-aided primary schools had libraries with more than 200 books, as against 21.99% of private aided schools, 15.71% of schools run by local bodies and only 13.23% of Government schools. This did not occur, so far as libraries are concerned, in the case of middle and secondary schools. However, the balance was markedly in favour of private schools in respect of some other facilities, e.g. availability of blackboard, continuous supply of chalk, availability of mats and furniture for students, chairs and tables for teachers, etc., though in some respects the private aided schools compared favourably with the private un-aided ones.

10. The National Policy on Education 1985 places greater stress on equality and reiterates the 1968 policy about common schools:-

"The concept of a National System of Education implies that, upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the common school system recommended in the 1968 policy".

The other principal means by which equality is to be achieved are spelt out as special emphasis on women, scheduled castes, scheduled tribes and other educationally backward sections, minorities, the handicapped, and non-formal and adult education. The universalisation of elementary education is given great emphasis and new targets laid down for it, viz. that children who attain the age of about 14 years by 1990 should have received elementary education.

equivalent and that by 1995 all children should be provided free and compulsory education upto 14 years of age. This effort is to be accompanied by, or rather is part of a very thorough overhaul and reorganisation of the school educational system.

1.1.3. The present committee has been set up 'to examine the question of common school system and to recommend specific proposals for action in this behalf'. The issues for consideration in this connection would perhaps include:-

1. the relationship between the goal of a common school system and other aspects of educational policy, like the universalisation of elementary education, the intended improvement of school facilities (notably through Operation Blackboard), reorienting the content and process of education, the improvement of teacher education, the greater participation of the local community in the management of the school system, etc.; and the extent to which the object of a common school system can realistically be pursued independently of these other necessary improvements.
2. the precise implications for the different kinds of schools in existence, and the nature of legislation, if any, envisaged in this regard. (While the position of independent schools may be regarded as settled by the policy, the recommendations of the Education Commission regarding private aided schools may require updating and elaboration, and there are other categories of school in the government sector, e.g. the Kendriya Vidyalayas, etc., which may also need to be looked at).
3. the definition of objectives with reference to a realistic time-frame, which may include consideration of the advisability of planning for the phased achievement of limited objectives (as distinct from an all-or-nothing approach) keeping the past experience and real situation in view.

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SUMMARY

1. A sympathetic and imaginative system of supervision and administration is essential for initiating and accelerating educational reform.

10.01

2. The Common School System of Public Education. The Common System of Public Education would include all government schools, all local authority schools and all aided private schools. Only two types of schools will remain outside it - independent schools and unrecognised schools.

- (1) The objective of educational policy should be to evolve, over the next 20 years, a common school system of public education which would cover all parts of the country, provide equality of access to all children and will maintain such a standard that an average parent will not feel the need to send his child to an independent or unrecognised school.
- (2) The following steps will have to be taken to create the common school system of public education:-
 - (a) The existing discrimination between teachers working under different managements should be done away with.
 - (b) Tuition fees should be abolished in a phased programme at the primary stage by the end of the Fourth Plan and at the lower secondary stage by the end of the Fifth Plan.
 - (c) The existing discrimination between schools under different managements should be reduced to the minimum and all schools should be provided with the minimum essential conditions necessary for good education.
 - (d) The neighbourhood school plan should be adopted at the lower primary stage so as to eliminate the segregation between schools for the privileged and schools for the underprivileged.

(3) Government and Local Authority Schools. Government and local authority schools do not generally maintain requisite standards because teachers in these schools develop little institutional loyalty and the contact with the local community is either negligible or absent. These weaknesses should be overcome by the following measures;

(a) A school committee with local representation should look after the management of every government and local authority school or a group of schools in an area. Each committee will operate its own school fund for the provision of services in schools.

(b) Rational policies of transfers should be formulated so that teachers are not changed too often.

(c) Greater freedom should be given to these schools.

10.07.03

(4) Private Schools. It is the responsibility of government to see that private aided institutions are satisfactorily managed through adequate support. Those that are not so managed should be taken over or eliminated.

(5) A discriminating policy needs to be adopted in respect of assistance to and control of private aided institutions. The better schools should be given more freedom and assistance so as to enable them to develop into the nucleus of the common school system.

(6) With the abolition of tuition fees, most private schools will come within the common school system and should be assisted to strengthen their management in the following ways:-

(a) Each private school should have a managing committee consisting of representatives of the management, the Education Department and teachers.

(b) The staffing of these schools should be broadly on the pattern of government or local authority schools.

(c) Grant-in-aid should be improved on the basis indicated in the Report.

(7) It should be an ^{rule} invariable that educational institutions must be conducted by non-profit-making bodies in order to be eligible for assistance.

(8) Grant-in-aid codes should be amended to authorize the State Education Departments to take over the management of private schools which do not satisfy requirements and which have persistently failed to come up to prescribed standards. 10.08.17

(9) Good Quality Private Schools, Good private schools which abolish tuition fees under the common schools system should be helped to maintain existing standards and grant-in-aid should be adjusted on the basis of the quality schools as recommended in the Report and not on the basis of the level of the ordinary schools. 10.13

(10) The Neighbourhood School. The present social segregation in schools should be eliminated by the adoption of the neighbourhood school concept at the lower primary stage under which all children in the neighbourhood will be required to attend the school in the locality. This plan should be implemented in a period of 20 years as follows:-

(a) During the first ten years, all primary schools should be improved to the minimum level and about 10 per cent of schools should be raised to a higher standard.

(b) Simultaneously the neighbourhood school system should be introduced at the lower primary stage as a pilot project in areas where public opinion is in favour of it. 10.19.20

(11) To encourage children to study in the common school system, scholarships at the school stage given by government and local authorities should be tenable only in a school functioning within the common school system of public education. Similarly, ninety per cent of the scholarships awarded from public funds at the university stage should be open only to those students who have received their secondary education in schools functioning within the common school system.

10.21

Report of the work done by CAFE Committee on Vocationalisation

A meeting of the CAFE Committee on Vocationalisation was held under the Chairmanship of the Union Minister for Human Resource Development on the 15th December, 1987. Members of the Committee were apprised of the salient features of the new Centrally-sponsored scheme of Vocationalisation of Secondary Education. It was explained that the physical targets and the financial requirements proposed in the scheme were commensurate with the objective of 10% enrolment of higher secondary students to vocational stream by 1990 and 25% by 1995 as laid down in the National Policy on Education. After general discussion on the problems which this programme was facing, 3 specific issues came up for detailed discussions - (i) avenues for vertical mobility for vocational students; (ii) vocational courses for girls and women and (iii) vocational courses suitable for rural areas. Regarding vertical mobility, it was mentioned that one of the main objectives of having vocational courses was to provide an alternative to pursue higher education without any particular aim or purpose. In view of this, access pursuit of higher education even after undergoing vocational courses should be prevented. At the same time opportunities should be created for professional improvement of vocational students. Regarding problem of vocational courses for girls, it was felt that the choice of vocational courses in girls schools should not be the usual stereotype vocational courses meant for women and girls. The sole criterion for selection of vocational courses should be the availability in that area and not the common assumptions about suitability of any course for girls. For rural areas, it was felt that it was very difficult to assess the demand for manpower particularly because of the fast changing technology. There were many areas where there were sufficient job opportunities but it was difficult to formulate a two-year course for those specific job requirements. It was suggested that the possibility of having multi-skilled workers for rural areas may be explored.

2. After extensive discussions on the above issues, it was decided to appoint two separate Groups to go into the question of formulation of appropriate vocational courses for women and for rural areas and laying down specific guidelines in this regard. The members requested HRD to set up the ad hoc Groups. Accordingly the Minister has constituted the two Ad hoc Groups as decided in the meeting of the CAFE Committee on Vocationalisation and the Ad hoc Groups have already started their work. Both the Groups are expected to complete their task in a period of two months.

REPORT OF THE WORK DONE BY CARE COMMITTEE
OF SCHEDULED CASTES/SCHEDULED TRIBES AND
OTHER EDUCATIONALLY BACKWARD SECTIONS

Programme of Action on NPE 1986 envisaged that Standing Committee of the CARE be constituted to monitor and review implementation of all educational programmes for Scheduled Castes, Scheduled Tribes and other educationally backward sections at the central level. Accordingly a CARE Committee was set up under the Chairmanship of Smt. Rajendra Kumari Bajpai, Minister of State for Welfare. A list of members of the Committee is given at Annexure 'A'. The first meeting of the Committee was held on 24th September, 1987. After detailed discussions the following broad conclusions were arrived at the meeting.

- i) With a view to ensure proper coordination and implementation of programmes meant for Scheduled Castes, Scheduled Tribes and other backward sections of the community including educationally backward minorities, the State Govts. should consider establishment of a nodal agency at the State level, on the lines of the CARE Committee at the Centre. This should help proper planning, coordination and monitoring of the programmes;
- ii) Since implementation of programmes at present are distributed over more than one agency, detailed guidelines should be evolved for monitoring of all programmes benefiting the SC/ST and other backward sections. A comprehensive monitoring proforma covering all the schemes for

SC/ST is being prepared by a Joint Committee consisting of the Ministry of Welfare, Department of Education and the Planning Commission which may be circulated to the State Governments who may be requested to submit quarterly progress reports on implementation. Implementation of the schemes will be monitored jointly by the Ministry of Welfare and the Department of Education. The department of Education would monitor general programmes like opening of schools, appointment of teachers, micro-planning, preparation of Text-books while the Ministry of Welfare would monitor incentive programmes and setting up of hostels and Ashram schools.

iii) The Committee noted that simplification of procedure and elimination of delays in provision of incentives and timely disbursement of scholarships should receive emphasis and attention. Necessary guidelines based on the recommendations of the Committee set up in the Ministry of Welfare need be sent to the States who may be requested to set up necessary mechanisms for ensuring timely disbursement of scholarships.

iv) Improvement of the quality of the programmes, it was felt, would depend considerably on detailed micro-planning which calls for both an area development approach as well as beneficiary oriented approach. The committee noted that the State Governments have already been requested to undertake a detailed survey in micro-planning under the schemes "Operation Blackboard" and "School Mapping".

It was felt that the NIEPA could evolve broad guidelines on micro planning based on its own project in Mewar, the Gandhigram Experiment and such other case studies which could be circulated to the State Governments, so that they could undertake detailed exercise, keeping these models in view at local levels.

v) The Committee placed emphasis on the need for remedial and special coaching for SC/ST as well as students belonging to other educationally backward minorities to infuse a spirit of confidence and competition among them. The Committee noted that the department of Education has already formulated a scheme on remedial and special coaching to SC/ST students from class IX onwards which has been circulated to all the State Governments. The State Governments may be requested to ensure that full advantage is taken of this scheme and remedial coaching facilities organised at nodal centres as early as possible. The Committee also noted the experiment of the Homi Bhabha Centre for Science Education and it was felt that the conclusions of this project may be given widest possible dissemination so that the State Governments would introduce similar programmes.

vi) Concurrent evaluation of programmes should necessarily be built into each project/scheme to ensure effective utilisation of available resources and enable mid-course corrective action to be taken. This would improve the quality of implementation of the programme and ensure better co-ordination of the scarce resources available.

vii) Members noted the urgent need for provision of adequate resources for the new initiative contemplated in the Programme of Action for educational development of Scheduled Castes/Scheduled Tribes and other educationally backward minorities. Members also placed emphasis on the need for early finalisation of the new schemes included in the Programme of Action.

viii) The Committee noted that the Department of Education has already evolved a detailed quarterly monitoring proforma regarding implementation of Programmes for educationally backward minorities. Members suggested that the State Governments should set up Special Cells at the State level and monitor effectively all programmes meant for the benefit of educationally backward sections including minorities. It was also felt that the State Governments should evolve guidelines for recognition of educational institutions managed by minorities.

The recommendations of the CABE Committee have been brought to the notice of the Education and Welfare Depts. of the State Governments/UT Administrations. A copy of the letter conveying certain guidelines in accordance with the recommendations of the CABE Committee is attached (Annexure B).

The Committee also suggested that it should meet at periodical intervals. The date for the next meeting will be fixed after ascertaining convenience of the Chair person.

: :

11. Ms. Nirmala Deshpande
President, Harijan Sevak Sangh
Campus, Kingsway Camp, Delhi.
12. Prof. V.G. Kulkarni
Director, Homi Bhabha Centre
for Science Education,
Tata Institute of Fundamental
Research, Homi Bhabha Marg,
Colaba, Bombay - 400005.
13. Shri P.S. Krishnan
Secretary (SI & SI)
Govt. of Andhra Pradesh
Hyderabad.
14. Shri P.K. Patnaik
Joint Secretary (Planning)
Department of Education
Shree Bhawan, New Delhi. Member-Secretary

P.K. PATIL
Joint Secretary(P)

M/o HUMAN RESOURCE DEVELOPMENT
(DEPARTMENT OF EDUCATION)
GOVERNMENT OF INDIA

No.F.6-6/87-SC/ST

NEW DELHI
FEBRUARY 9, 1988

Dear

The Programme of Action on National Policy on Education 1986, in chapters 13,14 and 15 has enlisted a number of programmes to be taken up for meeting the educational needs of Scheduled Castes, Scheduled Tribes, Minorities, handicapped and other weaker sections of the society.

As envisaged therein a Committee of the Central Advisory Board of Education has been set up under the Chairmanship of Smt. Rajendra Kumari Bajpai, Minister of State for Welfare to monitor and review the educational programmes meant for weaker sections. The first meeting of the Committee was held on 24th September, 1987 and the important recommendations made by the Committee which call for action at the State level are listed below:-

1. With a view to ensure proper coordination and implementation of programmes meant for Scheduled Castes, Scheduled Tribes and other backward sections of the community, the State Governments should consider establishment of a nodal agency at the State level, on the lines of the CABE Committee at the Centre. This should help proper planning, coordination and monitoring of programme;

2. Simplification of procedure and elimination of delays in provision incentives and timely disbursement of scholarships should receive immediate attention.

3. Improvement of quality of programmes would depend considerably on detailed micro-planning which calls for both an area development approach as well as beneficiary oriented approach. The detailed survey in micro-planning under the scheme of Operation Blackboard and School Mapping should be made use of for the upliftment of the weaker sections.

4. Need for remedial and special coaching at all levels of education should receive special emphasis. The State Governments/UT Administrations may take fullest advantage of the Scheme on remedial and Special Coaching for class IX to XII, formulated by the Department of Education and circulated to all State Governments/U.T. Administrations on 28th August, 1987.

: :

5. Concurrent evaluation of programmes to be built into each project/scheme to ensure effective utilisation of valuable resources and enable mid-course corrective action.

6. Adequate provision of funds for the new initiatives contemplated in the Programme of Action. The Committee also placed emphasis on early finalisation of the new schemes envisaged.

7. Since implementation of programmes of present are distributed over more than one agency, detailed guidelines should be evolved for monitoring of all programmes benefitting the SC/ST and other backward sections. A comprehensive monitoring proforma covering all the schemes for SC/ST should be prepared by a Joint Committee consisting of Ministry of Welfare, Department of Education and Planning Commission which may be circulated to the State Governments who will be requested to submit quarterly progress reports on implementation. Implementation of the schemes will be monitored jointly by the Ministry of Welfare and Department of Education. The Department of Education will monitor general programmes like opening of schools, enrolment, appointment of teachers, micro-planning preparation of text books etc. while the Ministry of Welfare would monitor incentive programmes and setting up of hostels and Ashram Schools.

May I request you to kindly take action on the above recommendations and apprise us of the steps taken as feed back for the CAB-E Committee. As per recommendation 7 we are finalising the joint monitoring proforma which will be circulated to State Governments shortly.

With regards,

Yours sincerely,

Sd/-
(P.K. PATNAIK)

CABE COMMITTEE ON MANAGEMENT OF EDUCATION

The first meeting of the CABE Committee on Management of Education was held on 10th November 1987. Minutes of the meeting are enclosed. List of members and special invitees who attended this meeting is given at annexure I of the minutes. Meeting of the sub-Committee to prepare guidelines for management structure at the state level was held from 21-23 January, 1988. Recommendations are being finalised and will be placed before the main Committee in April, 1988.

MINUTES OF THE FIRST MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION COMMITTEE ON 'MANAGEMENT OF EDUCATION' HELD ON 10 NOVEMBER, 1987 UNDER THE CHAIRMANSHIP OF SHRI P.V. NARASIMHA RAO, MINISTER OF HUMAN RESOURCE DEVELOPMENT AT CONFERENCE HALL, SHASTRI BHAWAN, NEW DELHI

1. The first meeting of the CABE Committee on Management of Education was held on 10th November, 1987 at 10.00 A.M. under the Chairmanship of Shri P.V. Narasimha Rao, Minister of Human Resource Development at Shastri Bhawan, New Delhi to examine the question of management of education and to recommend a long term planning and management perspective of education and its integration with the country's developmental and manpower needs. The list of the members present along with the special invitees is given at Annexure 1.

2. Shri P.V. Narasimha Rao, Chairman, invited Professor Satya Bhushan, Member-Secretary of the Committee (Director, National Institute of Educational Planning and Administration (NIEPA) New Delhi), to introduce the agenda of the meeting and asked him to present briefly the existing state of affairs about the issues of interest to the Committee.

3. Professor Satya Bhushan began his presentation by making a general observation that in spite of the massive expansion that has taken place in education during the previous decades, the administrative and managerial component of the education system has not kept pace with the requirement. This is particularly true for the field staff at the district and below district level. Consequently the managerial

competence of the system has been adversely affected and its performance has been unduely constrained. With the expansion of education in far and remote areas of the country and among weaker sections of society, one requires a more elaborate and functional network to ensure the achievement of the objectives of the NPE 1986. It is one of the important tasks of this Committee that within the parameters of the Policy and POA it should provide an operative framework for the consideration of CABE.

4. With a view to providing a common basis for the members of the Committee to gauge the long term estimates of educational development, certain trend-based projections of enrolment at primary, middle, secondary and higher education levels by sex were presented with the help of transparencies. These projections and estimates pertained to all-India level and were based on the data that was available till 1985-86.

5. As linking education with the development and manpower needs was one of the important terms of condition for the Committee, Professor Satya Bhushan underscored the need to liaise with Perspective Planning Division of Planning Commission for the purpose. He apprised the Members about the discussion that he had with two members of the Planning Commission, namely, Professor P.N. Srivastava and Professor Y.K. Alagh. In this connection it was pointed out that the mid-term evaluation of the Seventh Five Year Plan was already going on, and that some specific directions from the Planning Commission may emerge in this regard only after the exercise is completed.

6. In the meantime the Secretariat of the Committee had pieced together some information about the state of employment in the country for the benefit of the Committee members. The employment scenario as obtained at the end of the Sixth Five Year Plan, on the basis of the DGE&T data was presented with the help of transparencies. More importantly, with a view to set the Indian employment and development situation in the context of larger regional and global forces, a scanning of latest literature of ILO ARTEP was done by the Secretariat and a mention of the same was made to the members of the Committee.

7. Thereafter the discussion was opened to the floor. Members expressed the opinion that the agenda notes had presented too broad a view about the management of education in the country. Hence they felt the need to narrow down the focus and delimit the area so that specific recommendations could be made arising out of the deliberations of the Committee. It was clarified that this being the first meeting of the Committee it was considered prudent to provide the members with the total picture of management even if it meant repetition of the items already mentioned in the Policy and the POA. Sri Anil Bordia, Education Secretary, Government of India invited members to indicate their preference as per the requirements of their state and sought their help in identifying the crucial aspects of the problem.

8. After some general discussion, some items were selected and identified for detailed deliberations of the Committee. The Secretariat was asked to undertake requisite preparations and feed the Committee in the next meeting.

- (a) National level projections of educational enrolments will be prepared on the basis of latest data available.
- (b) Disaggregated projections at State and District level may be prepared to identify the critical regions, as all-India aggregated tended to camouflage rather than reveal the true picture.
- (c) A detailed analysis of education employment linkages should be undertaken with special reference to the linkages obtained in the informal, small scale sector and the self-employed.
- (d) In terms of the structures of management, an indepth analysis of schemes/guidelines for District Boards of Education (DBE), School Complexes and School Mapping, Village Education Committees, District Institute of Education and Training (DIET), State Institutes of Educational Planning and Administration and revamping of state-level administrative structures should be undertaken so that appropriate recommendations could be made to the CABE.
- (e) Stock-taking of the existing innovative practices and community participation in the different parts of the country should be undertaken with a view to derive appropriate management lessons. This should be of particular importance as both the Policy and the POA seek to involve voluntary agencies in the task of educational development in large numbers.

10. It was pointed out that the tasks of undertaking employment analysis and visualizing the future development pattern of the entire economy will be undertaken in collaboration with the other specialized institutions operating in the field such as the Institute of Applied Manpower Research and the Perspective Division of the Planning Commission.

11. For the purpose of carrying out the task in the sub-para (d) of 9 above, a Sub-committee consisting of the following members was constituted:

1. Education Minister of Orissa
2. Education Minister of Assam

3. Sri V.P. Raghavachari
4. Professor Rais Ahmad
5. Professor T.V. Rao
6. Professor Satya Bhushan (Member Secretary)

12. It was decided that the Sub-committee would have its meeting in January 1938 for three or four days in consultations with the members and come up with its recommendations to the Committee which would now meet in the month of April 1938 to consider the issues identified above.

13. In addition, the Committee had a detailed discussion on the State Council of Higher Education. Education Secretary apprised the members about the progress made in this regard and assured the members that they will be provided with a copy of the Report of the UGC Committee on the subject under the chairmanship of Professor Satish Chandra.

14. Some members sought additional details about the news item appearing in press regarding the National Authority on Adult Education and the National Institute of Adult Education. In this regard it was pointed out that whereas the basic document of the National Literacy Mission embodying the guidelines for both the organizations had already been distributed to the members of the Committee, the final Reports on these will be made available as soon as these are ready.

15. There was also some discussion about Indian Education Service envisaged in the Policy and POA. It was decided that a full-fledged discussion on the subject will be undertaken by the Committee subsequently.

16. The proceedings wound up with thanks to the Chairman Sri P.V. Narasimha Rao and Sri Kanti Biswas, Education Minister of West Bengal. The latter was in charge of the proceedings after the honourable Minister of Human Resource Development had to leave for some other engagement.

LIST OF MEMBERS & SPECIAL INVITEES WHO ATTENDED THE MEETING

MEMBERS

1. Shri P.V. Narasimha Rao
Minister for Human Resource Development Chairman
2. Shri Brindaban Goswami
Minister for Education
Government of Assam
Secretariat Building
Guwahati
3. Shri Kanti Biswas
Minister for Education
Government of West Bengal
Writer's Building
Calcutta
4. Shri Jadupath Das Mohapatra
Minister for Education
Government of Orissa Secretariat
Bhubaneswar
5. Shri V.P. Raghavachari
2-1-408/3, University Road Malla Kunta
Hyderabad - 500044
6. Shri Sanjit Roy
Social Work & Research Centre
Tilonia - 305212
Ajmer, Rajasthan
7. Professor Rais Ahmed
C-27, Ranjit Singh Block
Asiad Village
New Delhi - 110049
8. Dr. G.N. Mishra
Director (Basic Education)
Government of Uttar Pradesh
Lucknow
9. Professor T.V. Rao
Indian Institute of Management
Vastrapur
Ahmedabad

Smt. Mukul Banerji
President
Federation of Teachers' Association
3C/43, Guru Govind Singh Marg
New Delhi - 110005

Professor Satya Bhushan
Director
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg
New Delhi - 110016

Member-Secretary

MEMBERS WHO COULD NOT ATTEND THE MEETING

Minister for Education
Government of Manipur Secretariat
Imphal

Shri P. Namgyal
Member of Parliament
Village of Ssumur
Leh (Ladakh) - 194101

Shri V.S. Bhushana Rao
Member of Parliament
205 North Avenue
New Delhi

Dr. Rajammal P. Devadas
Director
Sri Avinashlingam College of Home Science
Coimbatore

**SPECIAL INVITEES FROM DEPARTMENT OF EDUCATION, MINISTRY OF
HUMAN RESOURCE DEVELOPMENT WHO ATTENDED THE MEETING**

Shri Anil Bordia
Secretary, Education
Department of Education
Ministry of Human Resource Development
New Delhi

Shri T. Gopalan
Additional Secretary, Education
Ministry of Human Resource Development
New Delhi

Shri P.K. Patnaik
Joint Secretary, Education
Department of Education
Ministry of Human Resource Development
New Delhi

v) STATE GOVERNMENT REPRESENTATIVES WHO ATTENDED THE MEETING

1. Shri T.S.Gangte
Director of Education(U)
Government of Manipur,
Secretariat,
Imphal.
2. Shri Bira Singh
Director of Education(S) Secretariat
Imphal.
3. Shri K.Kipgen
Commissioner (Education)
Government of Manipur, Secretariat
Imphal.

(V) NIEPA FACULTY WHO ATTENDED THE MEETING

1. Dr. Brahm Prakash
Senior Fellow & Head
Educational Planning Unit,
2. Dr. Y.P.Aggarwal
Fellow
School & Non-formal Education Unit
3. Shri A.C.Mehta
Associate Fellow
Data Bank
4. Ms. Ranjana Srivastava
Associate Fellow
Educational Planning Unit
5. Dr. S.M.I.A.Zaidi
Senior Technical Assistant
Educational Planning Unit.

Report of the C.A.B.E. Committee meeting on Development of Languages and Language Teaching, including implementation of Three Language Formula.

The first meeting of the C.A.B.E. Committee on Language Development and Language Teaching was held on 31.12.1987 at 10.30 a.m. in Room No. 301 'C' Wing, Shastri Bhavan, New Delhi under the Chairmanship of Shri P.V.Narsimha Rao, Hon'ble Minister for Human Resource Development. The following members were present in the meeting:

Shri K.Chandrasekharan
Minister for Education & Law
Government of Kerala
Trivandrum.

Dr. H.S.Singha
Chairman
Central Board of Secondary Education
New Delhi.

Prof. S.Agesthialingom
Vice-Chancellor
Tamil NUniversity
Tanjavur.

Shri Anjaneya Sarma
Dakshin Bharat Hindi Prachar Sabha
Hyderabad.

Prof. Bh.Krishnamurti
Vice-Chancellor
University of Hyderabad
Hyderabad.

Prof. A.R.Kelkar
Deccan College, Pune.

Prof. S.K.Verma
Director
CIEFL, Hyderabad.

Prof. C.J.Daswani
(Representing Dr. P.L.Malhotra)
NCERT, New Delhi-16.

Prof. Indira Nath Choudhuri
Secretary, Sahitya Academy,
New Delhi.

Dr. D.P.Pattanayak(Member-Secretary)
Director, CIIL, Mysore-6.

The following members were also present as special invitees:-

Shri Anil Bordia
Secretary, Education
Ministry of Human Resource Development,
Government of India.

Shri Kireet Joshi
Special Secretary, Education
Ministry of Human Resource Development
Government of India.

Shri L.Mishra
Joint Educational Adviser(L)
Department of Education
Ministry of Human Resource Development
Government of India.

Shri Y.N.Chaturvedi
Joint Secretary(Schools),
Department of Education
Ministry of Human Resource Development
Government of India.

Prof. Ram Lal Parikh
Vice-Chancellor
Gujarat Vidyapith
Ahmedabad.

Shri Som. D.Dikshit
Deputy Educational Adviser(L)
Department of Education
Ministry of Human Resource Development
Government of India.

Dr. E.Annamalai
Professor-cum-Dy.Director
CIIL.

Dr. D.P.Pattanayak, Member-Secretary of the Committee briefly explained the purpose of setting up of the Committee and the business which is to be transacted by the Committee.

Initiating the discussion, the Minister for Human Resource Development & the Chairman of the Committee briefly described the language scenario in the country. He observed that standards of language teaching, language proficiency and language development of the students in

the country leave much to be desired. He observed that he has been specifically concerned about the present state of development of the mother-tongue in different States in general and the low level of competence of the students in their respective mother-tongues in particular. He was of the view that proficiency in the mother-tongue is the springboard for acquiring proficiency in other languages.

The Chairman observed that the question of language development in education has pedagogical as well as political aspects. The present Committee was primarily concerned with the pedagogical aspects, he emphasized. He was of the view that identification of the pedagogical problems and their solutions should help the Committee to come to grip with the language policy issues. He further observed that the Committee will be concerned not only with the teaching and learning aspects of the language but also about the use of language in a class-room and outside after schooling. It will also be concerned with the problems of language development and education in a multilingual country and will deal with the question of language skills, capsule courses for languages, etc. He emphasized that the present meeting may primarily be looked upon as a brain storming session and further discussions could follow in the meetings of the Committee which would be held in different part of the country.

After preliminary observations of the Chairman, a detailed discussion followed on different aspects of language development and language education in the country, the problem of multilingualism and the frame-work which may have to be evolved for improving the language teaching, learning and processing.

The following important points emerged in the course of discussion:-

1. The Committee will deal with educational policy through its deliberations on language pedagogy.
2. For solving the problems for language pedagogy the language should be looked at as a cognitive tool to grapple with reality and as a tool for cultural transmissions, in addition to viewing it as a tool for acquiring communicative ability. It should also be looked at in the multi-lingual context of the country and in the reality of differences between dialects and the standard language; and the spoken and the literary language.
3. The competencies to be achieved in languages at different levels of education should be defined.
4. Before developing a model for writing language textbooks, the insights about language teaching may first be identified, which will lead into the construction of the model textbooks.
5. To help in solving the problems of first generation learners, which include most of the tribal learners, bridges are to be built between their home language and the standard language through bilingual instructional materials. This should meet both their cultural and economic needs.
6. The rigidity in the core curriculum developed by the NCERT may be made flexible regarding languages by accommodating the local conditions, where the States may have specific approaches about mother-tongue and

English, by recognising the need for different competencies in the three languages, by recognising the needs of students who terminate their formal education at the 10th class and those who go to higher education, and by recognising the needs of the students in the vocational stream.

7. The distinct characteristics of teaching a third language as different from teaching a second language in the Indian context may be examined.

8. The facilities for language learning should be increased inside and outside the schools and optional language learning could become part of extra mural activities in schools.

9. The centrality of language in education, particularly in primary education, should be recognised.

The meeting concluded with the proposal of the Chairman to hold the next meeting after two or three months time in Mysore where the language teaching materials produced by various institutions in the country will be examined.

ITEM NO.4

National Literacy Mission

Agenda notes for the National Literacy
Mission are at pages 180-183.

NATIONAL LITERACY MISSION

The National Literacy Mission (NLM) has now been formally approved by the Government of India. NLM is not a substitution of the ongoing programme of adult education; it is instead a Mission to bring about a qualitative change and improvement in the pace, extent, quality and impact of the adult education programme by:-

- (a) application of the findings of the scientific and technological research (which have been tested and proven) for the benefit of the deprived sections of the society; and
- (b) mobilisation and involvement of the various sections of the society, i.e., political parties, voluntary agencies, employees, trade unions, students (NSS, Non-NSS and NCC), members of disciplined forces, youth, women, exservicemen, etc.

2. Eversince the endorsement of the Mission in the last meeting of the CABE, the schemes under the Programme of Adult Education have been reviewed and revised. Besides the review of on-going programmes, new structures like National Literacy Mission Authority are under consideration.

3. The Mission was presented before the Consultative Committee of the Parliament attached to the Department of Science and Technology on 19.8.87 and before the consultative Committee of the Parliament attached to the Department of Education on 2.11.87 and 7.12.87. The Mission was also presented before the Science Advisory Committee to the Prime Minister on 21st November, 1987. The Conference of Education Secretaries held on 19th and 20th of December, 1987 also discussed the contents and the strategy for operationalisation of the Mission. These discussions and consultations have helped in working out the strategies for its implementation.

4. The NLM is a societal Mission. Though Central Government has taken the initiative of launching this Mission, it has become a fully National Mission because of the active participation of the States. The Government of India has proposed Rs. 750 lakhs in the Plan budget of 1988-89 in the Mission. As against an allocation of about Rs. 3796.60 lakhs by the State Governments under their respective Plans in the year 1987-88, the proposals under Annual Plans of the States and Union Territories for the year 1988-89 recommended by the Working Group of the Planning Commission amounts to about 4145 lakhs. It is hoped that this provision will be used imaginatively and fruitfully for achieving the objectives of the Mission.

5. ~~The areas of cooperation and action on the part of the State/UT Governments are as follows:-~~

Management Structure:

- Setting up of State level structures.

- Setting up of District level structures, viz., (a) District Resource Units as part of DIET or under Voluntary Agencies (b) Village Education Committees (VECs) (c) District Board of Education (DBE).
- Framing of rules for selection of Adult Education personnel.

People's Participation:

- Organisation of Jatthas.
- Organisation of youth training and deployment of rural animators in the programme.
- Larger involvement of Voluntary Agencies.

Continuing Education through Jana Shikshan Nilayams - JSNs:

- Selection of locations for setting up of JSNs.
- Selection and training of Preraks.
- Identification of non-formal programmes of vocational and technical education etc. being organised by other Departments in the State and explore their suitability for Adult learners.
- Arrange to open educational institutions libraries as well as public libraries in the evening for neo-literates.

Mass Programmes for Functional Literacy (MPFL):

- Constitution of the State Level Steering Committee on MPFL.
- Identification of volunteers (NSS, Non-NSS, NCC).
- Training of Master Trainers.
- Establishing contact with concerned Departments for involvement of prison management, armed forces, paramilitary personnel and their welfare organisation, Territorial Army and Ex-service-men.

Technology Demonstration:

- Preparation of detailed profiles of the Technology Demonstration Districts.
- Provision of techno-pedagogic inputs.
- Consultation with collaborating agencies.

Other Strategies:

- Review and reorganisation on SAEP in the same manner as re-organisation of Rural Functional Literacy Projects.
- Preparation of spatial plans.
- Identification of spoken languages and production of teaching/learning material in collaboration with Central Institute of Indian Languages.
- Identification of rapid literacy learning methods.
- Making available Government, private, educational institutions and public places for conducting adult education activities in the evenings.
- Fixation of Scheme-wise/District-wise targets for 1988-89.

6. The Government of India has been taking action with regard to the following areas:-

1. The proposal for constitution of the National Literacy MISSION Authority and for conversion of Directorate of Adult Education into National Institute of Adult Education is under active consideration.
2. The financial pattern of the centrally sponsored schemes of Rural Functional Literacy Projects, strengthening of administrative support to adult education in the States, assistance to voluntary agencies and State Resource Centres has been revised. Detailed communications will be addressed to the States and Union Territories shortly.
3. In order to facilitate continuing education and re-inforce literacy, the existing programme of post-literacy and follow up is proposed to be substituted by village continuing education centres called Jana Shikshan Nilayams. The supervisory system under the programme is being revised by integrating supervision over adult education centres with Jana Shikshan Nilayams. The span of supervision for each supervisor will be reduced to about 648 centres and the same supervisor will be responsible for post-literacy activities through JSN. He will be called Prerak and will be selected from among the outstanding community workers and instructors. For the current year the provision of Rs. 1200 lakhs is being released to the States and Union Territories for setting up Jana Shikshan Nilayams as envisaged in the NLM.
4. The mass programme of Functional Literacy is proposed for expansion by larger involvement of students, youth, employers, trade unions, paramilitary and defence forces, etc. Action Plans for setting up of JSNs and expansion of NFRL have been circulated to the States and Union Territories. The State Resource Centres have been granted greater financial assistance for production of large number of literacy kits required for this programme.
5. The NLM envisages larger involvement of voluntary agencies in running Adult Education Centres on an area based approach and organising Continuing Education Programmes, training, material production and creation of environment. The re-assessment of the voluntary agencies which have been receiving assistance from the Government of India has been completed. It is proposed to streamline the procedures for the release of assistance to voluntary agencies by the National Literacy Mission Authority. The responsibilities for ensuring the availability of standard learning material at the national level, State level and the district level have been delineated. The State Resource Centres have already been advised to take up the planning of relevant learning material. District Resource Units will have to be set up wherever necessary for preparation/adaptation of material to suit local interest and environment.

6. For universalisation of out-reach, it is proposed to have intensive involvement of voluntary agencies, extensive use of primary schools and other facilities for literacy activities. The State Governments have been approached to facilitate the linkages of different development programmes with Adult Education. They have also been approached to extend the facility of governmental premises, libraries and reading rooms in schools as well as in the public library system available for literacy activities and continuing education.
7. In the area of development and application of techno-pedagogic inputs through technology demonstration, the details are being worked out. The area of improved techno-pedagogic inputs consists of better lighting arrangements, improved learning material, learner's motivation, training, improving the pace and quality of literacy learning and creation of facilities for distance learning, post-literacy and continuing education.

ITEM NO.5

Review of the Implementation of the National
Policy on Education.

Review of the implementation of the National
Policy on Education in respect of the Central and
State Sectors is at pages **185-293**.

Item 5. Review of the Implementation of the
National Policy on Education

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/UT 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 year. A massive Teacher Orientation Programme was organized to cover 5 lakh teachers each year, during summer vacation of 1986 and 1987. Schemes in regard to other important areas such as Open 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 C.A.B.E., which is to review the progress of education from time to time and to appraise the extent and manner in which the Education Policy has been implemented by the Central and State Governments and other concerned agencies, and to advise regarding coordination between the Central and State Governments, as well as non-governmental agencies, 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 NIT)
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 C.A.B.E. meeting has been fixed on 11-12 March, 1988 at NAGPUR. It is proposed to review the progress made in implementation of NPE at this meeting.

2.3 The latest position regarding clearance of scheme indicated below:

Cabinet/Finance clearance of schemes

(a) Proposals cleared by Cabinet

- Elementary Education (including OE and NFE)
- 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)

Schemes cleared by EFC including

- Women's Polytechnics
- Technical Education for Handicapped
- Removal of Obsolescence and Modernisation of Technical Education
- Strengthening of Curriculum Centres for Technical Education
- Integrated Education for Disabled
- Value and Cultural Inputs in Education
- Longowal Institute of Engineering and Technology (approved in principle)

Schemes cleared by EFC with minor modifications

- Thrust areas in Technical Education
- R&D in technical institutions
- Industry Institution interaction
- Restructuring of courses/programmes
- Continuing Education Programmes.

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 almost all the 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 slippages 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 not 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 would be added Arunachal Pradesh, 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 scheme and mentioned one or the other problem in putting up a specific proposal for 1987-88, a two-day meeting was held in NIEPA on 29-30 July, 1987.

3.10 Since many states showed lack of clarity about operational details of the scheme and faced difficulty 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.

3.11 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 & 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 the complete projectization of the existing centres and the 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.

3.14 To expedite the process for considering cases received from voluntary organizations, it has been decided that the meeting of the Grants-in-Aid Committee would be held every month, for considering proposals for both innovative and experimental projects and for opening and running of NFE centres by voluntary organizations.

4. RESTRUCTURING AND REORGANIZATION OF TEACHER EDUCATION

4.1 Cabinet has approved on 27.10.1987 the above Scheme having the following 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. Tamil Nadu
11. Andhra Pradesh
12. Karnataka
13. Kerala
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 State 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 projects are sanctioned.

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 Officer's Office for Vocational Education - planning for schools, coordination with employers, teacher training and monitoring.

TEACHER PREPARATION

- Development of training courses at the national level by the NCERT and by the Regional College of Education (REC), 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 guideline 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 principle subject to the condition that financial requirements and additional posts to be created may be discussed between the Minister 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.

COMPUTER EDUCATION IN SCHOOLS

6.1 The programme of Computer Literacy and Studies in Schools (CLASS) was started in 200 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 regional, local and district 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 123 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	150
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 Assistant 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 Sangathan. 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 105 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.

(iii) 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 this year in August and November, 1987 in all the States/UTs where Navodaya Vidyalayas are sanctioned. Results of the tests have since become available.

Purchase of furniture and equipment, library books test 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 CBRI 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 Vidyalaya Samiti has established its headquarters at Palika Place, R.K. Ashram Marg, New Delhi - 110 001. The Samiti is headed by a Director who is assisted by 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 Kandiya Vidyalaya, CNGC, 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 Navodaya Vidyalayas have been given in service training by the NCERT. Orientation courses have also been organised for science and mathematics teachers. For the purposes of organising suitable programme for academic improvement in the 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 SIET States - programme production and staff costs in the CIETs.
- 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 cost of 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 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 P:1, 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 225000 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 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 affect 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 redesigned 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 CAPE 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 NCERT are:

- (a) The National Curriculum for Elementary and Secondary Education A Framework, which was developed in 1985 with the help of the concerned State institutes and agencies, has been revised in the light of the NPE and has been sent for publication.
- (b) The model curricula with the minimum learning outcomes and common core components for all stages have been also revised and published.
- (c) The textbooks and 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 CITS. The manuscripts for classes II, IV, VII, IX and XI have been sent to the press and are expected to be out by 31st 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 organised.
- (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 Practical Life Project pattern has been revised. In the revised scheme better provision has been made for teaching/learning material, training of functionaries, reduction of span of supervision from 30 adult Education Centres to 8-10 Centres and institutionalising of continuing education through Jans Shikshan Nilayams (JSN).
- State Governments have been requested to introduce spatial 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 spatial 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 ~~xxx~~ 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 bring 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 Grant-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 28.1.88 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 NIM.
- SRCs have been advised to develop teaching/learning materials envisaged in NIM, 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 on these Vidyapeeths in the context of MPE/FOA. 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 emphasizing 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 seen 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 new literature.
- State Governments have been requested to formulate suitable literacy programmes for prison inmates.
- Proposals have been invited from States/UTs for starting of Jana 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 un-electrified 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 NIM - 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 collaboration agencies like UES, IICL and the concerned Ministries in the Government of India has been taken up to take up the activities under NIM.
- 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 NIM will be taken up.

13. EDUCATION FOR WOMEN'S EQUALITY

13.1 The content and processes of education are being modified to introduced 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 Govts., 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 problems 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 Deptts.
- (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 Govt. 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 Govts. 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 Policy on Education, 1986, has identified for language development the following thrust areas, needing priority attention:-

- Progressive adoption of modern Indian languages/regional languages as media of instruction at the University stage;
- effective implementation of the Three language Formula;
- improvement in the language competencies of students;
- translation of books and preparation of bilingual and multi-lingual dictionaries;
- development of Hindi as link languages; 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.

(i) In order to facilitate the gradual adoption of Indian languages as media of instruction at the university stage, a scheme was introduced in 1968-69 by the Ministry of Education to provide central assistance of Rupees One crore to each of the 15 participating states, for production of university-level books (in various disciplines) in Indian languages. In March, 1987 a committee was set up under the chairmanship of Dr. Suresh Dalal for making a critical review of the past experience of this programme. The Committee has submitted its report on 13.1.88. The recommendations of the Committee are being examined.

Effective implementation of the Three language Formula

The following schemes are being executed :-

- (i) Cent per cent central assistance is made available to non-Hindi speaking States/UTs for appointment of Hindi teachers in upper primary to higher secondary schools. The pattern of central assistance has been restored from 50% to 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 of Hindi teachers training colleges under the scheme of financial assistance to voluntary organisations for promotion of Hindi. Three colleges run by the 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 languages 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

- (i) 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 R.H Patel Institute of English training and Research, Vallabi 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.

(ii) Regarding improvement of language competencies of students in Modern Indian languages, broad guidelines were discussed at a meeting held at Hyderabad with the representatives of various language institutions. Central Institute of Indian languages, Mysore has 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 Assamese as an example. This will be extended to all other languages;
- The sample tests for measuring language proficiency 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.

- (i) In pursuance of the provisions in the Programme of Action, high level official discussions have been held to explore the feasibility of establishment of two new organisations viz. a central Translation Bureau and a National Institute of Translation so as to systematize the efforts at translation of Indian classics into other Indian languages. 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.
- (ii) 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 :

- (i) A Review Committee on Hindi was set up in January 1987 to assess the quantum and quality of work for development and propogation of Hindi. The Committee has since presented its report touching all aspects of the development and propogation of Hindi. Its recommendations are being processed for implementation.
- (ii) Under the scheme of financial assistance to voluntary Hindi organisations for propogation 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, grant-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 programme :-
 - 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.

P 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 scheme 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 examination 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 programmes 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 in Creative Writing are on progress. Till 31st 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 finalised 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.

70 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 undergraduates. 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 materials for other programmes are under preparation.

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 have 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 finalised; 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, U.G.C., I.C.A.R., etc.), a draft working paper was prepared by December, 1986.
- (ii) A series of meetings were held to finalise 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, U.G.C.
- (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 U.G.C., I.C.A.R., A.I.C.T.E., 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

- (a) Ministers of H.R.D., Agriculture, Health & Family Welfare and Ministers-in-charge of Education & Culture, and Science and Technology.
 - (b) Deputy Chairman, Planning Commission.
 - (c) Secretaries in the Departments of Education, Agriculture, Health and Science & Technology.
 - (d) Chairman of U.G.C., A.I.C.T.E. and I.C.A.R.
 - (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 U.G.C., A.I.C.T.E. and I.C.A.R., and the Vice-Chancellor, I.G.N.U. 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 Chairman of the Executive Board as its Chairman. The Co-ordinating Committee will consist of the Chairman of the participating organisations 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 organisations, 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

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 database 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.).

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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 co-ordination 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 or 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 (oriant 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. U.G.C. 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, emphasising consolidation of existing Institutions. 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 NEP-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 post-graduate 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

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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 finalised 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 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 U.G.C. 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 schemes are being organised.

21.4 DESIGN OF COURSES :

The Scheme of restructuring of courses has been introduced by the U.G.C. 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 N.S.S., N.C.C., 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 Science 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) Teachers' Training :

The Commission has approved a scheme of establishment of Academic Staff Colleges for the orientation of newly appointed colleges 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 J.N.U. Campus, New Delhi.

(iii) An Inter-University Centre in Astrophysics and Astronomy is being set up at Poona University in collaboration with IIFR 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 :

81 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 co-ordination of higher education at the State Level as also co-ordination with the U.G.C., 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 Government 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 on 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 was considered by Commission on January, 1988. The Commission decided that the 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 T.V. Programmes on higher education entitled "Country-wide class room". The Commission has taken steps for supply of colour T.V. sets to about 2,000 selected colleges in phases during the Seventh Plan period. A perspective plan for the U.G.C. 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 Jania Millia Islania, New Delhi and Seven Audio-Visual Research Centres (AVRCs) at University of Roorkee, Osmania University,

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University of Jodhpur, Anna University, Madras, St. Xavier's College, Calcutta, Madurai Kamraj University, Madurai and Kashmir University, Srinagar for training and production of soft-ware. A proposal for the establishment of T.V. Programme Production Centre at Bharathidasan University, Tiruchirapalli for production of model telecourses for undergraduate student 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 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.

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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.

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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.

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(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 programme 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 1988-89 are for funding 18 and 19 projects respectively.

25. PROMOTING TECHNICAL EDUCATION FOR WOMEN - SETTING
UP RESIDENTIAL POLYTECHNIC FOR WOMEN

25.1 It is proposed to establish 4 residential polytechnic 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 - Selected 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

6.1 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 convener 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 Misahat 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)	-	December '87 - April '88
Preparation of documents for registration of IIT, Assam Society	-	December '87 - April '88
Amendment of IIT Act	-	January '88 - June '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 September '88.
Setting up of Camp Office	-	October '88 - December '88
Selection and appointment of Key Officers/Senior Faculty	-	October '88 - March '89
Selection of essential supporting staff	-	October '88 - March '89
Preparation of Master Plan	-	May '88 - March '89
Formulation of academic programmes	-	from December '88 onwards
Development of infrastructural facilities	-	from October '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 site to 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 and 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 polytechnics 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 & 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 LFC.
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 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, improvement 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 the 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 finalised. 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 & 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 and 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 Department, etc. The scheme will have the following components:

- strengthening and restructuring of existing Centres of Advanced Studies and Research,
- supporting and sponsoring research projects and 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 hostel which was Rs. 7,150/- for plain areas and Rs. 7,700/- 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 CADE Committee on Scheduled Castes, Scheduled 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, UT Administration, 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 broad 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 organisations.

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. 752 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 been 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 1.8.87.
- 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 ₹.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 ₹.1463.10 crores excluding Border Area Development Programme (for which ₹.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 had 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 ₹.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 ₹.800 crores, including an outlay of ₹.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 NFE)
- National Literacy Mission
- Vocationalisation
- Provision of facilities in Navodaya Vidyalayas
- CLASS and Education 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 ₹.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, TRD 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 ₹.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 ₹.36.48 crores have been conveyed and sanctions of the order of ₹.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:

Name of the State	Administrative sanction issued	Sanction released
	(in lakhs of Rupees)	
Punjab	859.45	456.00
Rajasthan	849.91	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 ₹.40.00 crores has been proposed under this programme.

State Sector

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 to prepare State Level Action Plans and to set up mechanisms 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 Official 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 of 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 Official Committees have been convened in most of the States and representatives of Government of India have been deputed to attend these meetings.

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 State/UT Administrations 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 and to consider sanction of schemes relating to Operation Blackboard, Non-Formal Educations, Teacher Education and establishment of District Institutes of Education and Training. Sanctions have also been communicated to many of the State Governments/UT Administrations.

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 held on 19 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:

ANDHRA PRADESH

1.1 The State Government took steps to improve the environment in the Primary schools by providing school buildings, furniture, equipment and teaching staff. In 86-87, the State Government appointed 2000 women teachers in existing Single teacher schools and opened 500 new schools. The survey of 20% of the blocks for implementation of OB has been completed and the State has proposed to cover 121 Mandals accounting for 11%. In the first phase 3826 Primary schools are to be covered, requiring constructions of 3148 rooms and 1303 additional teachers for single teacher schools.

1.2 24, 572 Non-Formal Education centres are being run covering 6.14 lakhs children. The project approach in organising NFE programmes is being adopted for future and training programmes to train the instructors and supervisors are being organised.

1.3 SCERT conducted orientation training programmes during 86-87. The total No. of teachers trained in school subjects and activity areas in Primary & upper Primary levels was 5900 and during the current year 23,464 primary & secondary teachers have been trained. 9 Teachers Training Institutes are proposed to be converted to District Institutes of Education and Training. 8 New colleges have been started for degree courses and 25 colleges have been declared as autonomous colleges by UGC. 2 Staff Training Colleges have already been started. 120 Lecturers are proposed to be trained for computer education in 1988-89.

1.4 The curriculum of school subjects have been revised. As a part of Curriculum revision, a review of textual materials has been taken up. It is necessary to mention that the syllabus in Mathematics and Sciences for Classes II to X has been revised and modernised. Courses have been restructured in 12 disciplines.

1.5 Similarly, the syllabus of three languages has been revised. According to this revision, English is being introduced from Class VI onwards from 1987-88 and Hindi from Class VIII onwards.

1.6 At present Vocational courses are offered in 345 Schools (15 schools in each district) in all the 23 districts of the State. 5 new vocational courses have been started in 1987-88. 2 new vocational courses have already been identified for introduction in the year 1988-89. The Government has made it compulsory for all new junior colleges to have a minimum of a vocational courses. A vocational teacher training institute is also proposed to be started.

1.7 It is proposed to enrol 24.2 lakhs illiterate adults by the end of 1987-88; 4 endowed and 4 under endowed districts have also been identified as proposed by the Government of India.

1.8 4 Novodaya Vidyalayas have been opened during the year 1986-87. Sanction for the establishment of 8 Novodaya Vidyalayas during 1987-88 has also been accorded.

1.9 State Council of Higher Education has been set up.

1.10 Welfare Programmes for the benefit of SC students have been launched with the introduction of book banks scheme and special coaching programme. Further, it is also proposed to construct SC hostels, to provide infrastructural facilities to the existing Govt. Junior Colleges in SC & ST areas and to open new Residential Junior Colleges for the benefit of the tribal students.

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ARUNACHAL PRADESH

2.1 Massive Training Programme under the Scheme of National Inservice Training Programme of teachers was undertaken to train 616 teachers during 1986-87. 560 teachers of Primary and Secondary Level attended the training programme. The key persons and resource Persons have already been trained to train the teachers at District Headquarters during the current year. During 87-88 366 teachers of elementary level and 134 secondary teachers have been trained.

2.2 72 Non-formal Education Centres have been opened for the children who cannot attend schools. More Lady Teachers have been appointed to attract girl students to school and to look after them. To augment enrolment and improve retention of students in schools, specially girls, free hostel facilities, free uniforms from class I to VIII and mid-day meal have been introduced.

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

2.4 In 1986-87 200 additional teachers were appointed in the single teacher schools. During the current year 74 schools are being provided lady teachers.

2.5 Vocational courses have been introduced in 4 Higher Secondary Schools at +2 plus two stage.

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

2.7 One Navodaya Vidyalaya was established at Hunli in Dibrang Valley District in 1986-87. This year 4 more Navodaya Vidyalayas would be established at Seppa, Daporijo, Tezu and Tissa. Two more Navodaya Vidyalayas are proposed to be started in 1988-89.

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

2.9 Fifth Educational Survey has been completed and the data is being compiled.

2.10 1362 Adult Education centres are functioning and NSS volunteers are also being involved in removing illiteracy.

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2.11 Action has been initiated to start school complexes.

2.12 The newly established university in Arunachal Pradesh has taken steps to restructure its programmes in accordance with the NFE.

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3.1 16,000 teachers at elementary and secondary school level has been oriented by the NCERT. Education survey and mapping work has been started; compilation of district reports are in progress. The State SCERT has already prepared a new curriculum from Class I to Class IV on the line of the national curriculums frame-work.

3.2 It has been decided to construct 3302 school buildings out of funds made available under the 8th Finance Commission Award. 700 additional teachers have been provided in single teacher schools in 86-87.

3.3 For implementation of Operation Blockboard, survey in 34 selected blocks has been completed and project reports prepared for placing before State Level Empowered Committee. All elementary schools have been supplied with black Board. The Government is also giving attendance incentives to Scheduled Caste and Scheduled Tribe girl students to encourage better enrolment.

3.4 State Govt. has created a Block level administration set up with Block Elementary Education Officer as head. A District Board of Education is also being constituted in each district.

3.5 6 Teachers Training Institutes are proposed to be established in 1988-89.

3.6 150 additional science teachers have been provided in secondary schools and 100 additional teachers will be provided next year.

3.7 6508 Non-formal educational Instructors have been trained. 61,290 students out of 1,70,027 were admitted in higher classes from non-formal education stream. 13,508 non formal education centres are functioning in the State.

3.8 Vocational courses were introduced in 5 Higher Secondary Schools and there is a proposal to introduce vocational courses in 10 more Higher Secondary schools in 1988-89.

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3.9 Mass Programme of Functional Literacy was launched by involving volunteers from colleges under the Guwahati University. Guidelines have been formulated to establish school complexes at the districts under the supervision of Inspector of schools. A Regional Centre of Indira Gandhi National Open University in the State has been established. There were 1200 Adult Education Centres under State Adult Education Programme covering 36,000 illiterates, 1000 Adult Education Centres under RFLP covering 30,000 illiterates. There were 3 post literacy and follow up projects. Training Programmes were organised for District Adult Education Officers.

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BIHAR

4.1 During the summer vacation of 1986, 30,531 Primary school teachers have been imparted orientation training. During 87,30,033 Primary & 7,192 Secondary teachers have been given training. 1375 teachers were trained in Science teaching. Survey of 20% blocks for implementation of Operation Blockboard has been completed. Project report in respect of 160 blocks has been sent to Government of India in December, 1987. During the current year, the State Government has sanctioned construction of 2,651 schools buildings. Construction of 2000 Primary schools under RLEGP and 3799 Primary schools utilising funds given by the Eighth Finance Commission are in progress.

Steps have been taken to appoint 18,500 additional teachers out of which 50% are reserved for women.

4.2 The curriculum for Classes I to X has been revised in accordance with the National Policy on Education and draft curriculum of NCERT. Two Ashram Vidyalayas for the Scheduled Castes and sixteen such vidyalayas for the Scheduled Tribes have been established.

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

4.4 43 Institutions were selected for vocationalisation of education at the plus two stage in 1986. This year 40 more institutions have been selected.

The choice of the vocational courses has already been made with reference to each school taking note of training facilities and local needs. Curriculum for each course has been finalised in consultation with NCERT.

4.5 22 Novodaya Vidyalayas have been established in the State. Proposals have been sent for establishment of 16 more Novodaya Vidyalayas. An ordinance has been promulgated for the establishment of an Open University at Nalanda. The Inter-University Board is being upgraded to State Council of Higher Education. State Advisory Board of Education (SABE) on the pattern of CABE is in advanced stage of formation.

4.6 29,971 Non-formal centres are running. Enrolment is 8,34,114. Besides this, SCERT has opened 93 centres with total enrolment of 3,723 under UNICEF assisted programme.

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GCA

5.1 1198 teachers at the primary, middle and secondary stage of school education have been trained during 1986-87 and 2422 teachers have been trained on 87-88. Covering 30 of teacher population Preliminary action for holding the National Educational Survey has already been taken.

5.2 New buildings have been constructed for 20 primary schools and construction of another 30 buildings is in progress. Enrolment at primary stage is more than 110% in the State. Under Operation Blackboard scheme, 30 single teacher schools have been converted to double teacher schools. All the single teacher schools in the State numbering 127 are proposed to be provided with a second teacher. 30 schools have been taken up during the current year under Operation Blackboard. Survey for Operation Blackboard has been completed & report finalised. State Government has taken steps to provide teaching learning material and science equipment to a number of schools in 1987-88.

5.3 A report on vocationalisation of school education has been prepared.

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

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

5.6 Curricula have been revised for Standards I to IV. A task force for vocationalisation has been set up and syllabus for certain subjects have already been prepared.

5.7 Second Novodaya Vidyalaya has been approved for being set up.

5.8 70 college students were involved in MPFL on voluntary basis.

5.9 The school complexes have been established all over the state.

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GUJARAT

6.1 A special scheme for attaching pre-primary sections to existing primary schools in selected areas has been approved by the Cabinet Sub-Committee. A Committee has also been set up to coordinate public contributions and also to activate voluntary agencies for the construction of class rooms.

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

6.3 For implementation of Operation Blackboard, project report in respect of 42 blocks has been approved by the Government of India and all schools in these blocks are expected to be equipped according to the norms prescribed during the current year.

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

6.5 Navodaya Vidyalayas have started functioning in the State. The Government has appointed a special Commission under the chairmanship of ex-Chief Justice to go into the working of Secondary Education Act. The report of the Commission is under examination and decision on the recommendations be taken soon.

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

6.7 984 teachers from Gujarat were deputed to participate in the workshop for Western Region so as to enable them to work as resource person for teachers training at various places. 2800 teachers from secondary schools and 23000 teachers from primary schools were imparted training during 86-87 and 87-88 each.

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6.8 The project reports for formation of 7 District Institutes of Education and Training were placed before the Empowered Committee which has made certain suggestions. The project reports are expected to be revised for approval soon.

6.9 The State has established Gujarat State Adult Education Board under the chairmanship of the Education Minister. Steps have been taken to form Village Adult Education Committee in all the villages imparting adult education and District Adult Education Committees in all the districts. 25 Taluks have been approved for establishment of full time Adult Education centres.

6.10 90 Jana Shikshana Nilayams have been proposed to be established under Border Area Development Programme during the current year.

6.11 Steps have been taken to revise the syllabi in accordance with core curriculum of NCERT.

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BRIEFING

7.1 For implementation of Operation Blackboard schemes, survey in 20% of the blocks as required has already been completed. 959 schools have been selected where building equipment etc. are needed. The programme of construction of school buildings under NREP/RLGGP schemes have been accelerated. The project report will be put up to SUEC for approval.

7.2 Under the programme of Massive Orientation for School Teachers, 10,000 teachers were trained in the year 1986-87 and 30,000 teachers were trained during the current year. 30 lecturers were also trained to improve the quality of technical education. 7.3 Steps have been taken to restructure the syllabus in Science and Computer education. Courses for Classes I to V have been modified with the help of NCERT.

7.4 6 Navodaya Vidyalayas are functioning in the State and 3 more have already been approved for the next year.

7.5 Science equipment was provided to 190 Govt. Higher Schools. 53 schools have been selected for implementation of Computer Literacy and Studies in schools project.

7.6 The fifth All India Education Survey is also proposed to be completed during the current year.

7.7 40 posts of junior librarians have been created for Govt. Senior Secondary Schools.

7.8 6056 non formal education centres are running with an enrolment of around 30 each. 300 more are proposed to be set up during current year.

7.9 850 school complexes are functioning in the State.

7.10 53 Vocational Educational Institutes are functioning in the State and 20 different vocations are taught. 3788 students are studying in these institutes.

Himachal Pradesh

8.1 To ensure 100 percent enrolment, intensive enrolment drive is on. Teachers have been assigned specific habitations/villages to persuade parents. There is no single teacher school in the State. 472 school buildings have been constructed under Operation Blackboard Scheme during the current year. All the schools in the State are equipped with minimum teaching aids.

8.2 The State Government has introduced CBSE syllabus and NCERT text books at the plus two level to enter the national main stream of Education. The State Government has decided to introduce NCERT books as soon as the new edition of these books are available.

8.3 The Govt. provides scholarship of Rs50/- per month and a lump sum grant of Rs400/- per annum to the poor SC and ST girls. The Govt. also has a scheme to supply free text books, writing material and clothing to children of weaker sections. Free text books are supplied to all the children of Scheduled Tribes from Class 1 to Class X.

8.4 State Council of Vocational Education with Chief Minister as Chairman has been set up. State has proposed to start vocational courses in the Senior Secondary schools in each district from 1988-89. District Vocational Education Committees under the Chairmanship of Dy. Commissioner, have been set up to identify the courses & institutions.

8.5 Under Massive Orientation of School Teacher programme, 5000 teachers have been given orientation training.

8.6 8 Navodaya Vidyalayas are functioning and steps have been taken to start 4 more covering all the districts in the State.

8.7 20 Non-Formal Education centres covering 400 students are functioning.

8.8 2,200 Adult Education Centres are functioning. 1000 NSS and 5000 Non-NSS students have been involved in the massive programme of literacy and the target for 87-88 to 3000.

JAMMU & KASHMIR

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

9.2 The State Government on the basis of the Fourth Survey data, has already prepared educational atlas, which provides information regarding habitations with and without schooling facilities alongwith locational maps of each Tehsil. Block-wise maps have also been prepared.

9.3 Construction of 2000 elementary school building has been taken up under NREP. 1773 additional teachers have been provided for conversion of single teacher schools into double teacher schools.

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

KARNATAKA

10.1 21,500 teachers were covered under the scheme of reorientation of teachers during 1986-87. The State Educational survey unit has been set up with the full complement of staff. Twenty blocks, about 10 percent of the total number of blocks in the State have been identified for assistance under 'Operation Blackboard'. A separate Directorate for Education of Minorities is being set up shortly. A project report on location, number and cost estimates for construction of class rooms in rural areas has been prepared.

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

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

KERALA

11.1 More than 30,000 teachers were oriented to the National Education Policy and Plan of Action by means of modules prepared and supplied by the NCERT.

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

11.3 The State Government has proposed to start a new Open University. There is also a proposal to start an autonomous institute of appropriate technology and rural development in Trichur. It is proposed to provide buildings in 47 tailoring/garment making training centres and start a residential polytechnic for women. There are more community Polytechnics proposed to be started in addition to the existing four.

MADHYA PRADESH

12.1 Fifth Educational Survey is expected to be completed by January 19 88 and the school mapping exercise would also be taken up immediately thereafter. Survey of 20 percent Blocks has been completed for implementation of Operation Blackboard and 13,882 primary schools have been covered. Out of this, 3,783 are single teacher schools and 2,976 are without buildings. 3,116 schools have only one pucca room. Proposal for sanction of funds under Operation Blackboard has been prepared and sent to Government of India in December, 1987.

12-2 Under the programme of massive orientation of teachers, about 30,000 teachers have been trained/oriented during the summer vacation of 1986. The process of revision of the curriculum prepared by NCERT in the light of national curricular framework has already been started.

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

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

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

12.6 475 trainers from among NSS/Adult Education Programme officer were trained in 8 training programmes at different University headquarter with the help of the State Resource Centre, Adult Education, Indore, District level Committees for effective implementation of MPFL were constituted under the Chairmanship of the District Collector

12.7 82.5 percent of the children are going to attending primary school. The State Government also supplies free uniforma to SC/ST girls and free textbooks to students of SC/ST and backward classes.

12.8 20 Navo daya Vidyalayas are functioning and formation of 6 more has been approved. Proposal for establishment of 19 more Navo dya Vidyalaya is under consideration.

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

12.10 5,000 new non-formal education centres have been opened during the current year in addition to the 18,080 existing centres.

12.11 44 vocational courses are proposed to be started in 13 Higher Secondary schools from the next academic year.

MAHARASTRA

13.1 Survey of 20% of blocks for implementation of Operatic Blackboard has been completed and the project report is ready.

13.2 1,230 non-formal education centres are functioning and 25,398 boys and 9,608 girls have been enrolled.

13.3 19 Navodaya Vidyalayas have been opened in the State.

13.4 107 secondary and higher secondary schools in the State have been covered under the CLASS (Computer Literacy and Studies in Schools) project. The State Govt. is running six Computer Play school centres in six secondary schools to computer literacy.

13.5 Under the scheme of mass Orientation of School Teacher programme, 36,775 primary school teachers and 17,796 secondary school teachers were given training during the current year. A task force has been appointed to prepare Pro reports in respect of 11 DIETs. 120 newly appointed lecturers were trained.

13.6 35,000 student vounteer participated in Mass programme of Functional Literacy (MPEL) covering 1.05 lakh adults. 561 new adult Edu cation centres will be set up soon.

13.7 The student population covered by the vocational course in the state is 49,275 (6%) The coverage is expected to incre 10 % by 1990-91.

13.8 New technologi,cal university is being set up at Ionar

MANIPUR

14.1 To obtain participation of the guardians, the teachers, the public and the social workers in the implementation programme of schools, the Govt. have also constituted School Development Committees.

14.2 Vocational Education is being introduced at Plus Two stage in the Higher Secondary Schools. The Government have identified trades like Knitting & Embroidery, Fishery, Forestry, Horticulture, Motor Mechanics, Electronics, cane & bamboo crafts, Poultry for the Purpose.

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

14.4 200 teachers have been oriented under the programme of Massive Orientation of School.

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

MEGHALAYA

15.1 Fifth Education Survey has been completed and the data is being compiled.

15.2 The SCERT has completed the exercise to revise the curriculum and instructional material and a separate cell has been set up for publication of textbooks.

15.3 3 Navodaya Vidyalayas have started functioning.

15.4 750 teachers were trained in the first phase of Massive Orientation of School Teachers.

15.5 76 new government middle schools have been provided assistance for a science room and 3 science museums are being set up in 3 Government High School.

MIZORAM

16.1 Under the programme of Massive Orientation of School Teachers, 904 teachers were re-oriented and trained.

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

MAHARAJA

17.1 2472 teachers have been given orientation training in 1986 and 1987 under the Massive Orientation of School Teachers Programme. 3 junior teacher training centres are proposed to be converted into District Institute of Education and Training.

17.2 7 C.D. Blocks have been identified after the survey for implementation of Operation Blackboard during 1987-88 ECCE centres for children in the age group 0-4 and 4-6 years with 100 percent central assistance have been provided by the Cabinet sub-Committee. The training under the programme has already started.

17.3 Vocational courses have been introduced in 2 government high schools and a separate wing for vocationalisation has been started in the Directorate of School Education.

17.4 The Governmental approved the setting up of State Council for Higher Education, State Council for Vocational Education, District Board of Education and Village Education Committee.

17.5 Women's Polytechnic is being set up at Kohima and is expected to become operational in 1988-89.

ORISSA

18.1 State Government has decided to establish District Board of Education, District Institutes of Education and Training, introduce vocational streams at the plus 2 stage, and develop selected colleges as autonomous colleges as per guidelines communicated by Govt. of India. 7 task forces have been set up to submit reports regarding elementary education, non-formal education, secondary education, higher education, vocationalisation, adult education, resources and recruitment and training of teachers.

18.2 With the assistance received from NCERT, a massive orientation programme for the Primary and Secondary School Teachers was organised in the State during the Summer Vacation of 1986. 17,037 Primary School Teachers received orientation at 144 Training Centres in 1986 and 38,288 teachers were trained in 1987. The State Govt. has identified 5 districts for establishment of DIETs.

18.3 65 Blocks and 15 urban areas have been identified for coverage under Operation Blackboard scheme. 7,387 schools have been identified and the requirement of buildings, additional teachers and teaching and learning material have been worked out. The proposal for implementation of the Schemes: Operation Blackboard reorganization of teacher education and establishment of DIETs have been sanctioned by the Empowered Committee and sanctions issued by Government of India. During the year 500 new primary schools with 2 teachers each have been opened and 500 primary schools have been upgraded. 1,271 single teacher schools have been provided with an additional teacher. Funds have been provided for construction of 983 primary school buildings out of RLEGP funds and 1,853 school buildings are proposed to be constructed from funds made available by Eighth Finance Commission. 2,127 school buildings which were started last year are expected to be completed this year. Fifth educational survey is in progress.

18.4 A zonal centre of the Indira Gandhi National Open University has been opened at Bhubaneswar.

18.5 Seminar of leading voluntary agencies was organised to ensure active involvement of more voluntary agencies in non-formal education programmes.

18.6 5 Navodaya Vidyalayas are functioning and 6 more are proposed to be started in the current year. 12 out of 13 districts are thus covered.

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18.7 31 schools have been started for the purpose of providing vocational courses. The necessary instructions will be given to the teachers in the year 1938-39. 23, 14 and 10 schools are proposed to be given vocational education during the current year which is expected to amount to 18,500 in 1938-39 which amounts to 10%.

18.8 The State Govt. has decided to provide free education for girls upto the post-graduate stage and appoint women teachers in all the primary schools of the State.

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PUNJAB

19.1 37 Blocks have been identified for coverage under Operation Blackboard scheme after the survey. The Project reports have been approved by SLEC and 527 teachers' posts were sanctioned to provide additional teachers to single teacher schools. To achieve universal elementary education, 1,000 non-formal education centres have been set up with a total enrolment of 31,739. 2,257 school buildings have been constructed under RLEGP.

19.2 The co-re-curriculum of NCERT has been adopted by Punjab School Education Board. 7 Navodaya Vidyalayas have been sanctioned and proposals for sanction of 5 more have been sent.

19.3 Project proposal regarding introduction of 201 vocational courses in 67 schools in 1988-89 and 204 courses in 68 schools in 1989-90 have been prepared.

19.4 Restructured courses have already been introduced at first degree level in the college and redesigned degree courses will be introduced in 1988-89.

19.5 Training facilities for agriculture are proposed to be introduced in 12-15 colleges.

19.6 3,100 adult education centres are running with an enrolment close to one lakh.

19.7 The schools are being supplied with radio sets. 15 slide viewers and 15 slide projectors have been supplied to schools.

19.8 6,050 teachers were trained in 1986 and 16,132 teachers have been trained under Massive Orientation of School Teachers Programme in 1987-88. Orientation courses for lecturers and principals have also been organised. 5 DIETs are proposed to be set up during the current year. Two Teacher Education colleges and one Institute of advanced Study are also being established.

RAJASTHAN

20.1 The survey in 20% of the Blocks for implementation of Operation Blackboard is over. 6,575 primary schools have been identified. Out of this, 3,334 are single teacher schools and 518 schools have no building. 1,272 primary schools need one more room. Construction of 591 school buildings have been sanctioned for schools ~~without~~ without buildings. The SLEC has sanctioned 2,334 teachers' posts for posting to single teacher schools for a period of three months.

20.2 23,600 teachers were trained and re-oriented in June 1986 and 23,121 teachers were trained in 1987. Fifth Educational Survey is in progress.

20.3 10,200 non-formal education centres are functioning in the State benefitting 3.75 lakhs children. 10 Blocks are being covered under Shiksha Karmi Yojana. Under this scheme 15,300 learners are expected to be covered through 150 day centres and 300 night centres.

20.4 Mass functional literacy programme was launched in Rajasthan in each of the colleges where NSS scheme was in vogue. 11,000 learners kits were distributed. The plan for establishment of 'Jan Shikshan Nilayan' has been prepared for each district. Mapping has also been done. Libraries for JSN are also being established. The panels for 'Preraks' have also been prepared. The Village level plan for eradication of illiteracy has been prepared. 13,768 Adult Education centres are being run.

20.5 NCERT have developed syllabus for Classes I to VIII. The syllabus has been revised for secondary classes also.

20.6 14 Navodaya Vidyalayas have been established and 6 more have been sanctioned for the year 1988-89.

20.7 59 Higher Secondary schools have facilities to impart computer education. 51 more are proposed to be included.

20.8 2 training camps for teachers on vocational education have been organised.

20.9 5 existing teacher training schools are proposed to be converted to DLETs. Two task forces have been constituted to prepare project reports for formation of DLETs and Secondary Teacher Education Institutions.

20.10 4 new Universities have been established and 4 colleges have been given autonomous status.

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SIKKIM

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

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

TRAINING

- 22.1 36,000 school teachers and 880 Inspection Officers were given training during 1986. The Fifth All-India Education Survey has commenced. A high level committee for monitoring and guiding revision of school curricula and syllabi has been constituted.
- 22.2 The state has already achieved 100 per cent enrolment for age group 6-11 in 1986-87. One nursery section is functioning in each Child Welfare Centre (Balwadi). The Chief Minister's Noon Meal Programme covers about 87 lakh children in the age group of 2-15 years and has helped in bringing down drop out rate from 40 to 22%. The State also supplies text books, uniforms and footwears free to all children covered by Chief Ministers Meal Programme.
- 22.3 With a view to enable Higher Secondary School students to utilise the facilities in laboratories in colleges and polytechnics, college complexes and polytechnic complexes have been set up, wherever possible.
- 22.4 Three universities in the States are conducting correspondence courses at degree and other levels. The universities in the State have been asked to identify 5 colleges each for conferment of autonomous status.
- 22.5 A Task Force and an Empowered Committee under the Chairmanship of Secretary has been set up to examine the proposals relating to District Institute of Education and Training.
- 22.6 Survey of 20 per cent Blocks for implementation of Operation Blackboard has been completed. 6,591 schools have to be covered. Project report is also ready for submission to State Level Empowered Committee.
- 22.7 The revised curriculum for Classes I to XII has been prepared. For classes I, III and VI, the revised curriculum will be implemented from the next academic year.
- 22.8 23,897 Adult Education centres are functioning in the State.
- 22.9 40 additional vocational courses have been introduced during the current year. 1,251 schools offer vocational education in the State and 25% of the Higher Secondary students are studying vocational courses.
- 22.10 41 colleges have been granted autonomous schools. The Government has set up a committee of Vice-chancellors, educationists etc. for reviewing under-graduates and post graduate courses.

TRIPURA

- 23.1 About 1,500 teachers have been oriented to enhance the professional competence in the context of National Policy on Education- 1986. Training programmes are continuously being held to orient more teachers under the scheme of in-service Training of School Teachers. The Principal, State Institute of Education, has been appointed as the implementing officer in this respect. 1,787 teachers are proposed to be trained during the current year under the Massive Orientation of School Teachers Programme. 1 DIET is proposed to be started at Agartala.
- 23.2 For implementation of Operation Blackboard, survey of 20 per cent Blocks is over and the project report is ready for submission to State Level Empowered Committee. 1,175 pre-primary balwadi centres and 1,300 Anganwadi centres are functioning in the State.
- 23.3 Revised curriculum for primary and secondary education has been developed and will be introduced from 1989.
- 23.4 3 Navodaya Vidyalayas are expected to start from 1988-89.
- 23.5 1,600 Adult Education centres are proposed to be started.
- 23.6 A survey to select suitable locations for opening non-formal centres is on and 40 non-formal education centres are proposed to be started during 1988-89 and 1989-90.
- 23.7 50 high schools are proposed to be provided with one science room each and adequate science equipments.
- 23.8 The State Task Force has recommended setting up of a vocational education cell in the Directorate of Education and has also proposed a survey to be conducted for opening vocational courses.

OTHER GRADES.

24.1 A programme of action has been drawn up at State level in accordance with the National Programme of Action. About 23,000 secondary school teachers and 50,000 primary school teachers have been trained during the summer vacation of 1986. Educational Survey and school mapping exercise is in progress.

24.2 To revise the curriculum and text books, the committee set up for this purpose has put forth its suggestions which are being studied by the committee formed under the Chairmanship of Chief Secretary.

24.3 Committees have been formed at village level comprising local people, parent-teacher associations to ensure enrolment and retention of girls, weaker section and minorities. Construction of school building has been given primary importance. Development fee of 8.1% and 2.1% respectively in primary and secondary schools, have been introduced.

WEST BENGAL

- 25.1 The survey of 20 per cent Blocks for implementation of Operation Blackboard is already over, and the report has been placed before SIFC. However, because of non-availability of funds for construction of schools, it has been reported that the scheme cannot be implemented.
- 25.2 In the Massive Orientation of School Teachers' Programme, 30,000 school teachers were trained during the current year.
- 25.3 Fifth Educational Survey has been completed and the data is being compiled.
- 25.4 As outlined in the National Policy on Education, the projectisation of non-formal education has been completed. It has been found that 1,352 new centres would be required to be set up.
- 25.5 A separate department and directorate are being set up amalgamating the function of Non-formal and Adult Education programmes together.
- 25.6 A State Level Coordination and Monitoring Committee has been constituted to involve NSS and Non-NSS students in the Mass Programme of Functional Literacy.
- 25.7 The Education Department have also constituted a Media Committee with the Minister-in-Charge as Chairman and representatives of all media as members to involve A.I.R., TV and the print media in the Adult Education Programme. In the sphere of technology mission, the State Government have already taken advance action by providing audio-visual equipment to all the 53 projects of the State. An Institute of Correspondence Courses to be affiliated to the Calcutta University is being set up.

ANDAMAN AND NICOBAR ISLANDS

- 26.1 A State Level Programme of action for implementation of the policy has been drawn up. 330 teachers of lower and upper primary level have been trained during 1985-87 and 450 teachers in 1987-88.
- 26.2 The Fifth Education Survey has been taken up under the overall guidance of NCERT and is likely to be completed within the schedule fixed by the NCERT. The school mapping exercise has also been taken up alongwith educational survey so that schools are opened/upgraded in a planned manner. Steps have been taken to revise the text books in the light of National Curriculum framework at the primary level as far as Tamil, Bengali, and Telugu textbooks are concerned.
- 26.3 One Navodaya Vidyalaya has been started in Andaman District. Steps have been taken to form school complexes in A&N Islands during the concerned academic session. Two Committees have been set up at the State level for the implementation of NPE. The proposal regarding formation of district level committee and the village level committees is in hand.
- 26.4 Under the scheme Special Nutrition Programme for lactating and Pregnant Mothers, 200 Mothers and 4,300 children are being covered every year. For the children in the age group of 3-6, 196 Anganwadis, 90 Balwadis and 39 Pre-Primary sections have been opened. To ensure better enrolment in schools, incentives like free text books, stationery, uniform, travel concession, mid-day meals, attendance scholarship are given to children of weaker sections. Under Operation Blackboard 48 class rooms were constructed in 1985-87 and 20 are to be completed in 1987-88. 30% of the schools are proposed to be covered under Operation Blackboard during the current year. 80 lady teachers were appointed during the current year.
- 26.5 36 non-formal education centres have been opened with an enrolment of 930.
- 26.6 312 Adult Education Centres are running with enrolment of 6,931.
- 26.7 Vocational Courses have been introduced in two secondary schools.

CHANDIGARH

27.1 Action programme has been drawn up for the UT in accordance with the NPE and POA. About one third of the total number of elementary school teachers had received reorientation and training by the end of March, 1987. 378 teachers were given ~~ix~~ orientation in the summer of 1986 against the target of 360 teachers. To ensure 100 per cent enrolment of girls and children from weaker sections of society a stipend of Rs.10 per month is paid besides other incentives like free uniforms, text books and stationery. To avoid stagnation on account of failures, weak students in classes 3 to 5 are given extra coaching every day. A number of non-formal education centres have been opened to enrol working children and drop-outs on account of which the enrolment in non-formal education centres had increased to 1,250 in the year 1986-87 from 600 in the previous year. At present 45 centres with an enrolment of 2,250 children are being run.

27.2 About 6,637 illiterates are being covered under State Adult Education Programme. Voluntary agencies like Nehru Youvak Kendra with 10 volunteers looked after the education of 180 adults. Similarly in the Centre for Adult & Continuing Education of Punjab University, about 1050 adults and under Each One Teach One Programme 565 adults were covered. A detailed door to door survey has been conducted and plans are being worked out to eradicate illiteracy by the year 1990 among the target group.

27.3 In 5 senior secondary school vocational courses have been introduced.

DELHI

28.1 A task force with Chief Secretary of Delhi as Chairman has been constituted in October, 1986, to implement the various programmes contained in NPE-1986. 9 additional Task Force Committees of officers have been set up to plan detailed strategies for implementation of thrust areas.

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

DADRA AND NAGAR HAVELI

29.1 76 teachers were trained in the year 1986-87 and an equal number of teachers have been given orientation in the current year. One primary school building had been completed out of NREP funds and three school buildings were under construction. Special education survey and school mapping exercise have been completed.

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

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

LAKSHADWEEP

30.1 Against a target of training 90 teachers in 1986-87, 170 teachers were given orientation; 164 teachers were trained in 1987-88. For increasing enrolment and retention of children, especially of girls, in schools, incentives like Mid-day meals, scholarships, free text-books and writing materials are provided. Action has been taken for implementing Operation Blackboard. There are primary schools within one kilometer of the habitation in all the islands of the UT. All the schools have Pucca-Buildings and required facilities, and there is no serious problem of drop-outs on account of which need for non-formal education is not felt.

30.2 The Fifth Educational Survey is being done under the supervision of NCERT.

30.3 60 Adult Education centres with an enrolment of 400 are functioning in the U.T.

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