

DRAFT OF IMPLEMENTATION STRATEGIES

Regarding

NATIONAL POLICY ON EDUCATION—

NIEPA DC



D04638

Department of Education

Jammu & Kashmir State

J A M M U.

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I. Pre-Primary & Elementary Education Including  
Non-formal Education and Operation Black Board

I. Early Childhood Care and Education (ECC&E)

1. National Policy of Education/Programme of Action:

The National Policy of Education (NPE) envisages that a full integration of early childhood care and Pre-Primary Education is to be brought about both as a feeder and a strengthening factor for Primary Education and for Human Resource Development in general. In continuation of this stage, the school Health Programme will be strengthened.

2. Existing Situation in J & K State

ECC&E and Pre-Primary Education programme is being looked after in this state only by the following agencies:-

- (i) State Social Welfare Department.
- (ii) Private Schools both Recognised and Un-recognised.

Therefore, it is not the responsibility of the State Education Department.

3. Implementation

i) Proposed Action: The ECC&E schemes as it stands, have components of health and nutrition but not to the required standard. Emphasis is therefore, required to be laid on the following aspects:-

1. Health and Nutrition Components.
2. Provision of Inservice Training to the Personnel
3. Adequate Supply of Educational Material for children.
4. Using of Play-way methods and Discouraging of 3 R's.
5. System of monitoring and evaluation to be developed and linked with renewal of grants.
6. Timing Co-terminous with school working hours or mother/sister working hours.
7. Adequate Safe and hygienic space.

ii) Agencies Involved: A committee of the representatives of the following departments is required to be constituted immediately to prepare an action plan including financial implication:-

1. State Education Department.
2. Social Welfare Department; and
3. Health Department.

iii) Time Factor: Within one month i.e. by the end of December, 1986.

iv) Inputs (Financial & Non-financial): It is the responsibility of the committee so constituted to give the details of financial implications.

## II. Elementary Education/NPE/Programme of Action :

The NPE identifies five major areas in the Elementary Education for the successful implementation i.e.;

- 1.1. Acknowledged Structure.
- 1.2. Universal Enrolment & Retention.
- 1.3. Operation Black Board.
- 1.4. Quality Education.
- 1.5. Non-formal Education.

1.1 Acknowledged Structure: The NPE envisages a common school structure in all parts of the country i.e. the Primary stage should consist of 5 years followed by 3 years of Upper Primary.

### 2. Existing Situation in J & K State:

The State has the same pattern.

### 3. Implementation

- i) Proposed Action: Nothing to be done this year.
- ii) Agencies Involved: Not Applicable.
- iii) Time Factor: Not Applicable.
- iv) Inputs (Financial & Non-financial): Not Applicable.

### 1. NPE/Programme of Action

1.2. Universal Enrolment & Retention: The NPE links itself to propose that all children by the time they attain the age of 11 years shall have 5 years of schooling and also it will be ensured that Free and Compulsory Education upto 14 years of age is provided to all children by the year 1995.

### 2. Existing Situation

Elementary Education is already free in the State. There is an order to make it compulsory but it is not implemented in letter and spirit.

### 3. Implementation

- i) Proposed Action: To see that necessary steps are taken to make it compulsory in real sense.

2. To ensure participatory involvement of teachers and community for formulating school/village level committees involving local level constructive workers.
3. To evolve micro-level planning by involving teachers in planning and implementation processes.
4. To seek tactical co-operation of all agencies and individuals who have earned the confidence of the community.
5. To provide effective role to local women and youth sections of the society who have remained deprived of the schooling facilities.
6. To prepare a format for conducting integrated village-level sex wise/community-wise survey with respect to the following age groups:-
  - i) 6-14 for both school going and not school going children.
  - ii) 15-35 for both literates and illiterates.
7. Fresh school mapping to be done indicating encatchment areas.
8. To provide a comprehensive system of incentives and support services for girls and children of the economically weaker sections of the society for retention purposes.
9. To provide to the girls of all families below the poverty line, two sets of free uniforms, free textbooks and stationery and attendance incentive.
10. To provide free transportation in State roadways buses to children attending elementary schools/stage.
11. A comprehensive system of rewards and recognition to be created for individuals and institutions doing commendable work in the field of retention of children in Primary schools and NFE Centres.
12. Universal provision of Upper Primary school facilities and to create mechanisms for testing the children of N.F.E. Centres for lateral entry into the formal system.
13. To cover all school-less habitations falling under norms for U.E.E. by the year 1990.
  - ii) Agencies Involved: State Education Deptt. in consultation with the Field Officers i.e. Director School Education; Distt. Education Officers; Tchsil Education Officers/Block Education Officers who will calculate the financial implications and prepare a plan of action for immediate implementation of these strategies.

iii) Time Factor: By the end of January, 1987.

iv) Inputs (Financial & Non-financial): This is the job of the Planning Section of the Education Deptt. to consolidate and prepare a comprehensive financial implications covering all aspects.

### 1.3. Operation Black-Board<sup>1</sup>, NPE Programme of Action

1. O.B. envisages to provide:

- i) Two reasonably large rooms that are useable in all weathers.
  - ii) At least two teachers in each school, one of them must be a woman teacher.
  - iii) Toys/games material, maps, charts and other learning materials.
2. To cover at least 10% blocks and urban schools under the programme during 1986-87 and 20% during 1987-88. It is proposed to conduct a quick survey in a specifically designed simple format in these selected blocks.
  3. To lay down norms to specify the various items so as to ensure quality.
  4. To formulate a system for procurement of material avoiding system of purchase by tenders which leads to the purchase of sub-standard material.
  5. To train the teachers to use the material in day to day teaching practice.

### 2. Existing Situation:

1. The said schools are not equipped in the manner as envisaged in the N.P.E.
2. There are 195 educational blocks in J & K State not co-terminous with C.D.blocks.
3. There are about 2877 single teacher-schools in the State i.e. 37% of the total Primary Schools.
4. 50% of the Primary schools are not having their own buildings i.e. not even one room. 44% Upper Primary schools are also not having their own buildings.
5. The District Level Purchase Committees have been constituted under the chairmanship of District Development Commissioners. These committees selected the material and circulates the lists to the sub-offices to purchase the material accordingly.

6. The teachers are trained i.e. given inservice re-orientation courses regularly but a comprehensive training to make use of teaching aids is separately required.

3. Implementation:

i) Proposed Action: The funds allocated under NREP for the construction of Elementary school buildings should be got earmarked for 10% selected blocks for the year 1986-87 to meet the requirements of implementation of O.B. project.

2. 20 Education blocks i.e. 10% of 195 Educational blocks to be identified according to the norms laid down in the NPE. This is to be proportionately divided into the three regions of the state as under:-

- a) Jammu Division                      9 Blocks
- b) Kashmir Division                    9 Blocks
- c) Ladakh Division                    2 Blocks.

since both Kashmir and Ladakh Divisions fall under snowy zones and therefore, it is not possible to start the construction work in Kashmir/Ladakh during winter. It would be better to follow the following pattern to save the allocated funds from lapsing:-

S.No.	Year	Division	No. of blocks to be identified
1.	1986-87	Jammu	20
2.	1987-88	Jammu	7
3.	"	Kashmir	27
4.	"	Ladakh	<u>6</u>
	Total	=	60 i.e. 10%+20% total blocks.

- 3. All single teacher schools i.e. 2877 are to be converted into double teacher schools within one year to achieve the desired objective.
- 4. To get comprehensive and detailed survey of the schools of the selected blocks, with respect to their requirements of buildings/teachers/equipments/land etc. through a detailed format.
- 5. Some scientific procedure for the procurement of the requisite material for the elementary schools is required to be formulated to avoid the purchase of sub-standard material and un-imaginative rigid audit and supervision.
- 6. DIET's are required to prepare a well meaning training programme to train the teachers to make effective and efficient use of teaching material purchased for the schools.

ii) Agencies Involved: The State Education Deptt. in consultation with the State Planning Deptt.

2. DSE's be asked to get 30% blocks identified i.e. 10% during 1986-87 and 20% during 1987-88 in consultation with the field officers according to the prescribed norms.
3. State Education Deptt. in consultation with the DSE's and other concerned officers of the Deptt.
4. Concerned DSE' /BEG. /TEOs./TEPos. etc.
5. -do-
6. SIE's and DIET's

iii) Time Factor:

1. 31.12.1986.      2. 25.11.1986      3. 31.12.1986
4. 31.12.1986      5. 31.12.1986      6. -do-
7. During the vacation of 1986-87 and 1987-88.

iv) Inputs (Financial & Non-financial): It will be possible only when the complete survey of the identified blocks is conducted, to work out the financial implications.

1.4. Quality Education: INPE/PROgramme of Action: The NPE envisages that children of all families in the country are to be provided access to Elementary education of good quality.

2. To raise the standard of all schools so that the country moves apace in the direction of the common school system as spelt-out in the 1968 policy.

Existing Situation: The standards achieved at the elementary stage in the State are not upto the expectations.

3. Implementation:

- i) Proposed Action: To launch a multi-level and multi-dimensional planning for school improvement programme to alter the present situations of institutional stagnation and social apathy by reforming the teacher education system.
2. To lay emphasis on retention and quality education.
3. To identify areas where the literacy percentage and educational standard are poor i.e. approach should be to area-specific and population-specific planning. Efforts are required to be made by the Supervisory agencies to



pay more attention to these areas and plan their supervision with the help of experts in various subjects in DIETs, in such a manner that schools grow to achieve the quality of education.

4. To select only trained, talented and dedicated candidates for appointment as teachers.
5. To provide at least 30 to 50 seats in each DIETs, to enrol new candidates on the basis of their merit and aptitude to undergo D.E.Ed. training on their own expenses. Govt. will get better under-graduate trained teachers for Elementary Schools on one hand and on the other save the expenses being made on their training at present. There is a capacity in all DIETs, in the State to provide training to the fresh candidates. Similarly the present number of seats for B.Ed. training for private candidates on open merit needs to be increased from 50 to 200.
6. To modify the training programmes to meet the needs of NCERT courses.
7. Re-vamping of school complexes in such a manner that the complex schools provide educational support to the needy schools to improve the quality of education. These must not remain only examination centres as these are at present.

ii) Agencies Involved: State Education Deptt. in consultation with the concerned DSEs, S IEs, DEOs, DIETs etc.

iii) Time Factor: It is a continuous process and therefore no time schedule can be suggested.

iv) Inputs (Financial & Non-financial): It is for the State Education Department to ascertain the financial requirements.

#### 1.5. Non-formal Education (NFE)

1. NPE/POA: It has been laid down in the NPE to evolve different models of N.F.E. programme and agencies implementing the programme will be encouraged to evolve and adopt the most suitable model depending on the requirements of target groups.
2. To prepare relevant curriculum to relate it to the learners needs.
3. To decentralize the management.

2. Existing Situation: No such model exists at present in this stage.
2. The textbooks are the same as are for the formal schools.
3. 50% instructors are under-matric.
4. No training has so far been provided to the instructors/supervisors.
5. The instructors get Rs.100/- (Hundred) p.m. as <sup>an</sup> honorarium and that too after an interval of 2 to 6 months for want of timely sanction of grants.
6. Seating arrangements, drinking water and toilet facilities are not available in more than 70% centres at present.
7. About 60% to 80% Centres are located either <sup>in</sup> instructors' houses or local leaders' houses. The rooms provided by them cannot be considered conducive to teaching learning atmosphere.
8. No rent charges are paid to acquire suitable accommodation on rent basis.
3. Implementation:
  - i) Proposed Action: The State should follow M.P. model to start with.
  2. To get vetted and corrected the integrated curriculum already prepared for class 3rd for N.F.E. Centres with the collaboration of N.C.E.R.T.
  3. Curriculum for class 4th to 5th be got prepared which should by and large be comparable with formal school courses.
  4. To identify the areas where there is immediate need of opening N.F.E. Centres.
  5. To raise the honorarium of instructors from Rs.100/- to Rs.300/- p.m. to attract locally available better qualified women candidates.
  6. To ensure regular monthly payment of honorarium to the instructors.
  7. 3% reservation of posts for N.F.E. instructors in formal schools as teachers be got strictly followed by the concerned Recruiting Agencies.

8. To provide funds for the training of Instructors/ Supervisors of N.F.E. Centres to the concerned DIET's.
  9. To organise short term inservice training programme for instructors and Supervisors after preparing proper training modules.
  10. To equip the Centres under O.B. project by raising contingent and equipment grants.
  11. To provide a suitable Administrative Structure for the efficient conduct of the programme.
  12. To give due weightage to the detailed recommendation made for all subaspects under evaluation study recently conducted in the State.
  13. Proper provision be made for rent grants for Centres not located in Govt. School buildings.
  14. To encourage the voluntary Agencies to come forward to organise N.F.E. Centres by providing full information about the existing pattern.
  15. School-less habitations which do not fall under norms, should be provided N.F.E. Centres.
  16. The SIEs have developed under the UNICEF assisted Projects i.e. CAPE some material for N.F.E. Centres having equalance to five year of schooling and this material should <sup>be</sup> /tried out as soon as it is ready and a made available in printed forms.
- ii) Agencies Involved: State Education Deptt. and Ministry of Human Resource Development, Govt. of India.
2. SIEs' and DIETs..
- iii) Time Factor: By the end of this year.
- iv) Inputs (Financial & Non-financial): It is for the State Education Department and the concerned SIEs' / DIETs. to decide in consultation with the field officers.

1. The National Policy of Education (NPE)/POA:

NPE envisages that A.E. should be a means for reducing economic, social and gender disparities. Its aim should be to provide functional literacy and education to the illiterate adult population, especially women. It should be linked with the national goals such as alleviation of poverty, national integration, observance of small family norms, environmental conservation, liberation from oppression, promotion of women's equality etc.

The main features of the implementation strategy shall be:-

- a) Re-organisation of the existing programmes, to introduce flexibility and other measures for greater effectiveness.
- b) Application of Science and technology, and pedagogical research for improving the pace and environment of learning.
- c) Establishment of linkage between A.E. and developmental programmes.
- d) Launching of mass functional literacy programme.
- e) Organising a multi-dimensional programme of continuing education as the instrument for moving towards a learning society.
- f) Creation of dynamic management structures to cope up with the targets envisaged.
- g) Giving a distinct slant in favour of women's equality and taking all measures in pursuance of this resolve.

2. Existing Situation:

- i) Approximately 4 lac adults have been made literate till date since the inception of the programme (i.e. 2, Oct. 1978).
- ii) Presently 4080 A.E. Centres are functioning and some 300 more centres are proposed to be established during 1987-88.
- iii) AEP is mostly managed by the State Government, Universities of Jammu & Kashmir and some voluntary agencies like NYU's and Shramik Vidya Peeths are also running AEC's in specifically identified areas/localities. Some DIES are running 10 model centres each.

- iv) The programme is funded by both the State as well as the Central Govt. in a varying manner.
- v) Administrative control is provided by the Director of School Education at provincial level. There is of course one Jt. Director of A.E. but that is virtually for Kashmir province only.
- vi) At the project level the programme is managed as laid down in the guidelines of the NAEP issued in 1978.
- vii) Teaching materials and training are provided by the SRC but not very effectively. Adequate learning materials are not provided in time because of faulty management system.
- viii) Success is not very satisfactory mainly due to the lack of resources (especially honorarium to the Instructor) poor response from the community and lack of active cooperation from the Development Deptts.
- ix) Supervision is not so effective due to lack of mobility facilities for the project staff especially when the number of centres per supervisor is more. Supervisors are borrowed (they are teachers of formal system) and therefore not much accountable for failure or success.
- x) No follow-up programme; especially no post-literacy materials for Jammu Division. Even the primers/readers not very relevant particularly in Ladakh and Jammu divisions.

### 3. Implementation:

- i) Action Proposed: Re-organisation of the Deptt. State level officers (say SAE0 as in the other states) with provincial A.E. officers at least of the rank of Jt. Director.
- ii) Agencies Involved: State Government (Education Deptt)
- iii) Inputs (Financial & Non-financial): A recurring expenditure of rupees two lacs (as pay) and an initial (non-recurring) expenditure of another two lacs (official accomodation; furniture, vehicle, etc.).
- iv) Time Factor: Immediately- upto 31.12.1986.

- 3.2. i) Action Proposed: Strengthening and gearing up of the activities of SRC for providing adequate resources especially training to the field functionaries. SRC be preferably shifted from the Kashmir University and put under the charge of the proposed SAEO.

OR

The functions of SRC be entrusted to the respective SIEs provided special wings are created in them and are properly equipped with hard and soft ware.

- ii) Agencies Involved: State Government (Education Deptt.)
- iii) Inputs (Financial & Non-financial): A recurring expenditure of rupees two lacs (as pay) and non-recurring expenditure of rupees one lac.
- iv) Time Factor: In the beginning of the next financial year (1987-88).
- 3.3. i) Action Proposed: Distt. Resource Units (DRUs) be established in the DISTs and they be charged with the responsibility of preparation of T.Lits, Teachers' guides and evaluation tools, conduct of trainings for gross root level workers especially the instructor.
- ii) Agencies Involved: State Government (Education Deptt.)
- iii) Inputs (Financial & Non-financial): No much financial inputs are required except for accommodation and a seed money of Rs. 1 lac or so.
- iv) Time Factor: During the next financial year i.e. (1987-88).
- 3.4. i) Action Proposed: Model Centres run by DIEs be revived and made functional. These be asked to start such centres in the vicinity/arround it.
- ii) Agencies Involved: State Govt. (Education Deptt.) through Principals of DIEs.
- iii) Inputs (Financial & Non-financial): Nil
- iv) Time Factor: Immediately say upto the end of this year.

- 3.5. i) Proposed Action: Frequent transfers of Project Officers be checked.
- ii) Agencies Involved: State Govt./Education Deptt.
- iii) Inputs (Financial & Non-financial): Regular training, travelling expenses and mobility to the organisers and Supervisors.

- iv) Time Factor: Nil.
- 3.6. ii) Action Proposed: State/Distt. and block level coordination committees be reviewed and made functional.
- ii) Agencies Involved: State Government (Chief Minister, C.S., DDCs. etc.)
  - iii) Inputs (Financial & Non-financial): No financial inputs are required, but commitment and political will is required.
  - iv) Time Factor: Forth with, say upto 31.12.1986.
- 3.7. i) Action Proposed: Evaluation by external agencies viz:- Planning Deptt. SRC etc. be made a regular feature.
- ii) Agencies Involved: State Government (Education Deptt., Planning Deptt., SRC etc.).
  - iii) Inputs (Financial & Non-Financial): Nil.
  - iv) Time Factor: Right from the beginning of the next year.
- 3.8. i) Action Proposed: Cooperation from Development Deptts. be ensured by making their participation in A.E.P. compulsory. Some % of funds be earmarked by each agency for the A.E.P.
- ii) Agencies Involved: State Govt. (Planning Deptt. and General Deptt.).
  - iii) Inputs (Financial & Non-Financial): No additional funds but commitment and dedication is required on the part of the Govt. and the officials of the Development Deptts.
  - iv) Time Factor: Right from the beginning of the next year.
- 3.9. i) Action Proposed: For providing effective mobility and supervision speedy steps be taken.
- ii) Agencies Involved: State Government (C.S., DCs etc.)
  - iii) Inputs (Financial & Non-financial): Nil.
  - iv) Time Factor: Upto 31.12.1986.
- 3.10. i) Action Proposed: Formulation of systematic procedure for procurement and timely suppl. of T.L. materials to the AEOs be done.

- ii) Agencies Involved: State Government (C.S., DCs etc.)
  - iii) Inputs (Financial & Non-financial): Nil.
  - iv) Time Factor: Upto 31.12.1986.
- 3.11.i) Action Proposed: Timely release of State and Central grants be ensured and Central pattern of funding be adopted for all such programmes.
- ii) Agencies Involved: Central/State Government.
  - iii) Inputs (Financial & Non-financial): Nil.
  - iv) Time Factor: In the beginning of the next financial year.
- 3.12.i) Action Proposed: Incentives to learners and instructors be provided.
- ii) Agencies Involved: State Government (Education Deptt.).
  - iii) Inputs (Financial & Non-financial): Just a few thousands.
  - iv) Time Factor: In the beginning of the next financial year.
- 3.13.i) Action Proposed: New literates of AECs be prepared for engagement as labourers and they be paid a little more than the non-beneficiaries. Thumb impression in official matters be discouraged.



Teacher & Teacher Education

1. National Policy of Education: Introduction of reforms in the system of selection of teachers.
2. Existing Situation: Subordinate Service Selection Board advertises the posts teachers. District interviewing committees comprising of DEO, Principal of a local Degree College and some other educational functionaries conduct interviews of the applicants and their recommendations are sent to government for appointment. Qualifications and professional trainings for different categories of teachers like primary school teachers and Secondary/<sup>School</sup> Teachers are not specified. Right from a matriculate to Post-graduate are deemed fit for the post of a teacher in the lowest grade who can be appointed in any school.
3. Proposed Action: Least qualification for entry as a teacher should essentially be 10+2 wing preservice professional training. We may first select such persons as are to be appointed as teachers and then before giving them any teaching assignment send them to DIET for D.E.Ed. Similarly graduates and Post-graduates selected as teachers be sent to college of Education for B.Ed. training before giving them any teaching assignment.

Candidates from backward areas recruited as teachers who are generally matriculates be also sent to DIET for D.E.Ed. They will be given time of 5 years in which they will have to qualify for +2 level. They can do so by way of correspondence courses or Part-time coaching facilities from a nearby Higher Secondary School may be arranged for them. This point be stressed upon that qualitative improvement of a teacher, promotes qualitative improvement of education.

In order to ensure merit cum objectivity in teacher recruitment there should be a written test for the candidates. District Boards of Education shall be charged with the responsibility of the selection of teachers. To ensure representation of each District; only those candidates who belong to that particular District will be eligible for sitting in the test and for ultimate selection.

1. National Policy of Education: Improvement in the living and working/service conditions of teachers.
2. Existing Situation: Very bad.

3. Proposed Action:

- i) Staff quarters in Rural and Urban areas be constructed.
- ii) Free held plots for construction purposes to those teachers who are houseless.
- iii) Rural allowances as in the case of Doctors be given.
- iv) Quantum of work be limited to 4 hours so as to leave room for tutorials, innovations and self study.
- v) Study leave on full pay be given to all teachers.
- vi) There should be sufficient scope for career development to promising teachers.

1. NPE: ~~creation of an~~ effective machinery for removal of grievances.

2. Existing Situation: No machinery exists.

3. Proposed Action: A grievance cell in the District Board to be set up, It will look into the grievances of teachers with regard to transfers, promotions, postings, E.B. cases, G.P. Fund cases etc.

A roaster of teacher be prepared at the District level for purpose of inter District, Regional transfers.

1. NPE: Involvement of teachers in the planning and management of education.

2. Existing Situation: No such arrangement exists.

3. Proposed Action: A small committee of teachers to be framed by the teachers' association at the Block Level which shall be a consultant body to the District Board of Education on the issues pertaining to planning and Management.

1. NPE: Creation of opportunities and atmosphere to promote autonomy and innovation among teachers.

2. Existing Situation: No such opportunity exists.

3. Proposed Action: The autonomy to the teachers can be limited at the primary and Secondary level to the extent of allowing flexibility to devise his own innovations.

1. NPE: Teacher Education.

2. Existing Situation: Two colleges of Education and 14 DIETs exist, which cater to the needs of teacher education.

3. Proposed Action:

- i) State Board of Teacher Education be set up which will look into the problems of accreditation of teacher education institutions.
- ii) The State Board of Teacher Education shall remain affiliated with the National Board of Education.
- iii) Upgrading of teachers competencies by way of organising integrated condensed courses.
- iv) Specialized training should be organised for the personnel selected for manning different wings in DIETs.
- v) Special Pay should be given to the staff of DIETs.
- vi) Physical facilities of DIETs should be improved on priority basis.

1. NPE: Cadre of Teacher Educators.

2. Existing Situation: Nil.

3. Proposed Action: Separate cadre as suggested in the programme of Action for teacher educators in SIEs & DIETs be forthwith implemented.

1. National Policy of Education: Consolidation of Secondary and Higher Secondary Schools.
  2. Programme of Action: Provision of adequate facilities.
  3. Existing Situation: Almost all the schools have inadequate buildings, equipment, manpower.
  4. Proposed Action: Norms for each high and Higher/<sup>Sec.</sup>schools be revised in the light of requirements of new curriculum. Adequate Science Laboratory facilities in different areas be provided to the schools in a phased manner. A detailed plan of action be drawn by the Education Deptt. (ED)
  5. Implementation: The E.D. should conduct a detailed survey in order to identify inadequacies in respect of facilities of the schools and draw a priority programme to consolidate the schools.
    - i) Agencies Involved: The Deptt. of Education and Directorate of Rural Development,
    - ii) Inputs (Financial & Non-financial): Financial implications can be worked out after the survey reports are available.
    - iii) Time Factor: One year for survey and consolidation to be completed by 1990.
1. NPE: Access to Secondary and Higher Secondary Education.
  2. POA: Uncovered areas to be covered with the Secondary and Higher Secondary Schools.
  3. Existing Situation: There are high schools within walking distance of 5 to 6 k.ms. from the residence of children and in almost all the blocks except the hilly areas.

There are Higher Secondary Schools in all the 120 N.E.S. blocks except 8 N.E.S. blocks. In some of the blocks there are more than one higher secondary schools.
  4. Proposed Action: The school mapping should be revised and the Higher Sec.Schools within walking distance of 2 to 3 k.m. in the hilly areas and 3 to 4 k.ms. in a plan be provided with regard to Higher Sec.Schools the 8 N.E.S. blocks which do not have H.S.Schools till now be provided with the H.S.Schools.
  5. Implementation: School mapping to be completed by one year and additional schools be provided in a phased manner till 1990.

All the blocks will be provided with at least one H.S. Schools.

- i) Agencies Involved: Department of Education.
- ii) Inputs (Financial & Non-financial): Financial implications in following respect can be worked out after the mapping is completed.
  1. Building
  2. Equipment
  3. Manpower etc.
- iii) Time Factor: Mapping to be completed within one year and targets to be achieved by 1990.
  1. NPE: Setting up of pace setting schools.
  2. POA: Setting of Navodaya Vidyalayas
  3. Existing Situation: 6 Navodayas Vidyalaya have been set up in the current year.
  4. Proposed Action: In order to provide one such school in each district as per national policy 8 more schools of this type are required.
  5. Implementation: All the schools will be set up next year.
- i) Agencies Involved: Ministry of Human Resources Development and Education Department.
- ii) Inputs (Financial & Non-financial): As per norms already worked out at the national level.
- iii) Time Factor: One year.
  1. NPE: Provision of S.E. facilities to the products of non-formal education.
  2. POA: Establishment of 'open schools'
  3. Existing Situation: No such facility is available at present.
  4. Proposed Action: Two open schools alongwith at least one resource centre with each open school be established in these two provinces.
  5. Implementation: The Board of Secondary Education, SIE and Incharge of Non-formal Education should draw the curriculum, instructions, learning materials and training manuals for the product of N.F.E. The resource centres be established in all the districts by 1990.

- i) Agencies Involved: S.I.E. Board and S.Education Deptt. of Education.
- ii) Inputs (Financial & Non-financial): Financial implications in term of the following shall have to be worked out:
  1. ~~Infrastructure~~ Building, Equipments and manpower.
  2. Preparation of printing of learning materials.
  3. Organization of contact programme.
- iii) Time Factor: Experimental resource centre for one year. Rest of the resource centres to be established by 1990.
  1. NPE: Core-curriculum to be devised at national level.
  2. POA: Consolidation of education through core-curriculum.
  3. Existing Situation: At present we have adopted the N.C.E.R.T. curriculum in the school. The Board of School Education is responsible for development of curriculum and textbooks in the State.
  4. Proposed Action: The core-curriculum developed at the national level will be adopted in the light of local environment, needs, aspirations, The Textbooks in the light of the curriculum developed will be prepared and prescribed.
  5. Implementation: The Board of School Education in collaboration with the national level expertise, State Institute of Education, experienced teachers in the field of will organise different workshops to prepare the new curriculum and textbooks.
- i) Agencies Involved: Board of School Education, SIE, Deptt. of Education, N.C.E.R.T.
- ii) Inputs (Financial & Non-financial): Financial implications will be worked out in respect of the following:-
  1. Organisation of workshopt.
  2. Preparation and printing of textbooks.
- iii) Time Factor: One year after the receipt of core-curriculum developed at the national level.
  1. NPE: Improvement of teacher competencies.
  2. POA: Improving pre-service and inservice training programme.
  3. Existing Situation: There is a provision for pre-service training for Secondary School teachers leading to B.Ed degree. We are providing this pre-service training to

to the inservice teachers who are recruited as fresh graduates. We have a back log of quite a good number of untrained teachers in the Deptt. Inservice training programme for teachers are being organised by S.I.E. in order to prepare teachers for the updated curriculum.

4. Proposed Action: Keeping in view the compulsions in the State and non-availability of trained graduates we shall have to recruit untrained teachers for quite some time. The organisation of orientation courses of at least 8 weeks duration for the newly recruited teachers before they are deployed for teaching, should be organised. The inservice training programme should be further strengthened and continued.

5. Implementation: SIE should plan and organise pre-service training programme for newly recruited trs. The B.Ed. course shall continue through College of Education. The inservice training programme for Secondary Schools teachers be organised by S.I.E. The inservice training programme of H.S.School teachers be organised by the S.I.E. in collaboration with NCERT and Regional Colleges of Education.

i) Agencies Involved: NCERT and RCE.

ii) Inputs (Financial & Non-financial): Financial implications shall be worked out for the following:-

1. TA, DA and honorarium to the resource persons and pocket money to the participants.

iii) Time Factor: The inservice courses shall start immediately after adoption of new curriculum and shall be continued.

1. NPE: Vocationalization.

2. POA: Developing organizational structure.

3. Existing Situation: At present there is no agency for looking after the vocational education in the State. The vocational education has not been introduced in any of the school.

4. Proposed Action: In order to plan and implement vocational education in the right prospective State Council of vocational education be constituted immediately. The district level coordination committees in each district should also be established.

5. Implementation: State council of vocational education and district level coordination committees should conduct a detailed survey in order to explain the employment potentials of different vocations in the area and suggest the vocational streams to be introduced.
- i) Agencies Involved: State Council of Vocational education, district level coordination committees and employment agencies.
- ii) Inputs (Financial & Non-financial): Financial implications involved in the conduct of information survey may be worked out.
- iii) Time Factor: This may be completed within one year.



1. Education of Women  
N.P.E/Programme of action.  
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- 1.1. To provide equal opportunities to women.
- 1.2. To lay down special emphasis on the removal of disparity.
- 1.3. To equalise Educational opportunities to the women who have been denied equality so far.

2. Existing situation:

The women are deprived of the opportunities of getting education. There is a great disparity in their status. Even parents discriminate against women folk and do not pay much importance to them. There are some remotest corner of the State where women are secluded in their homes on account of some social and traditional constraints

Picture at a glance:-

Primary Schools boys	5033
Primary Schools Girls.	2827
Ratio between Female and Male.	1:3 teachers.

3. Proposed Action:

Although there has been a systematic and progressive increase in literacy percentage between 1947 and 1986 but on the whole the number of the illiterate women has increased with the rapid growth of population. Hence in order to create awareness and sensitivity of their positive role the following suggestions be considered for the implementation of programme.

- 1. All the developmental Agencies be involved to create awareness amongst the women folk.
- 2. Women Education should be imparted through Vocational Education which requires the opening of craft and work-experience centres within the school premises.
- 3. Some cells at all possible levels be created to own a responsibility for furthering accountability of all those concerning with operational part of the plan. This cell should be like a Task Force committee where decisions can be taken and implemented.
- 4. Incentive in shape of Uniform, Stationery be provided to the women.
- 5. Area with less enrolment be identified and special sub-plan for its educational development be chalked out.
- 6. Formulation of plan at block level at elementary sta

7. The block achieving the fixed target be awarded.
  8. Special incentives for the girls studying in non-formal centres in the shape of scholarships, Uniforms be given.
  9. Adult Education Centres (15-35) be started in day time and women <sup>instructors</sup> be appointed.
  10. Adjustment of one female teacher in the Primary School is must.
  11. If possible local female reasonably qualified candidate: be adjusted.
  12. There should be separate women Adult Education Centre.
  13. Provision of accommodation for female teacher posted out side the locality.
  14. Nos. of Primary Schools for women be increased.
  15. I.T.I. for women should be provided at District headquarter.
  16. Separate hostel facilities for girls.
  17. Village level Committee giving representation to women be constituted.
4. Agencies Involved:  
State Education Department in consultation with field officers.
5. Inputs (Financial and Non-Financial)  
This can be possible when particular programme is finalized.
6. Time Factor:  
By the end of the current financial year the target be achieved.

1. EDUCATION OF SCHEDULED CASTE N.P.E/PROGRAMME OF ACTION

National policy of Education lays vital stress on the educational development of scheduled castes. This is a problem how to equalize this weaker class of the society with the non-sch. caste population at all stages and level of Education.

2. Existing situation:

It has been roughly estimated that 83% children of the scheduled castes in the age group of 6-11 in the rural and urban areas are on rolls in school which decreases after this age group.

District wise percentage of scheduled caste population is as under:-

Jammu	- 28%
Kathua.	- 21%
Udhampur.	- 19%
Doda.	- 9%
Rajouri.	- 7%
Poonch.	- 1%

Most of the scheduled castes population is in three Districts i.e. Jammu, Udhampur and Kathua.

3. Proposed Action:-

Following are some of the remedial measures which if taken can promote the education of the scheduled castes.

1. Pre-matric scholarship be granted to each Schedule caste student irrespective to his/her source of income and his/her performance in the last examination especially in the age-group of 6-14.
2. The procedure to grant scholarship to the schedule castes should be made so easy to avoid unnecessary delay in sanctioning of the scholarship.
3. The scholarship should be paid in the first month of admission to enable the students to meet the expenses. The payment should be made monthly.
4. Un due delay in sanctioning the scholarship is caused because of lengthy procedure.  
The payment of scholarship should be released on the basis of affidavit produced by the parents.
5. Cent percent coverage be made possible by raising

6. Appointment of some High level committee to examine the rate of scholarship from time to time in keeping with the requirements of the scheduled castes students.
7. Block level efforts be taken to influence the scheduled caste students to join Higher Education.
8. Recruitment of Scheduled caste teacher especially in pre-dominating scheduled caste area.
9. Hostel facilities be provided at District level.
10. Non-formal Education centres should be opened both in urban and rural areas to feed in drop outs in the age group of 15-35.  
Sufficient incentive be given to the teachers as well as to the learners.
11. Committee at Block level be constituted for the development of scheduled castes people both in rural and urban areas.

4. Agencies involved:-

State Education Department in collaboration in the State Social welfare Department.

1. EDUCATION OF BACKWARD CLASS N.P.E/PROGRAMME OF ACTION.

The scheme <sup>focuses</sup> on the educational development of such people who are residing in the remote inaccessible area and are socially and economically backward living on islands hills, desert and bad-pockets.

Cent percent involvement of the people living in this area and their retention in the school leading to satisfactory completing of Primary stage of Education.

2. Existing Situation:-

The present position of such people belonging to backward areas occupied in the profession of scavenging tanning flaying is really miserable. They are neglected ones and most of them are generally mobile in search of their livelihood.

3. Proposed Action:

1. Pre-matric scholarship scheme for the children of such families be made available from class Ist. to onward.
2. Constant check up to ensure that the involvement retention and successful completion of courses do not fall at any stage be made.
3. Recruitment of teachers from the locality be made.
4. Opening of Primary School some times within the radius of half a Km. depending on the geographical approach of the area.
5. The school should be centrally located to get the maximum benefit by the students.
6. Hostel facilities be provided.
7. N.R.E.P. and other such agencies be involved to give maximum benefit to the students.
8. Incentive be given to the families to send their children to school regularly.

1. EDUCATION OF THE MINORITY GROUPS.N.P.E/PROGRAMME OF ACTION.

The policy clearly indicates that no citizen shall be denied admission into any educational institution on the grounds of religion, race, caste, language.

Minorities have the right to preserve their language, script and culture.

The constitution provides adequate facilities for instruction in the mother-tongue at the Primary stage of Education to the children belonging to linguistic minority groups.

2. Existing Situation:-

The existing position of preservation of language script etc of the minorities group is not much encouraging. Some minority groups in the State are being deprived of their constitutional right of receiving education in their mother tongue. This has restricted the scope of their language and culture. They deserve their language script and cultural as enshrined in the constitution.

3. Proposed Action:-

1. Education committee be framed at the block level to identify the minority groups with their district language and culture.
2. Education be provided to such minority groups in their mother language upto the stage of 5th.
3. Text books be got printed in such languages spoken by these minority groups.
4. Incentive in shape of scholarship<sup>and</sup> Uniforms etc. be provided.
5. Incentive should also be given to the teacher teaching the languages to the students.
6. All the developmental agencies also be involved to encourage such minority groups.
7. Libraries, reading rooms, extension programme be started in such areas where minority groups are residing.
8. Maximum survey and research work be conducted to make an adequate progress in regard to minorities' education.  
Much augmentation is needed so that the people feel encouraged.
9. Such cells should be created at block level to monitor effective implementation of these measures.

4. Agencies involved:-

This is a policy matter and the State government can help the minority group to redress their genuine grievances.

1. EDUCATION OF THE HANDICAPPED. N.P.E./PROGRAMME OF ACTION.

- 1.1. To integrate the physically and mentally handicapped with the general community.
- 1.2. To prepare them for normal life.
- 1.3. To enable them to face life with courage and confidence
- 1.4. To enable them to earn their livelihood and be self dependent.

2. Existing Situation:-

Existing position of such handicapped is very miserable. They are living at mercy and are burden on the society. Very little facilities are being provided to them which enable them to get some Vocational education which help them to be self-defendent. No special school at Government level is functioning in the State.

3. Proposed Action:-

1. System for identification, diagnosis and assessment of the handicapped be evolved. The children with wild handicaps should be put for education in common schools with others.
2. The students with major handicaps be sent to the special schools opened for them.
3. Committees at block level be set up with the responsibilities to identify such handicapped students and persuade them to attend the schools opened for them.
4. Medical facilities including the cost of artificial limbs be provided to them.
5. Special teachers with missionary zeal be appointed in such schools.
6. Special schools with sotel facilities be provided at each District headquarter for the severely handicapped children.
7. Adequate arrangement be made to give vocational training to the handicapped students.
8. Teachers dealing with the special difficulties of the handicapped children be paid higher than those working in common school.
9. Provision of good balanced diet prescribed as special diet for such students be made.
10. Facilities for transportation of such disable and students be arranged.
11. Supply of Text books and Uniforms free of cost.
12. Attendance incentive be also provided.



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13. All Voluntary agencies be involved to encourage such disabled people to receive education.
14. Educated, trained handicapped persons should be observed in the services. Employment opportunities be provided to the educated, trained in skill.
15. Teachers/Instructors to be appointed in the school for handicapped be got trained from out side the State.
16. Sub plan as in case of scheduled castes also be prepared for the educational development of the handicapped.

4. Imputs (Financial/ Non-financial),

State Education Department in collaboration with Social Welfare Department will take this responsibility.

5. Time Factor:-

By the end of the current financial year the needful will be done.

1. NATIONAL POLICY ON EDUCATION./ PROGRAMME OF ACTION.

Public examinations will continue to be held only at the levels of Classes X and XII.

2. EXISTING SITUATION:

The Board conducts the public examinations at the end of classes X, XI and XII.

3. PROPOSED ACTION:

Load shedding be done at classes IX and XI and the students be examined by the school authorities. This shall <sup>also</sup> include candidates of the catchment areas of a particular school who wish to appear in these examinations as private candidates. For non-going school children open schools in each province be set up.

4. AGENCIES INVOLVED:

- i/ J&K State Board of School Education.
- ii/ Education Department including State and District Institutes of Education, District and Block Educational authorities and Heads of recognized Secondary and Higher Secondary Schools.

5. INPUTS REQUIRED:

Portions of syllabus and curriculum to be prescribed for class IX, when the same already stands prescribed for class XI.

6. FINANCIAL ASSISTANCE:

Rs.50,000/- (Rupees Fifty thousand ) be paid to the Board to meet the expenditure for conduct of Seminars and Workshops etc. for the aforesaid purposes.

In order to meet the expenditure for conduct of examinations at the end of classes IX and XI, the institutions be authorised to realise Examination fees from the candidates.

7. TIME SUGGESTED:

To be made operative from 1988-1989.

NATIONAL POLICY ON EDUCATION/PROGRAMME OF ACTION:

Decentralisation of the operation involved in the conduct of examinations to make the system work more effective. School Boards in certain States have set up a number of sub-centres to decentralise the conduct of examinations. Adoption of similar measures by other State will be pursued. In the event of decentralisation as indicated above, the State Boards of School Education would continue to get the

question papers set and printed, consolidate the results of examinations and also undertake test checks on random basis of the functioning of the sub-centres:

EXISTING SITUATION:

The entire spade work for the conduct of various examinations is done by the Board. However, for the appointment of supervisory staff, decentralization has been done and district level committees, comprising persons drawn from the education department, have been constituted to make districtwise appointments of supervisory staff for various examination centres.

The J&K State Board of School Education has two divisions one each functioning at Jammu and Srinagar, besides the Central Unit. While the the examinations are conducted by the two divisions and the results also declared division-wise, the Question papers are got prepared and printed by the Central Unit.

INPUTS REQUIRED:

1. Office accommodations.
2. Creation of various posts for District sub-centres and the Central Unit for spot evaluation and coding of answer scripts.

FINANCIAL ASSISTANCE:

1. Recurring grant of Rs. ten lacs per year.
2. Non-recurring grant of Rs. twenty Five lacs.

TIME SUGGESTED:

The proposed action plan to be completed by the end of academic session 1987- 89.

NATIONAL POLICY ON EDUCATION/PROGRAMME OF ACTION

The possibility of introducing legislation to define various malpractices connected with examinations and to treat them as cognizable and unbailable offences will be considered. Such laws will also, when enacted, make provision to prescribe the nature and type of punishments for various offences under the law, and to include within its scope persons engaged in various operations connected with examinations and also to provide protection to them.

Innovations and experiments in the conduct of examinations, like printing and distribution of question papers with questions arranged in different sequences to avoid copying and other unfair means in the examination halls.

EXISTING SITUATION:

Despite the best efforts of the Board and the involvement of the Board and the involvement of the law enforcing agencies for the smooth and fair conduct of examinations. Yet it is not an uncommon sight to see hundreds of people storming the examination centres and try to pressurise the Supervisory Staff to show latitude in the conduct of examinations. Some times honest and dedicated teachers are subject to physical assault. While district law and order and other educational authorities are involved in the smooth conduct of examination, yet at many places hardly any support is received from law and order authorities.

PROPOSED ACTION:

1. Use of unfair means of any kind during the conduct of an examination either by the examinees, their sympathisers or by any person(s) associated with the conduct of examination or otherwise be made a non-bailable cognizable offence.
2. Section 144 be imposed around all examination centres.
3. Deployment of police parties in sufficient strength (preferably B.S.F/C.R.P) be made at each centre to ensure that no external interference takes place during the course of Examination.
4. Suitable measures be taken to provide physical security for supervisory staff and others connected with the conduct of various examinations.
5. Examination at such centres be cancelled where the sanctity of the same is violated by the examinees or their sympathisers and no re-examination be held at such centres.
6. Strict disciplinary action be taken against the members of the supervisory staff or any other person connected with the conduct of examination who are found guilty of dereliction of duty or abatement in the use of unfair means, during the course of examination.
7. The interests of conscientious and honest members of supervisory staff be protected and they should be suitably rewarded.

AGENCIES INVOLVED:

- i/ J&K State Board of School Education.
- ii/ Departments of Law and Education.
- iii/ State and District level law and order authorities.

TIME SUGGESTED:

To be completed by the end of academic session 1987-88.

N.P.E./PROGRAMME OF ACTION:

The Boards of Education will lay down the levels of attainment expected at classes V, VIII, X and XII. The Boards will also prescribe the learning objectives corresponding to these levels of attainment in terms of knowledge and comprehension, communication, skills in the application of knowledge, and the ability to learn. Schemes of evaluation consisting of examination to test these aspects of learning which can be assessed through formal examinations, and the procedure for assessing those aspects which cannot be tested through such an examination, will be developed. Abilities and proficiencies which can and should be assessed through institutional evaluation will be identified and procedures evolved for such evaluation. The development of schemes of evaluation is a continuing process. To provide professional support to this process, the Boards of Education will consider setting up a consortium for initiating research and development in evaluation procedures and in the conduct of examinations. For performing this task, the Consortium will adopt selected schools as pilot centres and will hold examinations and award certificates for the students of such schools. Before question papers are set, a detailed design will be evolved indicating the weightage to be given to various areas of content, types of questions and the objective of teaching/learning. Along with external examinations, continuous institutional evaluation of scholastic and non-scholastic aspects of education will be introduced. Evaluation of students' performance will move towards cumulative grading system. In the big States, the possibility of establishing more than one Board of Education will be considered, so that the number of students to be examined by one Board does not exceed one lakh. Procedures will be developed for the appointment of Chairman/Secretaries of Boards of Education and Controllers of Examinations to inspire confidence among public.

EXISTING SITUATION:

The Board has already prepared a well defined syllabi divided into units and sub-units, with appropriate weightage, for classes X, XI and XII. The learning objectives for the above classes in terms of knowledge and comprehension, communication, skills in the application of knowledge and ability to learn have also been prescribed through the formulation of Question Banks on various non-language subjects of the various classes.

The scheme of evaluation on various subjects of classes X, XI and XII have been prepared and are in use at present. The Board has set up a small unit of Curriculum Development and Research wing, which, however, needs immediate expansion. For setting a balanced question paper, blue prints are designed indicating the coverage to be given to different components e.g. knowledge, understanding, application and skill with appropriate weightage to different units. Besides the blue print also clearly demarcates number of long Answer, short answer and objective based items to be set in a question paper.

Under the provisions of the Act No. XXVII of 1975 of J&K Board of School Education, the appointment of Chairman and Secretary of the Board is made by the Government.

PROPOSED ACTION:

- 1/ The J&K State Board of School Education will lay down the levels of attainments expected at classes V and VIII while framing the curriculum for Elementary and Secondary Education. This shall be completed as soon as the new curriculum is notified by the Board.
- ii/ Schemes of evaluation for assessing special abilities and proficiencies, which can not be tested through an examination, be developed.
- iii/ Detailed design indicating weightages to be given to various areas of content, types of question for each of the classes of Lower Primary and Upper Primary stage shall also be developed.
- iv/ Procedures and formats for continuous institutional evaluation of Scholistic and non-scholistic aspects of education be introduced for which necessary training programmes shall have to be arranged at divisional levels.
- v/ Cumulative record card for all aspects of education, classwise be introduced for which formats shall be

developed by the Board of School Education with active collaboration of Department of Education and the teachers shall be trained in this process of evaluation accordingly by the S.I.E's and D.I.E's.

- Vi, The number of examinees in the various examinations from the two divisions in a particular year has exceeded one lac. Setting up of two Boards in the State, therefore, needs to be considered by the State Government.

AGENCIES INVOLVED:

1. J&K State Board of School Education.
2. State and District Institutes of Education.
3. Department of Education.
4. J&K Government.

INPUTS:

Financial support required for conducting seminars and workshops with resource persons drawn from N.C.E.R.T and other national agencies involved in the matters referred to above.

FINANCIAL ASSISTANCE:

~~Ruppes~~ Ruppes Five lacs per year for a minimum period of 3 years i.e. 15 lacs.

TIME SUGGESTED:

The process to be started from the academic session 1987-88 so as to complete it by 1990.

N.P.E./PROGRAMME OF ACTION:

Integrity of the examiner is crucial to the credibility of the examination system.

This credibility can be established by the openness of the examinations. It has to be recognised that students have the inalienable right to scrutinise their answer scripts and its evaluation and also compare them with those of others. The practice of declaring results in terms of overall divisions and pass/fail may be reviewed and substituted by a system of declaration of results in terms of marks/grades in each subject separately.

Candidates should have the opportunity to improve upon their grades through subsequent attempts.

Provisions should be made for clearing examinations in parts, in conformity with the modular pattern of courses.

The practice of scaling marks of different subjects which are not at par may be adopted in determining the grades. Intensive training programmes will be organised for paper setters.

Question banks will be developed to assist paper setters. A detailed marking scheme will be developed to ensure objectivity in scoring answer scripts.

Innovative ideas like open book examination, diagnostic evaluation etc. may be experimented with.

Separate certificates will be awarded showing the results of institutional evaluation and external examinations.

The certificate of institutional evaluation may cover academic achievements as well as non-scholastic aspects. Attempts will be made to move towards a situation in which only those who teach will evaluate their students.

Integration of evaluation with the process of teaching and learning will help diagnose the weaknesses and deficiencies in education. This diagnostic aspect will be utilised to develop remedial programme for weaker sections. Facilities will be provided in schools and colleges for maintenance of students' records to facilitate continuous institutional evaluation.

Programmes of training and orientation of teachers will give special attention to new evaluation methodologies, setting of question papers, measurement of performances, etc.

EXISTING SITUATION:

- i/ Re-evaluation of answer scripts in classes XI and XII has been introduced and the students applying for the same have a right to scrutinize their answer scripts, in which they seek re-evaluation, but are not allowed to compare them with the answer scripts of other students as the same is not possible.
- ii/ Board Regulations provide one chance to a candidate of class XI or XII to improve his division within one year of his having passed the class XI or XII examination and this practice should continue for the time being.
- iii/ Regulations have been framed allowing a student of class XI and XII to clear his examination in parts. However, candidates of class X failing in not more than two subjects are also allowed to clear the examination in parts.
- iv/ Two workshops were conducted by the Board for training of paper setters with the help of the resource



persons drawn from N.G.E.R.T.

- v/ Question banks in all the non-language subjects of classes X, XI and XII have been prepared and published by the Board. Questions in the examination are set from these question banks, which are revised and up dated after every two years by holding subjectwise seminars and workshops.
- vi/ Marking Schemes- Detailed marking schemes are being prepared in consultation with the examiners for securing objectivity in the marking of answer scripts so as to limit inter-examiner variability. However, efforts to improve the existing system are required to be made.
- vii/ Some spade work in evaluation methodology and setting up of question papers has been done. Model Question papers alongwith marking schemes have been prepared and sent to affiliated institutions.

PROPOSED ACTION:

1. The results to be declared in terms of marks/grades in each subject separately without showing over all division or pass/fail, be introduced.
2. Provision needs to be made for clearing class X examination in parts as has been done in the case of classes XI and XII examinations.
3. The concept of scaling of marks in different subjects cannot be introduced at this stage as this concept is not understood by the students or their parents. However, randomisation of giving fictitious roll numbers on the answer scripts has been introduced.
4. Intensive training programmes for paper setters and examiners of all classes be arranged.
5. Courses on <sup>Question Banks</sup> Question Banking, Item writing and Evaluation and measurement in various examinations be made a compulsory part of teacher training programme at D.E.E and B.Ed., levels.
6. Separate certificates be awarded to candidates showing therein the results of institutional evaluation and external examinations. The certificate of institutional evaluation should cover academic achievements as well as non-schol<sup>a</sup>istic aspects of education over the period the students has been on the rolls of an institution.
7. The suggestion that only those teachers who teach the students in the institutions will evaluate <sup>is</sup> in highly

appreciable. This will require the creation of a new teacher and providing teachers in all disciplines in all the institutions duly trained in the methodologies involved. This will also mean improvement in the pay scales and service conditions of teachers so as to make them comparable with the teachers at the national level.

8. Remedial programmes of teaching learning for weaker sections of society in general and for students hailing from remote corners of the State situated in backward pockets in particular must be started immediately as their performance in the public examinations is very poor as compared to the students hailing from the cities and principal towns of the state. This will require fixing different student-teacher ratio in backward pockets.

AGENCIES INVOLVED:

- i/ J&K State Board of School Education.
- ii/ State and District Institutes of Education.
- iii/ Department of Education with resource persons drawn from N.C.E.R.T and other national agencies who are connected with above matters.

FINANCIAL ASSISTANCE:

Rupees Two lacs recurring for arranging training programmes for paper setters, Examiners and Item writers.

TIME SUGGESTED:

Process to start from 1987 and completed by 1989.

PROPOSAL REGARDING IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION, 1986

(TECHNICAL EDUCATION)

National- Policy of Education,	Programme & action.	Existing situation of Technical- Education.	Proposed- action.	Steps to implements the new policy	Agency- involved.	Financial-No- financial involvement	Time- sched- le.
1.	2.	3.	4.	5.	6.	7.	8.
6.3	To create a Man-power information for cell monitoring job requirements.	Nil	A separate cell to be created under D.T.E	Identification of Man-power requirement through survey and consolidation & forecasting.	Directorate of Tech. Education.	Salaries TA/DA vehicles contir- gencies other exp. Rs. 5 Lakrs (Non-requirring) Rs. 2.5 Lakhs (requirring)	Two years.
5.5	Programme of Computer literacy to be started in all the polytechnic & ITIs as one of the subjects of curriculum.	At present this facility is available in one poly-technical where 1½ years post diploma course in computer-app-lication has al-ready been stated.	1. Computer training to incorpo-rated in the existing cu-rriculum.	TTTI, Chandi- garh & polytechnics.	Rs. 10.00 lakhs		This will be accom-plished during first 3- years of 7th plan in two phases.
4.19	1. Curricula- update. 2. Training scholarship. 3. Introducing new discipline	1. This is being improving - gradually. 2. This has been taken up in both the polytech.					

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11	1. Curriculum- updating. 2. Phasing out obsolescence. 3. Introducing new discipline.	1. This is being done period- ically. 2. This has been taken up in both the pol- ytechnics & ITI levels. 3. New Dicip- lines are being intr- duced.	This is already in active- process.	This is under implem- entati- on.	1. T.T.T.I, Chandigarh 2. Centcal & State Go- vt. 3. Central- Govt./ State Govt.	Rs. 20 lacs	Spread over the 7th 5- year plan.
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12	Community- Polytechnics.	There are two community- polytechnics one each at Jammu & Sgr.	Both the community polytech- nics are already func-tio- ning.	1. Rural- develop- ment Deptt. 2. Polytechni- cs. 3. T.T.T.I, Chandigarh. 4. Ministry of Human-Resource- Development.	Centrally- sponsored- schemes.
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1.	2.	3.	4.	5.	6.	7.	8.	9.
6-13	R&D facilities & consultancy-services in polytechnics.	At present no such facilities are available.	Needs to be created.	<ol style="list-style-type: none"><li>1. Equipment for research work to be purchased part of which is already available.</li><li>2. Teachers to be exposed to such work.</li><li>3. Suitable incentives to teachers engaged in R&amp;D work.</li></ol>	<ol style="list-style-type: none"><li>1. T.T.T.I, Chandigarh.</li><li>2. Engg. College.</li><li>3. Polytechnics.</li></ol>	Rs. 10 lakh-		To be started during 7th 5 yrs. plan.
6.15	Removal of obsolescence in polytechnics & ITIs.	This is already in process at pace.	This is to be accelerated.	<ol style="list-style-type: none"><li>1. Identification of obsolete equipment.</li><li>2. Creating more resources for replacement of obsolete equipment.</li></ol>	<ol style="list-style-type: none"><li>1. T.T.T.I, Chandigarh</li><li>2. D.G.E&amp;T,</li><li>3. Polytechnics &amp; ITIs.</li></ol>	There is sufficient financial implication which can be worked out after the due assessment of obsolete equipment about 80-lakhs.		- In a phased manner spread over the 7th Five year plan.

1.	2.	3.	4.	5.	6.	7.	8.	9.
6.15 (ii)	Consultancy & services programmes.	This type of work is being undertaken by a few ITIs only at present.	This is envisaged to be extended to other Technical-Institutions, also.	4. Needs of the community & industry to be identified.	1. D.T.E. 2. polytechnics. 3. I.T.I's.	Rs.25 lacs (for selected Institutions only).	-	During 7th Five year plan.
6.15 (iii)	Hostel-accommodation in polytechnics & ITIs.	This facility exists only in few Institutions on meagre scale.	New construction of Hostels to be taken up.	1. Identifying the individual needs of Institutions & creating the necessary resources,	1. State-Govt.	One crore.	-	During 7th Five year plan
5.5 (iv)	Recruitment of staff and improving service-conditions.	At present this is being done according to the existing rules however better in cumbents are not attracted for teaching jobs due to unattractive.	Conditions to be created to attract competent staff.	1. Better pay scales. 2. Accommodation facilities for 3. Incentive for pursuing higher Education. 4. Better service conditions.	1. State Govt.	Rs,50.00laks	-	Spread over 5th year plan.

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 ..... 8 ..... 9 .....

unattractive  
service con-  
ditions.

6.15  
(vi)

Retragating  
curriculs  
to promote  
interaction  
between  
Technical-  
Instts. &  
Industry.

Nil

Steps to be  
initiated to  
retarget the  
curricula as  
per programme.

Organising & con-  
ducting of work-  
shop/seminers/trgs  
in close collabor-  
ation with Indus-  
try TITI, CTI and  
CSTARI (Calcutta)

- 1.State Govt. Rs.50,000/- -
- 2.D.T.E year
- 3.Industry
- 4.TITI.
- 5.Polytech-  
nics.
- 6. I.T.Is/CTI.
- 7.CSTARI.

6.15  
(vii)

Rewarding Insti-  
tutions & indivi-  
duals for excell-  
ence in the per-  
formance.

Nil

Excellence in  
performance of  
institutions &  
individuals to be  
rewarded in  
future.

Constitution of  
experts committ-  
ee by the State  
Govt. to be the  
necessary  
evaluation.

- State Govt. Rs.50,000/- -
- per annum

6.8.

Programme of Tech.  
Education for women  
and physically handi-  
capped.

Nil

To set up womens  
ITIS. on in each  
district. Also to  
set up one ITI in  
each distt. for  
physically handi-  
capped.

- State Govt. Rs.1.5 crores -

6.10.

Training in Entar-  
preneurship

nil

This activity  
will taken up  
into Polytechnic  
and two remaining  
ITIS.

Through a cell to  
be created in Dire-  
ctorate of Techni-  
cal education.

- State Govt. Rs.10 lacs -
- Polytech-  
& ITIs. per annum

Sub. National Systems Unit,  
 National Institute of Educational  
 Planning and Administration  
 17-B, Sitapur Road, New Delhi-110016  
 DOC. No. ....  
 Date: .....

