



NATIONAL POLICY ON EDUCATION-1986

Implementation Report

Vol. II

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INTRODUCTION

1.00 The Parliament during the Budget Session in 1986 adopted the "National Policy on Education - 1986". The Programme of Action for implementation of the Policy was sent by the Government of India in November 1986 to the State Government. The preparatory work for implementation of the Policy in Madhya Pradesh started during the latter part of the year 1986-87. A Report on the same was sent to the Government of India in May, 1987. For all practical purposes, the year 1987-88 is the first year of implementation of the National Policy on Education. This document presents a summary, based on the progress reports furnished by the concerned departments of the State Government, of what has been done during 1987-88 for implementation of the Policy in this State.

PART-I

SCHOOL EDUCATION INCLUDING NON-FORMAL EDUCATION

2.00 ELEMENTARY EDUCATION

2.01 Opening of new Schools: In order to provide schooling facilities in all the habitations up to 300 population in general areas and 200 population in tribal and hilly areas, as envisaged in the Programme of Action, 500 primary schools have been opened in the year 1987-88. Except 750 habitations, all other habitations with 300 and more population in general areas have been covered with primary schooling facilities. In tribal areas, primary schools are available in all the habitations having 250 and more population. To provide facility of middle school education, 250 middle schools have been opened in the year 1987-88 in the State. In the year 1986-87, 500 primary and 250 middle schools were also opened.

2.02 Educational Survey and School Mapping Exercise: Fifth Educational Survey is in progress in the State. District tables to be prepared under the survey have been completed in majority of the districts. State level compilation work has been started. All efforts are being made to complete the survey work by June 1988. Detailed school mapping exercise will be taken up after the fifth survey, as the data collected and the block maps prepared during the survey, will be utilised for the school mapping exercise.

2.03 Enrolment and Retention: A target of 4 lakh additional enrolment was fixed for primary and middle classes in 1987-88. Of this, 2.50 lakh students were to be admitted in primary classes and 1.50 lakh in middle classes. Against this, 4.15 lakh students have been enrolled in primary and middle classes and as a result of this, percentage of primary school going-children has reached 82.7 and that of middle school going children to 44.45.

2.04 Various incentive programmes like provision of free text books to SC/ST and OBC students at primary level, supply of free uniforms to girls

belonging to SC/ST and OBC and studying at primary level, supply of books through book bank scheme at middle and higher secondary level to SC/ST students, supply of free mid-day meal in all primary schools located in tribal areas, are in operation in the State. An indication of the progress of these schemes on the basis of budget provision is given below:

Budget Provision of Incentive Schemes

(Rs. in lakhs)

S.No. 1	Name of the Scheme 2	Year 1986-87 3	Year 1987-88 4
1.	Supply of free Text Books to SC, ST & OBC students of Primary Classes.	78.00	85.00
2.	Supply of Books through Book Bank to Middle and Higher Secondary Schools.	25.00	30.00
3.	Supply of free uniforms to SC/ST & OBC students of Primary classes.	340.00	445.00
4.	Provision of Mid-day Meal	119.67	204.36

2.05 In addition to the above schemes, no detention policy has been applied in the State in Classes I and II. All these measures are helping in retaining the students at the primary and middle levels. Teachers have also been directed to contact the parents and try to persuade them to send their children regularly to the schools.

2.06 Operation Black Board: Under the scheme of Operation Black Board, an amount of Rs. 11.94 crores has been sanctioned towards the end of March, 88 by Government of India for the primary schools located in 92 blocks and 65 urban areas selected for this purpose during 1987-88. Of this amount, Rs.9.06 crores have been sanctioned for the equipment, furniture, etc., to be provided in 13,926 primary schools. In addition to this, 2,747 posts of assistant teachers have been sanctioned for single teacher primary schools. Salary of 1,150 lady teachers sanctioned during 1984-85 under a centrally sponsored scheme, has also been included in the sanction for the year 1987-88. Process of procurement

of the equipment and material and the posting of teachers in single teacher school has been started.

3.00 SECONDARY EDUCATION

3.01 Expansion of Secondary Education: To provide secondary education facility in unserved areas, 201 high schools have been opened during 1987-88. 150 High Schools have also been upgraded to +2 Higher Secondary Schools. In order to encourage the education of girls, all girls High Schools located in rural areas have been upgraded to +2 level schools this year.

3.02 Navodaya Vidyalayas: In order to implement the scheme of establishment of Navodaya Vidyalayas in the districts, as envisaged in the Programme of Action, the State Government provided necessary facilities by way of land, buildings, staff, etc. to the Navodaya Vidyalaya Samiti, New Delhi. The State Government has taken a decision to provide 30 acres of land free of cost to each of the Vidyalaya. Out of the proposals formulated by the State Government, the Navodaya Vidyalaya Samiti has sanctioned opening of 28 Vidyalayas as mentioned hereunder:

Year of sanction.	Name of district	Place where Navodaya Vidyalaya set up.	Remarks
1986-87	Tikamgarh	Kundeshwar	Started functioning
	Panna	Rimkharia	-do-
	Hoshangabad	Pawarkheda	-do-
	Narsinghpur	Bohani	-do-
	Jabalpur	Barginagar	-do-
	Raipur	Mana Camp	-do-
	Jhabua	Alirajpur	-do-
1987-88	Shahdol	Amarkantak	-do-
	Sidhi	Churhat	-do-
	Sagar	Khurai	-do-
	Dainoh	Hatta	-do-
	Shivpuri	Mohinisagar	-do-
	Bhind	Virkhedi	-do-
	Indore	Manpur	-do-
	Dewas	Chandra Keshar Bandh	-do-
	Mandsaur	Rampura	-do-
	Seoni	Kanhiwara	-do-
	Rajnandgaon	Badia Tola	-do-
	Durg	Vorai	-do-
	Bilaspur	Malhar	-do-

Year of sanction.	Name of district	Place where Navodaya Vidyalaya set up.	Remarks
1988-89	Sehore	Shayampur	Will start functioning from academic session of 88-89
	Khargone	Junapani	-do-
	Raigarh	Kachnaria	-do-
	Guna	Khiriya Dewat	-do-
	Datia	Beekar	-do-
	Morena	Manpur	-do-
	Chatarpur	Nawagoan	-do-

3.03 It may be mentioned that out of 28 Vidyalayas listed above, the Navodaya Vidyalaya Samiti has allotted the construction of 26 Navodaya Vidyalayas to various construction agencies.

3.04 Proposals of 9 more districts are also under consideration of the Navodaya Vidyalaya Samiti, New Delhi. Proposals of the remaining districts are being formulated. Efforts are being made to cover all the districts by 1990.

3.05 Vocationalisation of Secondary Education: The National Policy on Education has laid emphasis on vocationalisation of education at +2 stage of school education. Keeping this in view, in the year 1987-88, preparatory work was undertaken in 13 schools to start vocational courses from July 1988. In this context, in the year under review, a detailed scheme was also sent to Government of India for central assistance. Sanction of Rs. 57 lakhs has been received from the Government of India in March, 1988.

3.06 Simultaneously the Madhya Pradesh Board of Secondary Education has approved the following vocational courses prepared by the SCERT:

Agriculture	(i) Agricultural Economics & Farm Management. (ii) Horticulture (iii) Poultry Farming
Home Science	(i) Food Preservation (ii) Bakery and Confectionery (iii) Consumer Designing & Tailoring
Commerce	(i) Office Management (ii) Accountancy (iii) Steno-Typing (iv) Cooperative Management
Technical	(i) Maintenance & Servicing of Radio and Television (ii) Building Construction & Maintenance.

(iii) Maintenance & Repair of Electrical Domestic Appliances.

(iv) Scooter & Motor Cycle Servicing & Maintenance.

3.07 **Improvement of Science Education:** To improve science teaching in secondary and middle schools in the State, a detailed scheme has been sent to the Ministry of Human Resource Development for obtaining Central assistance to the tune of Rs. 5.20 crores. It is proposed to cover 1,650 middle schools, 400 high schools and 225 higher secondary schools under the scheme. The components of the scheme are provision of science kits for middle schools, laboratory equipments for high schools and higher secondary schools, establishment of 8 district science resource centres and the training of science teachers. Sanction of Rs. 1.14 cr. has been received from the Ministry of Human Resource Development in March 1988.

3.08 **National Curriculum Framework:** In order to conform to the national pattern of education, the State of Madhya Pradesh had introduced 10+2 pattern of school education from 1984-85 session. The first high school examination of this course at the end of Class X was held in 1986. The first examination at the end of Class XII will be held in April, 1988. The curricula and syllabi of courses are on the pattern suggested by the NCERT. For the high school examination, every student has to offer three languages and three compulsory subjects while for the higher secondary examination, two languages and three subjects from any of the diversified groups have to be offered.

3.09 **Curriculum Guides:** The M.P. Board of Secondary Education has published curriculum guides for different subjects of high school and higher secondary examinations. The main object of these guides is to make the syllabi of courses more specific and divide them into topics, sub-topics and aspects. The purpose of teaching each topic has been shown with the help of expected behavioural changes and concepts and skills to be developed through particular

content areas. The teaching time for each topic of the syllabus in terms of school periods has also been worked out with a view to indicate the depth and relative importance of different topics. For scientific evaluation, the weightage of each topic has also been specified. These curriculum guides will help the teachers in streamlining their teaching and the students in knowing the actual content for learning. Curriculum guides also help to produce text books.

3.10 **Open School:** Under the New Education Policy, opportunities for continuing education have to be made available to all those students of weaker sections of the society who had to drop out from schools for various reasons such as poverty, ignorance or non-availability of schools for further studies. This problem is particularly acute among girls in rural areas and members of Scheduled Castes and Scheduled Tribes inhabiting remote areas of the State. For such people there were so far little opportunities for further studies. For girls, who were unfortunate to be widowed or separated, all doors of employment were practically closed for want of education upto high school standard. Now under the New Education Policy, an Open School has been established by the M.P. Board of Secondary Education in 1987-88 which will enable all these drop-outs including girls to appear in the high school examination straightaway after joining the one year Correspondence Course run by the Board. About 22,000 candidates joined during academic session 1987-88. Candidates who have passed at least Vth class and are 15 years of age are eligible to join the Open School.

3.11 **Examination Reforms:** The M.P. Board of Secondary Education has been continuously striving for bringing improvements in the examination. The questions are now set to test the knowledge, understanding, skill, comprehension, application and expression of the candidates. Objective questions find place in each question paper. The answers of students in different subjects are analysed so as to serve as a feed-back for improving teaching and reforming question papers. Training is provided to teachers for the improved techniques of preparing

question papers. The Board has also prepared a Question Bank in different subjects of high school and higher secondary examinations. The Board had set sample Model Question papers in English, Hindi, Science and Social Science for high school examination 1986 and supplied them to all the schools.

3.12 For achieving greater uniformity and objectivity in valuation, a scheme of centralised and supervised valuation system is in operation.

3.13 The Board has accepted in principle to adopt the scaling and grading system for indicating results of the examinations.

3.14 As envisaged in the Programme of Action, the process of decentralisation of the conduct of examination has been initiated in the State. Six Regional Offices of the Board have already been established and they are likely to take the shape of Divisional Boards.

4.00 EDUCATION OF SC/ST & OTHER BACKWARD CLASSES

In order to improve the education of SC/ST and OBC children, various incentive programmes and welfare schemes are being implemented by the School Education Department as well as by the Tribal, Harijan and Backward Classes Welfare Department. An account of the incentive schemes implemented by the School Education Department has already been given in para 2.04. The schemes implemented by the Tribal, Harijan and Backward Classes Welfare Department are as follows:

- (a) Provision of Ashram schools in sparsely populated tribal areas.
- (b) Provision of scholarships.
- (c) Provision of hostel facilities.
- (d) Management of school education in tribal sub-plan areas.

5.00 MINORITY EDUCATION

In order to improve the education of children belonging to minority communities, specially muslims, various measures have been taken which are

*Raipur, Bilaspur, Indore, Jabalpur, Rewa & Gwalior

as follows:

- (a) Recognition to schools run by minority communities.
- (b) Permission to give instructions through Urdu medium. At present 163 primary schools are being run by the School Education Department where education is being given through Urdu medium. About 55,600 students are studying in these schools.
- (c) Permission to teach Urdu as a language at different levels, and to provide Urdu teachers in such schools. At present 1,093 Urdu teachers are working in primary, 348 in middle and 193 in higher secondary schools.

6.00 CONTENT AND PROCESS OF SCHOOL EDUCATION

The process of revision of curriculum and text books at the school stage in the light of the national curriculum framework was started in the State soon after the announcement of the New Education Policy. Text books of Class I, III and VI are being prepared afresh and are likely to be introduced in schools from July 1988.

7.00 MEDIA AND USE OF TECHNOLOGY

In order to make the teaching and learning process more interesting and effective, a detailed scheme has been sent to the Ministry of Human Resource Development for providing coloured TV sets and two-in-one equipments in about 5,000 primary schools in the State. Total cost of the project has been worked out as Rs. 6.45 crores out of which Rs. 2.21 crores will be provided by the State Government and the rest by the Central Government.

8.00 TEACHER EDUCATION

8.01 Teacher Education forms an important component of the New Policy- particularly at the school level. In order to implement this aspect of the Policy, the State Government launched a massive teacher orientation programme in 86-87 when about 32,000 teachers were trained. This programme was continued in 1987-88 when 26,000 more teachers were given orientation in various aspects of new education policy.

8.02 In order to make substantive curricular and pedagogic inputs in programmes of teacher education at the district level and for training of personnel and provision of resource support, the State Government formulated a project for upgradation of 15 existing BTIs into District Institutes of Education and Training (DIETs). This project was considered by the State Level Empowered Committee and as per its recommendations, the Central Government has approved upgradation of the following BTIs into DIETs:

<u>Name of B.T.I.</u>	<u>District</u>
1. Basic Training Institute, Alirajpur	Jhabua
2. Basic Training Institute, Bijalpur	Indore
3. Basic Training Institute, Mandsaur	Mandsaur
4. Basic Training Institute, Hatta	Damoh
5. Basic Training Institute, Bajranggarh	Guna
6. Basic Training Institute, Prabhatpattan	Betul
7. Basic Training Institute, Pachmarhi	Hoshangabad
8. Basic Training Institute No.1, Raipur	Raipur
9. Basic Training Institute, Jagdalpur	Bastar
10. Basic Training Institute, Pendra	Bilaspur
11. Basic Training Institute, Dharamjaigarh	Raigarh
12. Basic Training Institute, Mandla	Mandla
13. Basic Training Institute, Rajgarh	Rajgarh
14. Basic Training Institute, Shahdol	Shahdol
15. Basic Training Institute, Bemetra	Durg

8.03 An amount of Rs. 4.48 crores has been sanctioned by the Government of India in March 1988 for the provision of staff, equipment, buildings, etc., in the above institutions. Proposals for strengthening the SCERT and for establishment of 2 Institutes of Advanced Studies in Education are also under consideration of the Ministry of Human Resource Development.

9.00 MANAGEMENT OF SCHOOL EDUCATION

The process of decentralisation of school education administration has already been started in the State. Earlier, there was no provision of school education administration unit at the block level and all the primary and middle

schools were used to be controlled from the district level. Now the State Government has established Block Education Offices at the block headquarters. So far 309 out of 459 blocks have been covered and the rest will be covered very soon. The powers of inspection, supervision, financial control of primary and middle schools in the blocks have been transferred to the Block Education Officers. The post of District Education Officer, which earlier used to be a class II post, has been upgraded to class I post and redesignated as Deputy Director. Powers to inspect block education offices and high/higher secondary schools in the district have also been transferred to the Deputy Directors. Sufficient number of officers have also been added at the district level. Likewise, the divisional offices have also been strengthened and the post of Divisional Superintendent of Education, which earlier used to be a Junior Class I post, has also been upgraded to Senior Class I post and re-designated as Joint Director. In the last phase of reorganisation, strengthening of remaining 22 districts, 150 block offices and Directorate of Public Instruction will be taken up.

10.00 NON-FORMAL EDUCATION

To expand the programme of Non-Formal Education according to the revised project approach, as envisaged in the Programme of Action, 5,000 new Non-Formal Education Centres have been sanctioned during 1987-88 by the Government of India. About 19,000 centres are already functioning in the State in which about 4.00 lakh children are studying.

PART-II
HIGHER EDUCATION

11.00 With a view to implementing the National Policy on Education 1986 in the higher education sector, the State Government has decided to take up the schemes given in paras that follow.

11.01 **Consolidation and Expansion of Institutions:** The National Policy on Education -1986 visualises that the institutions of higher learning should be provided with a minimum level of infrastructure for the maintenance of quality and standards. This needs financing of the universities and colleges on a scale larger than hitherto undertaken, for items like construction of buildings, acquisition of new equipments and maintenance of existing equipments and other infrastructure. Expansion of the activities of the universities and colleges also demands that more funds should be made available to these institutions. Keeping this in view the State Government, in the year 1987-88, provided Rs. 1.27 crores and about Rs. 4 crores to universities and colleges respectively for these purposes in the budget of the Higher Education Department.

11.02 **Autonomous Colleges:** The concept of development of autonomous colleges finds a high priority in the New Education Policy. Thus, in 1987-88 28 Government and Private colleges in the State have been identified for the purpose by the Universities and the M.P. Uchcha Shiksha Anudan Ayog and approved by the State Government. Out of these, the University Grants Commission, New Delhi has conveyed its approval for 8 colleges. The list of these colleges is given below:

List of Autonomous College of Madhya Pradesh

- | | |
|---|---|
| I - Dr. Hari Singh Gour
University, Sagar. | 1. Govt. S.N. Post Graduate College,
Khandwa.
2. P.G. College, Chindwara. |
| II - Devi Ahilya
University, Indore | 3. Holkar Science College, Indore
4. Kasturba Gram Rural Institute, Indore. |
| III - Bhopal University,
Bhopal | 5. Govt. Moti Lal Vigyan Mahavidyalaya,
Bhopal. |

IV - Guru Ghasidas
University, Bilaspur

6. Govt. Model P.G. Science College, Bilaspur.
7. Govt. PG College, Ambikapur.
8. K.G. Arts & Science College, Raigarh.

In January 1988, a committee of Vice Chancellors to frame model statute in this regard has been constituted by the Coordination Committee of Vice Chancellors. The Report of this Committee is awaited. It may also be mentioned that Section 6 (16) of the Madhya Pradesh Vishwavidyalaya Adhiniyam, 1973 empowers every University of the State to declare a Teaching Department of the University, School of Studies or College as autonomous.

11.03 **Academic Staff College:** The National Policy on Education 1986 visualises orientation of teachers of Higher Education. The orientation programmes will enable the new entrants and serving teachers in universities & colleges in acquiring necessary teaching skills and in updating their knowledge and broadening their horizon. To achieve this objective, it is proposed to establish a Government Academic Staff College in due course to cater to the needs of Government college teachers. In the year 1987-88 three Universities of the State namely, Rani Durgawati Vishwavidyalaya, Jabalpur, Dr. Hari Singh Gour Vishwavidyalaya, Sagar and Devi Ahilya Vishwavidyalaya, Indore have already established Staff Colleges and each of these universities received assistance of Rs. 20 lakhs from the University Grants Commission, New Delhi.

11.04 **Model Colleges:** In order to create centres of academic excellence, 7 Government Science Colleges were declared as Model Science Colleges in the year 1985, i.e. prior to the introduction of New Education Policy. They have not only been equipped with modern scientific equipments, but efforts have also been made to man them with experienced and research-oriented teachers. Admission to these colleges is on merit basis and the number of seats is also restricted. These colleges have shown very encouraging examination

results. The pattern of election of their Students' Unions has also been changed. Election has been replaced by nominations of office-bearers on the basis of merit. In order to give fillip to the academic atmosphere prevailing in the Model Colleges, it is considered necessary that unmarried teachers should stay close to the hostels as tutors on the campus. This will not only solve the problem of residential accommodation of teachers to some extent, but will also enable the hostellers to get personal guidance of tutors as and when required. A closer supervision and administration of hostels will also be possible. It is proposed to have at least one tutor block for each hostel in the Model Colleges of the State. The scheme of "Model Colleges" has now been made a part of the general scheme of consolidation of institutions of higher learning envisaged in the National Policy and mentioned in para 11.01 supra. In the year 1987-88 an amount of Rs. 23 lakhs was provided for strengthening of Model Colleges.

11.05 Construction of Staff Quarters: A large number of Government colleges in Madhya Pradesh is situated in distant tribal/backward areas. Lack of residential accommodation for teachers and non-teaching staff becomes an acute problem in these places. As a result, they cannot stay at these places even if they want to. There is a general shortage of houses elsewhere also. This forces the teachers and other staff to stay in nearby towns from where they commute to their places of work by various means of transport. This results in their almost never reaching the college in time, since their arrival and departure is linked with the timings of the buses and trains. College time table has to be cast and re-cast to suit their convenience. They cannot be ordered to stay back for important extra-curricular and other academic activities. It is natural that they cannot give their best to the institution and the students. An atmosphere of general laxity prevails in such colleges which adversely affects discipline. The Principal becomes a helpless spectator in such circumstances.

Therefore, it is extremely essential that the colleges are provided with at least a few staff quarters.

11.06 In 1987-88, the Higher Education Department formulated a preliminary scheme for providing staff quarters to teachers and other staff of the Government colleges. This scheme is under process and shall be finalised after obtaining opinion of other departments of the State Government and funding agencies like HUDCO, UGC, etc.

11.07 **Redesigning of Courses:** The scheme of restructuring of courses forms an important component of the National Policy on Education, 1986, so far as the Higher Education sector is concerned. In Madhya Pradesh the redesigning of courses had commenced even before the New Policy was announced. The work of redesigning of courses is being done in Madhya Pradesh by the Universities under the guidance of M.P. Uchcha Shiksha Anudan Ayog. This process continued in 1987-88.

11.08 **Evaluation Process and Examination Reforms:** A Committee of Vice Chancellors was appointed in 1986-87 to go into the problems of examination reforms. The Committee was at work in the year 1987-88. The Report of the Committee is awaited.

11.09 **Strengthening of Research in Universities:** It has been clearly acknowledged in the National Policy on Education 1986 that the Research undertaken in the Universities is not up to the mark in terms of quality as well as quantity. Madhya Pradesh is no exception to this general observation made in the National Policy on Education. It is, therefore, necessary to strengthen the infrastructure needed for research in the Universities. Some funds may flow for the purpose from other sources like the UGC, Industries, Central Agencies, etc. The State Government, however, is also keen to provide adequate funds separately for this purpose, but no progress could be made in this direction in 1987-88 because of paucity of funds.

11.10 **Mobility:** The Policy visualises measures to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his/her origin and emphasises the universal character of a University and college. To achieve this objective it says that the students should be admitted in the institutions of higher learning on the basis of merit without any regard to domicile or nativity. For this purpose the Policy suggests that priority be given to schemes for construction of Students' Hostels, Staff quarters, provision of scholarships, etc. As regards staff quarters for the teachers and other employees of the Government colleges, it has already been mentioned in para 11.05 that a scheme is being formulated in this regard. In the year 1987-88 an amount of Rs. 5 lakhs was made available to Bhopal University for construction of quarters for the non-teaching employees of the University. In 1987-88 sanction was issued for construction of Hostels for Government college at Korba and Government Girls College at Seoni in addition to accelerating work on construction of about 10 hostels. A comprehensive scheme of scholarships in the light of the National Education Policy is being worked out.

11.11 **Establishment of Open University:** The State Government has been considering establishment of Open University in the State since 1983 but before the idea could take concrete shape it came to the knowledge of the State Government that an Open University was to be established at the National level. It was, therefore, decided to defer the scheme of the establishment of Open University in the State till a clearer picture emerged about the National Open University. After the establishment of Indira Gandhi National Open University in 1985 and the support provided to the idea of the establishment of the Open Universities in the States in the National Policy on Education 1986, the Government of Madhya Pradesh has decided to establish an Open

University in the State. During the year 1987-88 preparatory action was taken and draft bill for the establishment of the University was formulated in consultation with the Indira Gandhi National Open University. The State Government provided accommodation at Bhopal free of rent for the regional office of the Indira Gandhi National Open University.

11.12 **Strengthening of Administration:** The Directorate of Higher Education is responsible for the planning, budgeting, financing, administration and monitoring the functioning of all Government colleges in the State. Considering the nature and extent of its responsibilities, its present strength and infrastructure are quite inadequate. Only very recently the set-up of the Directorate and 6^{*} Offices of Regional Additional Directors has been given a final shape. Accordingly, all these offices are proposed to be strengthened to make them more effective. Three more offices of Regional Additional Directors are proposed to be established at Bhopal, Ujjain and Sagar to complete the process of decentralisation. The workload of the existing offices is unmanageable considering the sizeable number of colleges and the geographical expanse of the State. Out of the 44 posts which are proposed to be sanctioned for the Directorate of Higher Education during the remaining part of the Seventh Plan, 15 posts were sanctioned in the year 1987-88.

11.13 **Implementation of Revised UGC Scales:** In the year 1987-88 the State Government decided in principle to implement from 1.1.1986 the scheme of revision of pay scales for the college and university teachers as recommended by the Government of India in their letters dated 17th June, 1987 and 7th September, 1987. The modalities of payment are being worked out.

11.14 **Encouragement to Sports:** The policy has emphasised the encouragement be given to games and sports in the Universities and colleges. Keeping this

*Jabalpur, Raipur, Bilaspur, Rewa, Gwalior and Indore

in view, the following actions were taken in the year 1987-88:

- (a) With a view to creating and supplementing the available infrastructure of sports, a number of Government colleges prepared schemes in this regard and sent them to the UGC, New Delhi;
- (b) Government colleges were advised to start Yog .-Abhyas classes for the benefit of students;
- (c) Duties of sports officers working in Government colleges were spelt out and orders were issued in this regard; and
- (d) In order to augment the availability of funds for sports in Govt. colleges, it was decided that the Amalgamated Fund will be supplemented by Government grants. A Three Year Degree Course in Physical Education was started in Devi Ahilya Vishwavidyalaya, Indore.

11.15 **State Council of Higher Education:** In order to create effective machinery for planning and coordination of Higher Education at the State level as also coordination with the UGC, the National Policy on Education envisages creation of a State Council of Higher Education in the State. Necessary action will be taken by the State Government on receipt of revised guidelines from the UGC, New Delhi in this behalf.

11.16 **State Advisory Board of Education:** The National Policy on Education also envisages that the State Governments may establish in each State the State Advisory Board of Education on the lines of the Central Advisory Board of Education. It further says that effective measures should be taken to integrate mechanisms in various State departments concerned with human resource development at the State level. Accordingly the State Government has decided to set up the State Advisory Board of Education. Preparatory measures in this regard were taken in 1987-88.

11.17 **Education of Women:** In order to promote higher education amongst women, the State Government took a decision that all district headquarters, where no Women's college existed, would be provided with such colleges

during the Seventh Five Year Plan. When this decision was taken, 35 Women Colleges were already existing in the district headquarters. Out of the remaining 10 district headquarters where no college existed, 6 colleges were set up in the year 1987-88 and remaining four colleges would be set up in the year 1988-89. It may also be mentioned that education for women was made free in the State at all levels earlier than the Policy was announced.

11.18 **Education of Scheduled Tribes & Scheduled Castes:** A sizeable population of the State consists of ST and SC. Keeping this in view special efforts are being made to provide facilities of higher education to this category of the population of the State. In the year 1987-88, 9 Government colleges were established in the Tribal Sub-Plan area. It may also be mentioned that education for students of SC/ST is free in the State at all levels. 25% of the plan funds are allocated for Tribal Sub-Plan areas and 1% for the welfare of SC students. SC/ST^{students} are provided financial assistance for the purchase of books and stationery.

11.19 **Education of Minorities:**

In pursuance of the recommendations of Cabinet Sub-Committee constituted by the State Government and the 15-Point Programme of the Prime Minister for the welfare of minorities, the State Government asked all the Universities to start coaching classes for the students belonging to the minority communities so as to enable them to compete successfully at the various All India competitive examinations. For this purpose, the State Government gives maintenance grants to the Universities towards the expenditure incurred by them on running such coaching classes.

* Shajapur, Rajgarh, Jashpurnagar, Ambikapur, Dhar & Jhabua

** Raisen, Bhind, Panna & Datia

PART - III
TECHNICAL EDUCATION

12.00 The National Policy on Education has identified several new initiatives to revamp technical education system. Keeping these in view, a Programme of Action was framed for revamping Technical Education in the State. This document was sent to Government of India, Ministry of Human Resource Development.

12.01 **Task force Areas and Action Points:** The document contains 6 main TASK FORCE AREAS and action points, resource implications, targets and phasing. The total financial requirements are Rs. 81.00 crores non-recurring and Rs. 12.12 crores recurring. The task force areas are:

1. Infrastructure development.
2. Computer Education.
3. Programmes.
4. Linkage, Research & Curriculum Development.
5. Staff.
6. Community Polytechnics and Rural Development.

12.02 **Position of Action Taken:** Position of action taken on the basis of this programme and the progress of technical education in general in the State is as follows:

- (i) 13 Engineering Colleges, 36 Polytechnics, 15 Technical Schools and 10-Pre-vocational Training Centres are at present working under the Directorate of Technical Education. There are 13 Class I Officers, 6 Class II Officers, 108 Class III personnel working in the Directorate. This set up was approved in 1984. For planning and monitoring of implementation of National Policy on Education the Directorate requires additional staff. A suitable proposal to strengthen the Directorate was formulated.
- (ii) All Technical Institutions have been directed to prepare Institution Plans. This is to indicate their profiles and requirements in working packets of Rs. 3.00 lakhs to Rs. 10.00 lakhs indicating priority.

- (iii) The State Government has sanctioned a sum of Rs. 43.06 lakhs in 1987-88 to the institutions for the following schemes:
- (a) Modernisation of laboratories;
 - (b) Improving teaching-learning situations;
 - (c) Purchase of books; and
 - (d) Setting up of Reprographic Units.
- (iv) Project Report for autonomy to selected Engineering Colleges and Polytechnics has been framed. Ministry of Human Resource Development has, however, advised to defer this for about 4-5 months as the All India Council of Technical Education is to lay down norms in this regard.
- (v) A detailed proposal for setting up residential Polytechnic for Women has been sent to the Ministry of Human Resource Development and is under consideration there.
- (vi) Selected Institutions are preparing R & D proposals. Schemes for 5 post-graduate courses had been sent to Human Resource Development Ministry. More such projects are being prepared by the institutions in the new revised proformae. Post-graduate courses in Water Management, Construction of Technology, and Computer Engineering have been introduced in colleges in last three years. Master of Computer Application course has been started in 4 Engineering Colleges including Regional College during last two years.
- (vii) A provision has been made in the budget for 1988-89 for setting up of curriculum development cells in the institutions.
- (viii) With the first batch of 10+2 students to come out of schools in April, 1988, the M.P. Board of Technical Education is engaged in the task of revising the curriculum for Diploma courses.
- (ix) With the change over from the 5-year degree course to the 4-year degree course, the Semester System has been planned to be introduced in all Engineering Colleges of the State from the session 1988-89. The schemes of studies have been revised accordingly.

- (x) Part-time degree course for diploma holders in active technical service were sanctioned in two Engineering colleges (Rewa and Bilaspur) and part-time Diploma courses were sanctioned in two polytechnics (Khandwa and Shahdol) in 1986-87. These have started working and 8 out of 13 Engineering Colleges and 8 out of 36 Polytechnics now have facilities for such part-time studies.
- (xi) Industry Liaison Board in the State was set up in 1984. The Board has the Minister for Manpower Planning Department as its Chairman and the Director of Technical Education as its Secretary. Under the aegis of this Board, Seminars, Workshops are organised every year in 6 to 8 selected colleges and polytechnics. State level exhibition of working models, charts, gadgets fabricated in the institutions are put on show. In collaboration with the Madhya Pradesh Council of Science and Technology, entrepreneurship awareness camps and programmes were organised in 10 institutions. A programme of inviting "Specialist Lectures from Industry" has been started.
- (xii) Procedures and rules have been simplified so as to utilise the funds made available by the Government of India for schemes of modernisation, strengthening facilities in areas of weakness, etc. An amount of Rs. 3.26 crores has been sanctioned as grant by Government of India for these purposes during 1987-88. Its utilisation is being monitored.
- (xiii) Before the commencement of the 7th Plan there was only one Womens' Polytechnic in the State. The State Government has established 2 polytechnics for women in 1986-87 and 1 polytechnic for women in 1987-88. Two more such polytechnics are proposed to be established in 1988-89 and then two more in the year 1989-90. Besides this, women have free access to Engineering colleges and Polytechnics through entrance test. During 1986-87 session 593 girls were studying in Engineering Colleges, and 515 in Polytechnics.

- (xiv) With a view to attracting more and more girls to engineering colleges, separate hostels are being constructed in 4 Engineering colleges. By the end of the 7th Plan, 8 Engineering colleges of the State will have such separate hostels for girls.
- (xv) New courses in Electronics Engineering, Computer Science, Electronics and Instrumentation, Chemical Engineering, have been started at the colleges in the State in last three years. These courses need to be consolidated.
- (xvi) 5 Polytechnics of the State are being modernised under Indo-German Project. Courses in Electronics are being restructured and new course on Production Engineering is being designed. These shall be implemented from the year 1988-89. State Government has spent Rs. 58.00 lakhs on the Project so far.

PART - IV
ADULT EDUCATION

13.00 Madhya Pradesh is considered to be one of the 9 educationally backward States, the percentage of literacy standing at 27.87. Hence the programme of adult education has assumed immense importance in the State. The programme has been functioning under the Central as well as State sectors. The State had made many requests to the Government of India for more central Rural Functional Literacy (RFL) projects. No project was received from the Central sector in the Seventh Plan period up to 1987-88. From its own resources, the State Government sanctioned and brought into operative existence 6 RFL projects in the year 1986-87. Three of these projects were in tribal areas, two in predominantly Harijan belts, and one project in the general area. This shows the anxiety and determination of the State Government to eradicate illiteracy from the State. Immediately on receipt of the National Education Policy and the Programme of Action, the State machinery was geared up to implement the Programme successfully.

14.00 **Reorganisation of the Existing Programme:** The State RFL projects were started on the same lines as Central RFL projects. However, owing to financial constraints it was difficult to introduce the new financial pattern, including higher honorarium to the Instructors. Otherwise, there was no difference in the field between Central and State funded RFL Projects. In the meanwhile, the State Government introduced the upgraded financial pattern in 1987-88. The process of reorganisation of the infrastructure as per the guidelines of the Government of India is in progress.

14.02 The State Board of Adult Education and Steering Committee were reconstituted in 1987-88. During the same year, the reconstituted bodies held their meetings. Action was also taken for the formation of Village Education Committees in all those villages where adult education classes are functioning.

14.03 **Application of Science and Technology:** For introducing science and technology input in the Adult Education Programme, the State Resource Centre (SRC) and the Institute of Science and Technology have been actively involved. Two projects were evaluated by SRC and the reports were circulated to all concerned so as to improve the environment of learning in the centres. Apart from this, a study on the effectiveness of training has been taken up in coordination with the SRC.

14.04 A workshop on 'Integration of Science and Technology' was organised in 1987-88. The field-workers of Adult Education Programme including Project Officers, Nagrik Shiksha Adhikaris, District Adult Education Officers along with the functionaries of SRC participated. Experts in the field of Science and Technology were also invited. The results of the workshop have been very encouraging. A detailed report is being prepared by the SRC. The SRC has also prepared a few Audio Cassettes which have been transcribed in the tapes. A film on the subject has also been prepared which will be used in 1988-89. The scheme for imparting information to adult illiterates through 3212 TV sets in Gram Panchayats is in progress.

14.05 **Innovative Approach:** In collaboration with National Information Technologies Ltd., an experiment to teach adult illiterates through TV has been undertaken. Thus in 25 Adult Education Centres of Bhopal Division, this audio-visual method of teaching is being implemented with the help of INFORTEN attached with television. The software of the learning material was prepared by NITEL. The lessons are projected on TV along with local folk music. The lessons and the music are played simultaneously on the tape recorder.

14.06 **Linkages between Adult Education & Development Programmes**
The development programmes have been closely integrated with the adult education programmes. The literacy classes for women are run for groups formed under the DWCRA programme as well as for other women. The State

Government has also directed the development department functionaries to pick up the prospective beneficiaries under the poverty alleviation programmes and to involve them with the Mass Functional Literacy Programme conducted by NSS and non-NSS students. A committee has also been formed at the District level with the Collector as Chairman and District Adult Education Officer as Convenor to oversee and supervise this programme. Another linkage has been established with the Public Health and Family Welfare Department by propagating the population control messages, immunisation, oral rehydration therapy and so on. The most important linkage is, of course, with SRC, which has prepared a basic learning and teaching material as well as follow-up literature regarding the various social development programmes implemented by different government agencies.

14.07 **Launching of Mass Functional Literacy Programme:** Mass programme for functional literacy was launched in the State in the year 1986-87. More than 16,000 students participated in the programme. The SRC provided literacy kits to the volunteers and trained all the master trainers. The District Adult Education Officers acted as the Convenors of the District level committees which were presided over by the Collector.

14.08 **Continuing Education:** The State Government has prepared a programme for continuing the education of the neo-literates as envisaged in the Programme of Action. A proposal for starting 1924 Janshiksha Nilayams (JSN) in the Central sector, and 1390 JSN in the State sector has been prepared. The places for setting up these JSNs have been identified. A proposal for the release of funds under the Central sector has been sent to the Government of India in January 1988.

14.09 **Management Structure:** The management structure has been prepared and incorporated suitably in the plan of action.

14.10 Distinct Slant in favour of Women's Equality: Looking at the low level of female literacy in the State, the State Government took some positive steps right from the beginning. It recruited almost 50% Supervisors from amongst women. The Project Officers were directed to start approximately 50% of the Centres for women only. Out of the 12 RFL Projects, funded by the State Government, 6 projects are exclusively for women. The SRC was also inspired to organise a special programme for women. It organised three workshops for women. The representatives were chosen from a cross-section of women belonging to different professional and economic groups. The participants were acquainted with the laws specially meant for their emancipation. Three such camps were organised in the year 1987-88. The number of participants in these three camps was good, ranging from 60 to 100.

15.00 The important achievements during the year 1987-88 have been as under:

- (a) Uniform financial pattern at par with Government of India in so far as honorarium to Instructors is concerned.
- (b) The introduction of new revised primers and learning material relevant to the needs of the beneficiaries as projected in National Literacy Mission.
- (c) Preparation of special primers in the spoken languages of the tribals as was suggested in the National Policy. A primer in Halbi (Bastar) has been prepared and field-tested by SRC. It is under print and will be used in 1988-89.
- (d) A special primer has also been prepared for women and has been field-tested. It is also under print and will be ready for use in 1988-89.
- (e) Emphasis was given to the training of the functionaries/instructors. A massive programme of training was undertaken for Project Officers, Nagrik Shiksha Adhikaris, District Adult Education Officers. About 400 Supervisors have also been trained.

