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# National Policy on Education — 1986

## Implementation Report



MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA  
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## **PREFACE**

The year 1986-87 was the period of formulation and finalisation of schemes based on the postulates spelt out in the National Policy on Education 1986. The policies and programmes as well as major initiatives flowing from the NPE have been given shape in consultation with the State Governments, educationists and other specialised agencies. Guidelines formulated under various schemes have been communicated to the State Governments and U.T. Administrations during the year 1987-88.

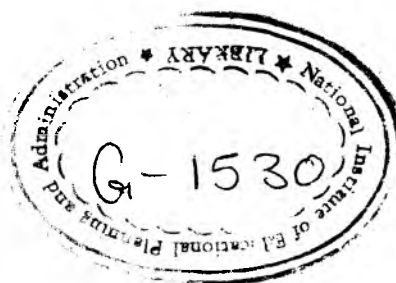
The National Policy on Education envisages a meaningful partnership between the Union Government and the States in implementing the Policy. The response of the State Governments and U.T. Administrations has indeed been very encouraging to all major programmes like Operation Blackboard, restructuring of Teacher Education, Vocationalisation etc. which are in the process of implementation during the current year.

This document presents a summary of what has been done during the year 1987-88 by the Central Government, the various organisations connected with it and by the State Governments and their agencies. It is hoped that this would form the basis of wide discussions and the feed-back received would provide the necessary impetus to us in improving the quality and pace of implementation of the National Policy on Education.

**P.V. NARASIMHA RAO**  
**MINISTER OF HUMAN RESOURCE DEVELOPMENT**  
**MARCH 19, 1988**

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## **1. INTRODUCTION**

**1.1** During the year (1986-87), the National Policy on Education was finalised after an intensive national debate. The Policy adopted by Parliament in May 1986 was followed up by an elaboration through the Programme of Action which was placed before Parliament and adopted in August 1986. The Policy and the Programme of Action give shape to the Address of the Prime Minister in 1985 when he declared that our educational system needed to be reconstructed as a dynamic force for national growth and integration and a national consensus of reform had to be built.

**1.2** While a major start was made with some of the programmes like the National Open University, Navodaya Vidyalayas, finalisation of the National Core Curriculum, Mass Programme of Functional Literacy, Mass Orientation of School Teachers, Establishment of Autonomous Colleges, consolidation and quality improvement in Higher Education, removal of obsolescence and modernisation in Technical Education, during the year 1986-87, for all practical purposes, the year 1987-88 is the first year of implementation of National Policy on Education. Detailed guidelines for implementation of the schemes: Operation Blackboard, Restructuring and Reorganising Teacher Education, Establishment of District Institutes of Education and Training (DIETs), Vocationalisation of Education, Improvement of Science Education were worked out in consultation with the State Governments and circulated to all State Governments and UT Administrations. State Level Empowered Committees were constituted in each State for considering project proposals and Central assistance has been released to various States and Union Territories under the different schemes.

## **2. CENTRAL ADVISORY BOARD OF EDUCATION**

**2.1** Conferences of State Education Secretaries and Education Ministers were convened on 13-14 February and 25-26 April, 1987. While the Conference in February discussed details relating to universalization of elementary education, operation blackboard, non-formal education and teacher training, the April Conference discussed vocationalisation of education. A meeting of the Central Advisory Board of Education was convened on 25-26 June to review the implementation of the NPE. Since a major responsibility in implementation of the NPE rests on the C.A.B.E., which is to review the progress of education from time to time and to appraise the extent and manner in which the Education Policy has been implemented by the Central and State Governments and other concerned agencies, and to advise regarding co-ordination between the Central and State Governments, as well as non-governmental agencies, nine Committees have been constituted to lay down guidelines for formulation of programmes and schemes as well as to monitor and evaluate the implementation of programmes envisaged in the NPE. These Committees relate to the following areas:

1. Elementary Education (including Operation Blackboard and NFE).
  2. Content and Processes of Education, particularly at the school stage.
  3. Housing Facilities for Women Teachers.
  4. Transfer of Teachers.
  5. Vocationalisation of Education.
  6. Scheduled Castes/Scheduled Tribes and other educationally deprived groups.
  7. Management of Education.
  8. Common School System
  9. Development of Languages and Language Teaching.
- Most of these Committees have already held their meetings.

**2.2** The C.A.B.E. at its meeting held on 11-12 March, 1988 at New Delhi, reviewed the progress made in implementation of NPE. It under-scored the importance of elementary education, teacher education, vocationalisation, adult literacy, modernisation of technical education, improvement of standards of higher education and upgradation of educational levels of Scheduled Castes and Scheduled Tribes, educationally backward minorities and women's education. It also noted the spectacular response virtually from all the States to the programme of Operation Blackboard, restructuring of teacher education and the revised scheme of non-formal education.

### **3. ELEMENTARY EDUCATION**

#### ***(INCLUDING NON-FORMAL EDUCATION AND OPERATION BLACKBOARD)***

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

#### **OPERATION BLACKBOARD**

**3.2** The National Policy on Education 1986 recommends a child centred approach to elementary education. It is necessary in this connection that the academic programme and school activities should be built around the child, and the school environment and condition of school facilities should be such as to encourage the retention of children in school. The policy therefore, envisages a phased drive with central assistance called 'Operation Blackboard' for the improvement of primary schools all over the country by providing them with (i) two reasonably large rooms that are usable in all weather; (ii) necessary toys and games material, blackboards, maps, charts and learning material, and (iii) an additional teacher, preferably a woman, wherever there is only one to a school. The drive is phased to cover 20% community development blocks/municipal areas in 1987-88, 30% in 1988-89 and 50% in 1989-90.

**3.3** This scheme was approved by the Government after detailed consultations with the States and a note indicating salient features of the scheme was sent to all States/UTs on 26th of May, 1987. The States have been advised to see that no district is left out and preference is given in selection of blocks to educationally disadvantaged STs minorities, but with regard to the chances of success of the scheme. As regards municipal areas, the States have been advised to adopt their own selection criteria. A survey proforma was sent to the States to ascertain availability of each of these items in every primary school in the identified blocks, which formed block level projects. For the years 1988-89 and 1989-90, the NCERT has been requested to take up the survey in continuation of and alongwith the Fifth Educational Survey. NCERT have drafted specifications, in consultation with the Bureau of Indian Standards, in respect of the items to be supplied.

**3.4** The survey of schools in the selected blocks and the preparation of Block Project Reports has been completed in whole country. State Level Empowered Committees (SLEC) have met and sanctioned the requirement of funds for the scheme in all but 2 States and 2 UTs. The budget provision of the scheme for 1987-88 was Rs. 100.00 crores. It is now expected that approximately Rs. 110 crores would be utilised covering approximately 1,12,100 schools in 1720 blocks. The total number of primary schools in 1985 was 5.19 lakhs, hence the coverage by schemes sanctioned under OB in 1987-88 will exceed 20%. The number of teachers sanctioned will be about 36,500. State Government have been able to successfully earmark over Rs. 250 crores to bring all school buildings in these blocks upto the requirement of two all weather rooms with a verandah.

## **NON-FORMAL EDUCATION**

**3.5** The scheme of Non-Formal Education (NFE) was introduced during the sixth Five Year Plan as a centrally assisted scheme in 9 educationally backward States, namely, Assam, Andhra Pradesh, Uttar Pradesh, Madhya Pradesh, Rajasthan, Jammu and Kashmir, West Bengal, Bihar and Orissa, to which now would be added Arunachal Pradesh, has since been reorganised and expanded. Under the revised Scheme, assistance will continue to be given to these 10 States for running NFE centres in the ratio 50:50 and 90:10 for general NFE centres and NFE centres for girls respectively. In addition, assistance will now also be given to States other than the educationally backward, for NFE programmes for children in urban slums, hilly, desert and tribal areas and projects for education of working children.

**3.6** Positive measure are being taken to involve in NFE as many voluntary agencies and panchayati raj institutions as possible, which can suitably take up this programme. The scheme for assistance to Voluntary Agencies has been revised in January, 1987. In the revised scheme the required flexibility has been provided and the procedures for sanction and disbursement of grants to them have been streamlined so that there is much less delay in processing their cases and in disbursing grants to them.

**3.7** The essential features of the scheme of NFE are organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs, and decentralisation of mangement. It is proposed to implement the programme on a project basis with a project being generally co- terminus with a CD block. Each project would have about 100 non- formal education centres.

**3.8** The scheme of non-formal education was approved by the Cabinet on 11-5-1987 and was communicated to the State Governments on 15-5-1987. State Government were requested to send their proposals by June, 1987.

**3.9** A seminar was held inl NIEPA on 29-30th July, 1987 to discuss the programme with the State Government representatives, with a view to promoting clarity about the detailed implementation of the Scheme. Following this, a more elaborate set of guidelines was sent to the State Governments, and meetings held by Education Secretary in several state capitals to review the progress of project formulation.

**3.10** Project proposals were finally received from and sanctioned to the State Government/UTs of West Bengal, Uttar Pradesh, Bihar, Orissa, Andhra Pradesh, Mizoram, Dadra and Nagar Haveli, Madhya Pradesh, Tamil Nadu, Haryana, Andaman & Nicobar Islands, Chandigarh, Rajasthan, Karnataka and Assam. Altogether, against the commulative target of 1.94 lakh centres, 1.84 lakhs centres would have been set up by the State Governments, involving an expenditure of Rs. 3552.44 lakhs in 1987-88.

**3.11** As regards release of grants to voluntary organisations it was decided that the meetings of the grant-in-aid committee would be held every month. The response from voluntary organisations has been favourable. 156 Organisations have been given approval by the grant-in-aid Committee for setting up 13845 centres against the target of 6,000 centres. 11 proposals for experimental and innovative project have been approved.



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

**4.1** In October, 1987, a Centrally Sponsored Scheme of Teacher Education having the following five components was approved:-

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

**4.2** About 4.42 lakh and 4.55 lakh school teachers have been oriented under the Mass Orientation Programme during 1986-87 and 1987-88 respectively. The programme will continue during the remaining two years of the Seventh Plan period with the target of orienting about 5 lakh teachers annually.

Since its inception, the programme is being constantly reviewed and improved upon in the following ways:-

- i) Improvements in the material distributed to the teacher participants and development of trainers' manual for Course Directors and Resource Persons.
- ii) In the first year, the programme was essentially NPE-oriented and awareness-based. In the subsequent years, development of professional competencies is being given increasing weightage.
- iii) Telecast support and its facilitation/interpretation for the teacher trainees is being improved. A Telecast Users' Guide is also now being provided.
- iv) In the first year, the programme relied mainly on the lecture method. In the subsequent years, it is becoming increasingly activity-based participative and inter-active.

**4.3** Detailed guidelines for setting up DIETs and strengthening of secondary teacher education institutions were got worked out by experts through Educational Consultants (India) Ltd. and were circulated to State Governments on 26th October and 4th December, 1987 respectively.

**4.4** Central assistance amounting to Rs.28.17 crores is expected to be sanctioned during the current financial year (by way of first instalment for non-recurring items of expenditure) for setting up 98 DIETs in 14 States as follows:-

Name of State	No. of approved projects		Total	Amount of Central assistance sanctioned/likely to be sanctioned (in lakh Rupees)
	Upgradation	New		
1. Orissa	5	-	5	149.85
2. Andhra Pradesh	9	-	9	267.76
3. Madhya Pradesh	15	-	15	448.42
4. J & K	5	-	5	150.35
5. Kerala	2	1	3	60.74
6. Rajasthan	7	2	9	255.00
7. Arunachal Pradesh	1	-	1	35.70
8. U.P.	20	-	20	536.46
9. Tamil Nadu	7	-	7	208.1
10. Gujarat	7	-	7	220.17
11. Haryana	-	2	2	59.5
12. West Bengal	5	-	5	132.69
13. Punjab	3	1	4	108.55
14. Assam	6	-	6	182.75
Total:	92	6	98	2816.68

**4.5** In addition, Central assistance for strengthening of a few secondary teacher education institutions into CTEs/IASEs is also likely to be given this year.

**4.6** UGC has been requested to work out details of strengthening University Departments of Education. The matter is presently under consideration of its Panel on Education.

## 5. VOCATIONALISATION OF EDUCATION

5.1 The National Policy on Education has laid down the target of 10 % diversification of students at the higher secondary stage to the vocational stream by 1990. The Programme of Action envisages formulation of vocational programmes for various target groups, strengthening of infrastructure at various levels, apprenticeship training for the students of vocational courses, revision of recruitment rules/employment policy, evaluation and monitoring of the programme. The scheme of vocationalisation approved by the Cabinet on 1st October, 1987 has the following features:

### *Management Structure*

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

### *Teacher Preparation*

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

### *Academic Resource Support*

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

### *Teaching Arrangements*

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

### *General*

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

**5.2** Pending approval of the Scheme by the Government in February, 1988, a considerable amount of advance work had been done since the beginning of 1987-88 for the implementation of the scheme. Because of this, it has been possible to sanction sizeable proposals to 16 States and UTs for implementation of the programme despite the short time available. The scheme envisaged three or four vocational courses in each of 500 schools to be sanctioned during 1987-88 so that the enrolment of the students for vocational courses and their teaching can begin in the academic session 1988-89. The sanctions issued would cover more than 700 schools each having three to four vocational courses as envisaged. A total of Rs. 32.25 crores of Central assistance has been sanctioned to the 16 States/UTs. The assistance is for setting up management-cum-academic systems in the concerned State/UT consisting of vocational wings in the Directorate, in the SCERT and in the districts, assistance to schools for teachers, construction of work sheds/class rooms and procurement of equipment for workshops, training of teachers for conducting vocational surveys to allow identification of need-based vocational courses and for development of teaching-learning material. The Joint Council of Vocational Education (JCVE) at national level is being set up and the States are being pursued to set up SCVEs for close coordination and interaction among different sectors involved for planning of vocational courses, for judging their continued relevance and for linkage between Vocational Education and employment market. The guidelines for vocational surveys are being given to the States so that these can be conducted expeditiously and systematically. To ensure involvement of experts for development of vocational courses and their effective implementation, an appropriate number of posts are being earmarked in SCERTs for being filled up by experts on contract basis. Similarly one of the two teachers sanctioned for each vocational course in the school would be a part time teacher - a serving professional who is to be inducted not on the basis of his qualifications, but on the basis of his expertise in the vocation. A great deal of emphasis is being given to implementing a vigorous programme for training of teachers during coming summer vacations so that the instructors of vocational courses maintain high quality.

At the national level the CABE has appointed a Committee on Vocational Education under the Chairmanship of HRM which has held its meeting in December, 1987. Considering the importance of vocational programmes for the rural areas and the girls, this Committee has appointed 2 groups, one each to work out appropriate vocational courses for girls and for rural students. Both the groups have already done a considerable amount of work.

## **6. COMPUTER EDUCATION IN SCHOOLS**

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

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

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

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

**6.3** An expert group was constituted in 1986 under the Chairmanship of the Education Secretary to recommend the programme objectives, the hardware and software choice and management system for implementation of CLASS Programme. It has given its report some time back. This report has made a series of recommendations for the implementation of the programme keeping in view the provisions in the NPE, the experience gained in implementation of the programme since 1984-85 and the evaluation of the programme done by the Space Application Centre, Ahmedabad. Based on this, a regular programme is being finalised for covering all the higher secondary schools by 1990. This programme would have some significant improvements over the pilot phase. Some of these are:

- a) Literacy would remain the immediate objective of the programme gradually leading to educational computations for students individually and in groups.
- b) Instead of 2 micro-computers 5-8 micro-computers would be given to a school to allow all the students at plus 2 stage in the school to be covered by the programme.
- c) A large programme of software generation would be taken up with clear emphasis on Indian languages.
- d) Resource Centre support would be provided to schools at district and regional levels.

The final decision of the Government on this programme is likely to be obtained in the next few months.

Simultaneously to allow for continuity in implementation, an additional 700 schools are being added to the 1250 already covered under the CLASS Project. These schools will be provided the systems comprising of 5 micro-computers each. The selection of schools has already been done in 28 States and UTs and for the remaining would be completed in coming weeks. Three teachers from each school as before would be trained during summer vacation and implementation of the programme in these schools would start in July-August, 1988.

## 7. ESTABLISHMENT AND MANAGEMENT OF NAVODAYA VIDYALAYAS

### OPENING OF NAVODAYA VIDYALAYAS

7.1 In order to provide good quality modern education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas, without regard to their family socio-economic conditions, the Government of India have launched a scheme to establish Navodaya Vidyalayas, on an average, one in each district of the country during the 7th Five Year Plan period. 83 Navodaya Vidyalayas were opened up to 86-87. 126 Navodaya Vidyalayas were opened during 87-88. Whenever State Governments have been able to provide land and other physical facilities that would meet our minimum requirements for opening Navodaya Vidyalayas.

Total Plan of opening of Navodaya Vidyalaya is as under:

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

### 7.2 RECRUITMENT

#### (i) Headquarters and regional offices:

One post of Director, nine posts of Dy. Directors (3 at the Headquarters and 6 in the Regional Offices) and 4 posts of Asstt. Directors and 1 post of the Internal Audit Officer have already been filled. Out of 12 Asstt Directors appointed for Regional Offices 10 have already joined. Recruitment for the post of Joint Director is under process. Two Consultants have been appointed to look after specific problems of Academic and Administration respectively.

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

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

Posts of 150 Principals and about 1500 Teachers of various categories were advertised in the leading news papers all over the country. Recruitment for the posts of Principals/Teachers to be appointed during 1988-89 has been taken up and panels of selected candidates will be finalised by May, 1988.

### **7.3 Admissions of students for 1987-88**

Admissions to Navodaya Vidyalayas are made at the level of class VI. The basis of admission is a test conducted in the concerned districts in which all children who have studied in and passed class V from any of the recognised schools of any Tehsil/Block in the district are eligible to appear. The tests are designed by NCERT and they have been given the task of conducting the examination and its evaluation. This examination was conducted this year in August and November, 1987 in all the States/UTs where Navodaya Vidyalayas have been sanctioned. Results have since become available and regular classes have started almost in all Vidyalayas except snow bound areas. Applications for admission test for 1988-89 have been invited and the test is proposed to be held on 15.5.88.

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

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

### **7.5 Construction of Navodaya Vidyalayas Buildings**

Central Building Research Institute, Roorkee has been designated as the nodal agency for implementing the work of Construction of Navodaya Vidyalayas. They are responsible for conducting site surveys and soil investigation and preparation of architectural working plans etc. The design of the Navodaya Vidyalaya buildings prepared by the CBRI have been finalised.

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

26 Construction Agencies have been identified and schools allotted to them. They have also been asked to execute agreements with the Samiti to undertake the work. The draft agreement was finalised in consultation with CPWD and Ministry of Law. So far 175 agreements have been signed with construction agencies other than the State Public Works Departments and the CPWD and funds are being released to them. Funds are being released to the construction agencies towards construction of first phase of Navodaya Vidyalaya Complexes after approving the Estimates in the Construction co-ordinating Committee.



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

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

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

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

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

One Consultant (Academic) has been appointed to advise the Samiti for improving the academic standard in the Vidyalayas.

Funds to the extent of Rs. 69.00 Crores provided in the budget for 1987-88, are likely to be utilized fully.

## 8. EDUCATIONAL TECHNOLOGY

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

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

**8.2** The infrastructure of the Central Institute of Educational Technology (CIET) and the State Institute of Educational Technology set up in the six States, namely, U.P., Bihar, Orissa, Andhra Pradesh, Maharashtra and Gujarat will be ready by middle of 1988. The training programme for the personnel will be continued during the VII Plan. Suitably designed specifications for receiving sets in schools are being worked out in consultation with experts and efficient maintenance arrangements for receiving sets are being worked out through State Governments. Steps have been initiated to set up Education Media Foundation (EMF). The UNICEF has shown interest in making a substantial contribution to provide corpus for this Foundation. Private professional groups are also being associated with the production of educational programmes to increase input of creativity and professional excellence. The management of the SIET is being reorganized to make it more professional.

**8.3** The revised scheme for Education Technology has been finalised and was circulated to the States/UTs for implementation on 20.1.88. The State Governments are expected to contribute 25% of the T.V. sets to be provided under the scheme. The central assistance for radio cum cassette player is on 100% basis. Because of the continued interaction with the States since the beginning of 1987-88 for implementation of the revised programme, it has been possible to sanction assistance to 12 States and UTs to the extent of Rs. 5.54 crores in addition to the continued assistance to the Central Institute of Educational Technology (CIET), the six SIETs in U.P., Bihar, Orissa, Andhra Pradesh, Maharashtra and Gujarat and to Education Technology (ET) Cells in Mizoram, Nagaland, Tamil Nadu, Manipur and Delhi, in all amounting to Rs. 7.54 crores. It may be possible to sanction proposals to 2 or 3 other States with whom the matter is being pursued. Under the Scheme, approximately 10,000 Schools will receive TV sets and radio-cum-cassette players will be provided to 30,000 Schools. Both the TV sets and the radio-cum-cassette players are being given to primary and upper primary schools in view of the priority for elementary education. It is being ensured that the schools are covered by regular educational broadcast. To avoid purchase of sub-standard sets, design specifications and purchase guidelines have been developed in consultation with the CIET and the Doordarshan which will be of considerable help to the States/UTs. The working group constituted to bring about efficient management structure in SIETs has since submitted its report and steps are being taken accordingly as per observation of the working group.

## **9. STRENGTHENING OF SCIENCE TEACHING IN SCHOOLS**

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

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

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

- NCERT has designed a Functional Science Kit for Upper Primary level costing Rs. 1200/-.
- A list of recommended books as a guideline to States has been prepared by the NCERT and this has been sent to the states along with scheme. Books will be both in English and regional language concerned.
- The standard list of equipment with specification has been prepared by the NCERT.

**9.2** The scheme was approved by the Government and circulated to the State Governments/UT administrations in January 1988. Even so, the response from the States has been very enthusiastic and it is being ensured that maximum possible support is extended to States under this scheme.

**9.3** Central Assistance to the extent of Rs. 27.79 crores has been sanctioned to 17 States/UTs. This assistance would cover 18,604 upper primary schools which will be provided Science Kits (each costing about Rs.1200), 7,093 secondary and higher secondary schools whose laboratories would be brought upto the specified standards in terms of equipment and 7,483 secondary and higher secondary schools for improving the libraries by procuring about 500 books on Science and Mathematics. All the assistance under the scheme is on 100% basis. For procuring books in the libraries a list of suggested books has been drawn up and given to States; and it is being ensured that they supplement this list (mostly in English) by list of suitable books in regional language so that the library would have an equal number of new books in the regional language. For upper primary schools, the NCERT has developed a composite and functional kit but the States can

develop their own Science Kits also. Similarly, for laboratory equipment, the list developed by the NCERT alongwith the Specifications for individual items has been given to the States but they can procure equipment for their laboratories with reference to the lists they or the State Boards may have developed. Assistance is also being provided to all these States for a large programme of training of Science and Mathematics teachers through summer institutes and inservice courses in the colleges of teacher education. Specific training courses, prominently including component for developing scientific temper, are being developed by the States in consultation with the NCERT for the training programme in the summer of 1988.

## **10. ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION**

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

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

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

**10.3** The scheme has been recently approved by the Government and circulated to the States for implementation from the year 1988-89.

## 11. CONTENT AND PROCESS OF SCHOOL EDUCATION

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

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

### *Implementation of the Programme*

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

- i) The States have been advised to ensure that all the School-less habitations having a population of 300 or more should be provided a primary school by 1990 (similarly habitations of 250 or more should be covered in tribal, hilly and desert areas).
- ii) All the States have now switched over to 10+2 system as far as structure of school education is concerned. Some States have 5 years of primary schooling followed by 3 years of upper primary whereas some others have 4 years of primary schooling followed by 3 years of upper primary. The matter was considered in the Central Advisory Board of Education and on being pointed out by some of the affected States that switch over to 5 structure would require large inputs for additional class rooms and teachers, it was decided not to set a definite time target for it.
- iii) The scheme Operation Blackboard has been approved by the Government and is under implementation. This scheme will ensure that all the primary schools have essential facility in terms of class rooms, toilets, two teachers and teaching aids by 1990.
- iv) The scheme for re-organizing and re-structuring Teacher Education in the country including setting up of 400 DIETs has been approved by the Cabinet and is being implemented from the current year. The scheme is expected to substantially improve teacher competencies.
- v) The mass orientation of 5 lakh school teachers annually is being done through the NCERT and the State Governments generally during the summer vacations since 1986. Educational materials to focus on the issues involved in the NPE were designed by the NCERT in 1986. They have been further improved in 1987. The participation in the training was 87.8% in 1986 and 83% in 1987. A Committee of the CABE has been appointed to review the progress in implementing the programme relating to context and process of implementation. The Committee has met once already on 29.8.1987.

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

- (a) The National Curriculum for Elementary and Secondary Education -- A Framework, which was developed in 1985 with the help of the concerned State institutes and agencies, has been revised in the light of the NPE and has been sent for publication.
- (b) The model curricula with the minimum learning outcomes and common core components for all stages have been also revised and published.
- (c) The textbooks and teacher's manuals for all areas of learning for classes I, III and VI have been produced and introduced in the Central Schools and some schools affiliated to CBSE. The textbooks for classes II, IV, VII, IX and XI are being prepared. These instructional materials have been prepared keeping in view the major recommendations of the Policy. The layout, design, illustration and binding of the books have been so improved as to catch the attention and imagination of young children. The complexity and load of language has been reduced with the help of colourful and attractive illustrations which greatly help in simplifying the difficult concepts, specially in mathematics and science. These materials are brought out both in Hindi and English. Thirty seven teams have been constituted to tackle this complex task. The team comprise eminent scholars, child specialists practicing teachers, teacher educators and curriculum experts. It needs to be highlighted that the MSs of the books are not only reviewed meticulously but attempts are also made to obtain the feedback data from field try-outs, wherever and whenever possible.
- (d) These instructional materials have been circulated to the concerned State agencies for adaptation/adoption/ modification for introduction in 1988 in classes I, III and VI. Simultaneously, the orientation and training programmes for key functionaries in the States/ UTs have been organized.
- (e) A special task-oriented programme was undertaken to train the teachers of the central schools for properly implementing the new set of instructional materials. In these training programmes, better child-centred teaching methods were demonstrated with the help of participating teachers. The teachers were taught to use a variety of playway materials and toys. They were familiarized with activity methods and integrated approaches to show how learning can be enjoyable experience for children.
- (f) Developing and administering the admission tests for entry into the Navodaya Schools.

## **12. ADULT EDUCATION**

**12.1** In accordance with the National Policy on Education and Programme of Action the national adult education programme has been reviewed and a comprehensive programme i.e. the National Literacy Mission has been formulated.

### **12.2 National Literacy Mission-the Concept**

The National Literacy Mission places emphasis on a thorough reorganisation of ongoing programmes of Adult Education. It will make an earnest and determined effort to identify and correct the environmental, infrastructural, peda-gogic and other deficiencies and constraints in the ongoing programme. While new institutional, management and resource structures and systems will be introduced, effort will be made to ensure better utilization of the existing infrastructure. As a technological Mission, the National Literacy Mission would harness and utilize the findings of scientific and technological research for the benefits of the deprived sections of the society and towards furtherance of the tasks which are considered crucial to the country's development. As a societal Mission it will mobilize and involve all Sections of the society such as political parties, employers, trade-unions, Voluntary agencies, youths, teachers, students, members of disciplined forces, ex-servicemen, prison management, house-wives etc.

### **12.3 National Literacy Mission-the Objective**

In quantitative terms, the National Literacy Mission will impart functional literacy to 80 million illiterate persons in 15- 35 age-group, 30 million by 1990 and an additional 50 million by 1995. In qualitative terms, persons attaining functional literacy status would

- achieve self reliance in literacy and numeracy.
- be aware of the causes of their deprivation and move towards amelioration of their condition through organisation.
- acquire skills to improve the economic status and general well being.
- imbibe the values of national integration, conservation of the environment, women's equality, observance of small family norm etc.

The focus of the National Literacy Mission will be on rural areas, particularly, women and persons belonging to SC/ST. By 1995, facilities for literacy learning, continuing education and vocational training will be extended to all parts of the country.

### **12.4 National Literacy Mission-Operationalization**

#### *Reorganization of the existing schemes-RFLP*

On the basis of a study of evaluation reports and after consultation with States, the rural functional literacy project pattern has been revised, both in terms of enrichment of human resources, material and financial support, better supervision and integration of basic literacy with post-literacy and continuing education. To be specific, there is more emphasis in the revised scheme for production of standard teaching learning material, Pre-service, inservice and recurrent training of Adult Education functionaries, making the training more participative and communicative, reduction of span of supervision from 30 Adult Education Centres to 8-10 Centres and institutionalization of continuing education through Jana Shikshan Nilayams (JSNs.)



## *Shramik Vidyapeeths*

The scheme of Shramik Vidyapeeths has been reviewed and reorganized in the context of NPE/POA. Specific areas of action for them which are distinct from the activities of the Central Board of Workers Education of the Ministry of Labour, has been delineated and necessary changes required in the entire management system spelt out.

## *Voluntary Agencies*

A joint evaluation of the work of the Voluntary Agencies has been completed and necessary follow up action on the basis of the findings of the evaluation reports has been initiated.

A wider area of operation and responsibility has been envisaged for those Voluntary Agencies whose work has been found to be absolutely satisfactory.

In regard to the performance of certain Voluntary Agencies where there is scope for improvement, certain corrective measures by way of holding workshops have been contemplated.

The frequency of the meetings of the Central Grants-in-Aid Committee has been increased to accelerate the pace of sanction and release of grant-in-aid to voluntary Agencies. During the current year, proposals of 319 Voluntary Agencies for 332 projects and 23,675 Centres with a total financial involvement of Rs.8.07 crores have been considered and approved.

- The existing scheme of assistance to Voluntary Agencies is being revised.
- Under the National Literacy Mission, Voluntary Agencies having the expertise, resource and commitment to the Adult Education Programme, will be identified directly by the National Literacy Mission Authority and also by certain intermediate Agencies in addition to the State Governments. This will accelerate the pace of receipt, processing and clearance of proposals from these Agencies.
- A scheme of imparting training to rural youth animators through Voluntary Agencies has been approved. To start with, a programme of imparting such training to 1,000 rural youth animators by Bhagwatullah Charitable Trust, Yellamanchili, Andhra Pradesh has been approved and operationalized. Two more such proposals are going to be shortly launched.

## *Continuing Education-Jana Shikshan Nilayams*

- It is intended to institutionalize post-literacy and continuing education through Jana Shikshan Nilayams with the basic object of retaining literacy skills, providing facilities to enable the learners to continue their learning beyond elementary literacy and providing scope for application of learning for improvement of their living conditions. Keeping the above objective in view, detailed guidelines on the structure and functioning of JSNs, functionaries and beneficiaries there-of, as also resource support to JSNs have been issued to all State Governments.
- Sanctions amounting Rs.7.28 crores have been issued to State Governments for opening 8565 Jana Shikshan Nilayams during the current financial year.
- States and Union Territories have been advised to open Libraries in their educational institutions and to strengthen the public library system for the benefit of the new literates, as also for promoting the cause of life-long learning.
- A National level workshop was organized on 9th-12th Feb., 88 jointly by the Directorate of Adult Education and the National Book Trust to review the existing literature for post-literacy and continuing education and to promote production of quality literature for neo-literates.

## **Mass Programme of Functional Literacy**

- The mass programme of functional literacy was launched in May, 1986 with the participation of about 2 lakh student volunteers. They in turn adopted about 4 lakh adult learners. During the current financial year, about 3 lakh learners have been enrolled under this programme so far.
- In consultation with the representatives of youth and sports department, the University Grants Commission, the NCC, boy-scouts and guides etc., it is proposed to mobilize student and non-student volunteers during the summer vacation, 1988.
- The State Resource Centres have been financially assisted to the extent of Rs. 205.00 lakhs for developing, printing and delivering special literacy kits numbering 10.25 lakhs.

### **12.5 Administrative and Management support and system**

At the national level, a National Literacy Mission Authority headed by the Union Minister of Human Resource Development is being set up. This will have representation of all concerned interests; would have functional autonomy and full powers to take all decisions for implementation of National Literacy Mission. Under the NLMA there will be an Executive Committee and the Mission Task Force headed by a Director-General which will operate within the prescribed ambit of their financial and administrative authority. Similar authorities, Committees and Task Forces are to be set up at the level of the State Government.

### **Resource support-Directorate of Adult Education New Delhi**

The Directorate of Adult Education which hitherto has been providing academic and technical support to the entire Adult Education programme all over the country will be converted into a National Institute of Adult Education. It will have a much wider arena for provision of resource support to the National Literacy Mission on the one hand and considerable functional autonomy and flexibility to achieve the desired objective on the other.

### ***Training***

A revised training manual emphasizing the participatory and communicative approach to training has been published in English. This is being translated into Hindi and other regional languages for wider dissemination. A massive programme for production of innovative training films has been launched by the Directorate. The Space Application Centre, Ahmedabad and other agencies have been entrusted with production of these films which will enable the Instructors to implement the motivation oriented Adult Education programme envisaged in the National Literacy Mission.

### ***Study of rapid literacy learning techniques***

The Directorate is studying the information collected on a number of rapid literacy learning methods which have been adopted at different places in the country with a view to standardizing and integrating them with functionality and awareness and promotion of national values.

### ***Population Education***

The strategy under this programme is to integrate population education with the Adult Education Programme. This integration will take place by way of preparation of teaching, learning materials, special training materials, post-literacy and evaluation. The integrated programme has been launched in 5 States i.e. Bihar, Maharashtra, Uttar Pradesh and West Bengal. The programme will be taken up in respect of the remaining States during this year and the next year.

## **12.6 State Resource Centres**

- As on date, we have 16 State Resource Centres, of which 11 are with the Voluntary Agencies and 5 are with the Universities and State Governments.
- A special review of the functioning of these SRCs has been taken up covering adequacy of coverage of all States and Union territories by the SRCS, the effectiveness of such coverage and the quality of academic and technical support rendered by the SRCs.
- Pending this, steps have been taken to strengthen the SRCs in terms of additional man-power and equipment so that they are fully geared to play their role as envisaged for them in the NLM. They have been advised to develop standard teaching/learning materials as envisaged in the NLM and to develop better linkages of education with work on the one hand and adult education with development departments on the other.

## 13. EDUCATION FOR WOMEN'S EQUALITY

**13.1** The content and processes of education are being modified to introduce the value of Women's equality at all stages of education, in formal as well as non-formal areas. NCERT has already prepared

- Exemplar materials for Women's equality units in curricula;
- In the massive programme of teacher training there are special modules on women's equality;
- The existing textbooks are being screened to avoid sexist bias.

**13.2** A Project entitled "Education for Women's Equality" based on NPE and POA to be implemented in ten selected districts in the current year has been formulated. The project proposal has been prepared in consultation with the State Governments, academics interested in women's issues and women development workers. The main features of the project are as under:

- (i) The project envisages a comprehensive programme of women's development and views the problem of women's education as linked with overall improvement in women's status.
- (ii) The participation of girls at the elementary stage can be substantially enhanced by provision of support services, provision of local women teachers and effective non-formal education programmes. This project will take responsibility for ECCE and supplementation of the inputs of other Departments.
- (iii) A literacy centre is envisaged essentially as a place for education, recreation and the forum for an understanding of the process of development to enable women to actively participate in it.
- (iv) Special vocational and pre-vocational programmes will be introduced in girls' secondary and higher secondary schools. These courses will be related to the work opportunities in the region. A variety of part-time/non-formal vocational courses will also be organised.
- (v) District Institutes of Education and Training (DIETs) will be required to subserve the objective of the Project, namely, be an instrument for women's empowerment. Training of all teachers in the districts concerned, men as well as women, will be reoriented towards this goal.
- (vi) In the project districts there will be a strong wing on women's education. Academics interested in women's development and women activists will have a dominant say in this wing. The programmes meant for women's development will be closely monitored and arrangements provided for introduction of mid-term correctives.

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

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

## 14. LANGUAGE DEVELOPMENT

The Programme of Action drawn up in relation to the National Education Policy 1986, has identified the following thrust areas for language development:-

- Promotion and Development of Hindi.
- Promotion and Development of modern.

Indian languages and English; and

- Development of Sanskrit.

Steps taken for promotion and development of Hindi

- i) The Central assistance for appointment of Hindi teachers in Non-Hindi speaking States has been enhanced from 50% to 100%. During the current financial year Rs. 188 lakhs has been sanctioned for this purpose. So far 5000 Hindi teachers have been appointed by the various non-Hindi speaking States/UTs.
- ii) Similar assistance (100%) has also been made available for establishment of Hindi Teachers Training Colleges. During the current financial year Rs.5.56 lakhs has been sanctioned in this respect. So far 19 Colleges/ Wings in different States have been benefitted under the scheme. During the current financial year, Rs.31 lakhs has been sanctioned in favour of Dakshin Bharat Hindi Prachar Sabha, Madras.
- iii) The Central grant is also made available to voluntary organisations for meeting expenditure on Hindi teachers training colleges under the scheme of financial assistance to voluntary organisations for promotion of Hindi. Three colleges run by Karnataka Mahila Hindi Seva Samiti, Bangalore, One college run by Karnataka Hindi Prachar Sabha, Bangalore and six colleges run by Dakshin Bharat Hindi Prachar Sabha, Madras have been benefitted under this scheme. The annual capacity of training of Hindi teachers in these colleges is about 650 teachers.
- iv) Hindi is being taught to foreign students both in the Delhi Centre of Kendriya Hindi Sansthan and Central Hindi Directorate, New Delhi through regular classes and correspondence courses respectively. While the number of foreign students ranges between 50 to 100, as on date the number of students covered by the correspondence course has gone up to 20,000.
- v) As on date the Central Hindi Directorate has published a number of bilingual (9), trilingual (5), multilingual (1) dictionaries. It is also in the process of publishing (6) Hindi foreign language dictionaries to facilitate better access of foreigners to Hindi. It has also published (4) bilingual conversational guides for the convenience of tourists and students.
- vi) A number of glossaries containing equivalent of more than 4 lakh technical terms in humanities, science, agriculture, engineering, medicine, forestry, sports, space and electronics in Hindi have been published by the Commission for Scientific and Technical Terminology. These are being extensively used at the University level. The CSTT has produced and published a number of University level text books (284); it has also translated 2000 original books into Hindi covering a variety of disciplines. All these will considerably improve the accessibility of non-Hindi speaking people in the field of Science and Technology.

- vii) The CSTT has organised 7 workshops so far in the Universities where the University College level teachers have been guided in the use of Hindi for teaching purposes through the terminology evolved by it.
- viii) Amongst other measures which are being used to facilitate learning of Hindi by the non-Hindi speaking population, the following measures deserve specific mention:
  - a) Organising study tours in Hindi speaking areas.
  - b) Releasing travel grant to research scholars of non-Hindi speaking areas.
  - c) Organising lecture tours for scholars.

So far 35 study tours and 190 lecture tours have been organised and have produced salutary impact.

- ix) A Review Committee on Hindi to assess the quantum and quality of work for development and propagation of Hindi being done in the Central Government language institutions was set up in January 1987 under the Chairmanship of Shri Kireet Joshi, Special Secretary. The Committee submitted a comprehensive report on 31.8.87 covering all aspects of development of Hindi Language. The recommendations contained in the report are being processed for implementation.
- x) A Special Committee under the Chairmanship of Dr. Sudershan Prasad Singh was constituted in January 1987 in pursuance of the recommendations of the Hindi Shiksha Samiti with the objectives of assessing and considering the status of Hindi Language at the primary, secondary and university level. The Committee after a thorough study submitted its report with 28 recommendations on 17.7.87. These recommendations were considered by the Executive Standing Committee of the Hindi Shiksha Samiti in its meeting held on 29.1.88. These have there after been sent to the concerned officers/Departments for necessary action.
- xi) In order to facilitate the gradual adoption of Indian languages as a media of instruction at the University stage, a scheme was introduced in 1968-69 to provide central assistance of Rs. One crore to each of the 15 participating States for production of University level text books (in various disciplines) in Indian languages. A Committee was set up in March, 1987 under the Chairmanship of Dr. Suresh Dalal for making a critical review of the implementation of this scheme. The Committee completed its work in December 1987 and submitted its report on 13.1.88. The recommendations of the Committee are being examined.
- xii) A Committee was constituted in 1983 to work out details for the proposal of establishing of Vishva Hindi Vidya Peeth (International Hindi University). The Committee has completed its work and drafted a Bill to this effect which has since been vetted by the Ministry of Law (Legislative Department). Further follow up action to introduce the Bill is being taken.

#### Steps taken for promotion and development of modern Hindi Languages and English

- i) The CIIL Mysore which was set up in July 1969 has established four regional language teaching centres and two Urdu teaching centres for providing training to teachers in 13 Indian languages. It has been functioning as a pioneer institution concerning all matters relating to the development of modern Indian languages in the country and abroad.
- ii) The CIIL has initiated a number of steps for improvement of language competencies of students in Modern Indian Languages. These are:

- a) A seminar was conducted in Guwahati to concretise learning objectives in language teaching with Assamese as an example. This is being gradually extended to all other languages.
  - b) The sample tests for measuring language proficiency have been prepared in 4 languages during a workshop at Bhubaneswar in February, 1987. The skills to be measured for this purpose have already been identified.
  - c) About 12,000 test items are being identified in all major languages for field testing and standardisation.
- iii) The CIIL has covered 57 tribal languages under its programme to research, training and material production. So far 60 books have been published by the Institutes on tribal languages.
  - iv) The Bureau for Promotion of Urdu founded in 1977 for promotion and development of Urdu has set up 31 calligraphy centres which include four centres exclusively for women. These centres benefit about 1000 students in learning of Urdu calligraphy. The Bureau has compiled an Urdu encyclopaedia on 12 volumes and one English-Urdu dictionary is under finalisation. The Bureau has also published 572 books in Urdu language and published glossaries for 7 subjects for University level books.
  - v) The Sindhi Cell in the Central Hindi Directorate has contributed to the promotion of the Sindhi in the following manner:-
    - a) Bulk purchase of Sindhi books for free distribution to approved libraries, Institutions etc. to the extent of Rs. 1.50 to 2.00 lakhs.
    - b) Award of 5 prizes to standard Sindhi books selected every year, the award money is Rs. 2,500/- for each.
    - c) Holding of national seminars on literary topics in Sindhi.
    - d) Holding of national seminars on literary topics in Sindhi.
    - e) Holding of neo writers workshops on literary topics in Sindhi.
  - vi) Work done in the field of translation
 

In pursuance of the provision in the Programme of Action, a meeting was held under the Chairmanship of Special Secretary on 20.10.87 in which a number of decisions were taken the area of translation of books and preparation of bilingual and multilingual dictionaries. Steps are being taken to set up two new organisations viz. a Central Translation Bureau and a National Institute of Translation so as to systematise the efforts at translation of Indian classics into other Indian languages.
  - vii) English
    - a) The Central Institutes of English and Foreign Languages set up in 1958 has designed a number of programmes to improve competency of teachers of English and foreign languages at all levels.
    - b) In conformity with the outline given in the Programme of Action, 20 District Centres for English language teaching have been sanctioned so far with a view to providing facility for in-service training in English. Of these, 11 District Centres have become functional during the current financial year. These have also served as resource Centres of libraries and audio visual materials and would also be available to adult learners.
    - c) With a view to undertaking study of language competency of students, the work relating to designing of tests for English proficiency for school level stage has been entrusted to the Regional Institute of English, Bangalore and H.M. Patel Institute of English Training and Research, Vallabh Vidya Nagar, Gujarat. The first version of the English language competency

test has been put to field test. The revised version thereafter on the basis of field test has also been put to extensive field trial in M.P., U.P. and Orissa. The final version to be considered at the National Level Steering Committee at HM Patel Institute of English Training and Research on 19th March, 1988.

- d) A scheme has been formulated under which assistance is being provided to some institutions for Inservice training of English Language teachers and production of textual materials. During the current financial year, Rs. 19.67 lakhs have been sanctioned to ELTIs at Bangalore, Chandigarh, Bhubaneswar.

#### *Steps taken for promotion of Sanskrit*

- i) Rashtriya Ved Vidya Pratishthan was set up in August, 1947, with the object of promoting Advance Research in Indology. Among the first research projects, special attention is being paid to an intensive study of Vedic .pa Mathematics. As a step in this direction, a national level workshop is being held at Jaipur from 26th to 28th March 1988.
- ii) Additionally the following steps have been taken to popularise Sanskrit Language and its learning 1987-88.
- a) A grant of Rs. 238.70 lakhs has been released to Rashtriya Sanskrit Sansthan for teaching and research in Sanskrit through 8 Sanskrit Vidyapeethas in different parts of the country.
- b) Grants to the extent of 95% (recurring) and 75% (non-recurring) were sanctioned to 14 adarsha Sanskrit Pathshalas/Sodh Sansthans located in different parts of the country.
- c) Grants to the extent of Rs. 51.76 lakhs have been sanctioned to 650 voluntary organisations/institutions engaged in promotion of Sanskrit.
- d) 120 eminent and retired Sanskrit scholars have been appointed in Sanskrit institutions on a consolidated honorarium of Rs. 1,000/- per month. A sum of Rs. 5.67 lakhs was spent during 1987-88.
- e) Grants to the extent of 95% were sanctioned to 24 Ved Pathshalas in different parts of the country. In addition, 16 Vedic Units have been sanctioned cent percent grant for preservation of traditional recitation of different branches of 4 Vedas.
- f) Financial assistance to the extent of Rs. 32.65 lakhs has been paid to 1,500 Sanskrit scholars living under indigent circumstances.
- g) Scholarships to the extent of Rs. 8.75 lakhs have been sanctioned to the students of postmetric, Shastri, Acharya and that of traditional Sanskrit Pathshalas/research scholars.
- h) Financial assistance to the extent of Rs. 7.66 lakhs has been sanctioned to individuals/publishers for production of Sanskrit literature.
- i) Financial assistance to the extent of Rs. 1 crore has been sanctioned to Govt. of Kerala for establishment of a Sanskrit University at Kalady.



## **15. HIGHER EDUCATION**

The Major emphasis in the National Policy on Education is on consolidation of existing facilities in institutions, improvement in their management, redesigning and restructuring of courses and programmes, Open University and distance education and establishment and development of mechanisms that promote coordination and improvements in standards. Progress of implementation under major programmes follows.

## 16. INDIRA GANDHI NATIONAL OPEN UNIVERSITY

**16.1** The Indira Gandhi National Open University was established in Sept. 1985 with the objectives, among others, to:

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

**16.2** The University has already initiated the academic programmes. Two diploma courses were launched in January, 1987; one in Management and the other in Distance Education. The enrolment for both these programmes was over 4,500. Besides repeating both these programmes, the University started two new programmes from January, 1988. These are; a diploma course in creative writing and a certificate course in rural development. A preparatory programme for those who have no formal qualification to enable them to join the Bachelor's degree programme later this year also started in January, 1988. Over 10,000 students have registered for this programme after qualifying in an entrance test held in September, 1987.

**16.3** The programmes in the pipeline include B.A./B.Com. courses for which admissions will be made in July, 1988. The undergraduate programmes of the University will comprise of a foundation course, core courses in 2 or 3 subjects and an application-oriented component for skill development. Preparatory work and production of course material are in progress for diploma courses in computer education, Bachelor's degree in Library and Information Science, special programmes for women (Pre-School Education, Nutrition and Dietetics, Child Psychology & Counselling), Tribal Education, undergraduate courses in Science, M.Tech. in Aeronautical Engineering for Air Force Officers and an orientation programme for higher education teachers.

Instructional System and Student Support Services

**16.4** The delivery system of the University consists of multi-media packages involving printed material, audio and video cassettes at the study Centres and programmes of advising and counselling for students. Study Centres are an integral part of the student support services. Part-time tutors and guides will offer counselling and advice. Study Centres will also have all the materials produced by the University and viewing facilities for audio and video programme. These Centres will function normally on holidays or in the evenings on working days. 80 study Centres have so far been set up. To supervise the functioning of these Centres, 6 Regional Centres have also been established.

### *Other Open Universities*

**16.5** Apart from the Andhra Pradesh Open University which started in 1982, two more State Universities have been established in 1987. These are the Nalanda Open University in Bihar and the Kota Open University in Rajasthan. Under its Act, the IGNOU is also responsible for coordination of Open Universities and for maintenance of the Open University system.

**16.6** The IGNOU has developed detailed guidelines for establishment of Open Universities. These guidelines have been communicated to all the State Governments as recommended by the CABE at its last meeting. A Coordination Council of Open Universities has also been set up by the IGNOU.

## **17. NATIONAL TESTING SERVICE**

**17.1** The Programme of Action visualises the establishment of a National Testing Service as early as possible. The primary use of such a test would be to allow people, whether they have degrees or not, to demonstrate that they have the proficiency to qualify for a variety of jobs that have been traditionally limited to graduates. In order to give effect to this proposal, a detailed project report was prepared under the guidance of a Project Advisory Committee. On the basis of their report, it has been decided in principle to establish a National Testing Service (NTS).

The major functions proposed for the NTS are:

- a) The NTS will conduct tests on a voluntary basis to determine and certify the suitability of candidates for specified jobs that do not require a degree or diploma qualification.
- b) The NTS test will be designed on the basis of detailed job description and job/task analysis to identify the requirements of knowledge, competence, skills and the aptitudes necessary for the performance of identified jobs or clusters of jobs. The NTS test will not be in the nature of a single test or a repetition of the same test. It will be a sequence of tests each with its own characteristics.
- c) In the field of admission to higher courses, the NTS may make available its expertise and capabilities to existing institutions and agencies at an appropriate time by holding preliminary/screening or other tests on their behalf. The NTS will not hold, on its own, any admission tests which will confer a claim on anyone for admission to any institution.
- d) In areas where there are no recruitment tests at present such as faculty recruitment, recruitment of scientists, specialists, etc., the NTS will offer its services in due course to agencies which wish to conduct such tests.
- e) The NTS will function as a well equipped resource centre at the national level in test development, test administration, test scoring, etc. and will establish a comprehensive database on educational testing.

**17.2** The NTS is proposed to be established as an autonomous body under the Societies Registration Act. The details of the organisational structure involving linkages with academic institutions, recruiting agencies, employing organisations, etc. and the infrastructure (staff, equipment) are being worked out.

## **18. THE DEVELOPMENT OF RURAL INSTITUTES AND GANDHIAN BASIC EDUCATION**

**18.1** NPE-1986 visualises establishment of Rural Institutes on the lines of Gandhiji's revolutionary ideas of education.

**18.2** A detailed project report to give shape to this new and innovative concept was prepared under the guidance of a Project Advisory Committee. The Department of Education has since examined the report and it is proposed, as recommended in the project report, to set up a Central Council of Rural Institutes as an autonomous registered society to evolve a system of education which is relevant to the needs of rural Communities and of rural development.

**18.3** According to the outlines of the scheme, the new pattern of education through rural institutes will be based on the concept of co-relation between socially useful productive work and academic activities. The academic programmes will be designed on the basis of survey of local employment/self-employment possibilities so that graduates of these institutes do not have to migrate to cities looking for white collar jobs. Extension programmes will be one of the important functions of the rural institutes. They are expected to make an impact on the surrounding areas and the effect would radiate to other institutions in the State/Country.

**18.4** The rural institute will be autonomous in character and will have the necessary flexibility in their functioning. Composite institutions providing education right from the primary to the highest level would be preferred. The Central Council of Rural Institutes will be responsible for coordination and maintenance of standards of their academic programmes. It is also proposed to ensure horizontal and vertical mobility of students from rural institutes to traditional colleges and vice versa. The question of recognition of the academic programmes of the rural institutes would be taken up with such institutes as the national Open School of the Indira Gandhi National Open University or State Open Schools/Universities. The services of the proposed National Testing Service could be utilized for certification/recognition of the certificates/diplomas awarded by the rural institutes. In course of time as these institutes develop the possibility of conferring on them the status of deemed to be Universities will be considered. To begin with, the emphasis would be on consolidation and not on expansion and on support for on-going programmes/institutions rather than on starting new ones.

**18.5** Apart from developing the educational programmes of the institutes, the proposed Central Council of Rural Institutes will be responsible for providing financial support to the existing institutes and also establishment of new ones. The Council will also provide resource support to rural institutes for their infrastructure as well as conceptual, methodological and academic inputs for the design and structure of programmes, development of teaching and learning materials, evaluation procedures, etc.

## 19. UNIVERSITY GRANTS COMMISSION

The progress made in the implementation of the NPE by the UGC is briefly stated in the following paragraphs:

### 19.1 Consolidation and Expansion of Institutions

#### (a) Development of Universities:

Guidelines for Seventh Plan period were formulated in September, 1986 in the light of the New Education Policy, emphasising consolidation of existing facilities.

Universities were invited to have detailed discussions and interaction with the Commission in January and February 1987. These meetings were attended by the Commission members, university academics, educationists, State Government representatives, and professionals to help in formulating and finalising the university proposals. Development proposals of 99 universities were finalised in March, 1987 and grants amounting to Rs.141.87 crores approved for Seventh Plan period. Special assistance is being provided to universities and colleges to remove obsolescence and to modernise laboratories and libraries, etc.

#### b) Development of Colleges:

New guidelines for development of colleges as per NPE - POA had been framed and widely circulated in February, 1987. The emphasis in the guidelines is on the improvement of standards and quality of education, restructuring and diversification of courses and provision of better facilities in backward and rural areas. The Commission approved has so far approved grants totalling Rs. 49.66 crores to 2,632 colleges as basic grant Rs. 51.72 crores to 1,201 Colleges for development of Under graduate education, and Rs. 1.12 crores to 21 Colleges for Development of Post graduate education. Special assistance is being provided to colleges to remove obsolescence and to modernise their laboratories and libraries.

#### c) New Management Structure:

A Committee has been constituted to review the management patterns of universities including the structure, roles and responsibilities of various university bodies in the light of the new demands on the university system. The Committee has organised .PA four seminars and constituted special sub-groups to discuss various aspects of the university management. The work of this committee is in progress.

#### d) Guidelines for granting affiliation to new colleges:

The Commission has formulated guidelines for granting affiliation to new colleges, and circulated them to universities/State Governments for their guidance.

### 19.2 Autonomous Colleges:

Revised guidelines on Autonomous Colleges as per NPE - POA were framed and circulated to all universities/ colleges/State Governments in January, 1987.

The State Governments have been requested to make amendments in the Acts of the Universities wherever necessary to empower. The Universities to confirm autonomus status on Colleges.

500 colleges are proposed to be developed as autonomous colleges by the end of VII Plan. So far 48 new colleges (9 in Andhra Pradesh, 24 in Tamil Nadu, 4 in Rajasthan, 11 in Madhya Pradesh) have been approved for grant of a Universities in Karnataka, Maharashtra and Uttar Pradesh are considering proposals from several. There has been no response so far from Bihar, Gujarat, Haryana, Kerala, Orissa, Punjab and West Bengal.

### **19.3 Design of Courses**

The scheme of restructuring of courses has been introduced by the UGC with a view to make the first degree courses more relevant and to link education with work/field/practical experience and productivity. 31 Universities have introduced the scheme of restructuring of courses in 117 colleges by January, 1988.

24 Curriculum Development Centres were established, 7 in science and 17 in Humanities and Social Sciences for continuous review of curricula. The Commission has received one report on the curriculum on English language in November, 1987. Other reports from different centres will be available during 1988-89.

### **19.4 Teachers**

#### *(a) Revision of pay scales:*

On the recommendation of the Mehrotra Committee, the pay scales of teachers in Universities and colleges have been revised with effect from 1.1.1986. The revised scales are an improvement on their existing pay structure. The pay scales have been upgraded at all levels. Every lecturer will have opportunities for two promotions; one to a Senior Scale after 8 years and the other to the position of Reader/Selection Grade Lecturer after another 8 years. There will be a qualifying test for recruitment at the Lecturer's level; incentives have been provided for research qualification. Systematic performance appraisal and continuing education programmes will be an integral part of the design for career advancement.

The Scheme has been implemented in the Central Universities. The State Governments have been offered financial assistance to the extent of 80% of the additional expenditure for implementing the revised scales in the State Universities and Colleges affiliated to them. Several State Governments have accepted the Scheme; others are in the process of considering its implementation.

#### *(b) Teacher Evaluation, Training:*

A Task Force appointed by the UGC is in the process of evolving a system of performance of evaluation of teachers as visualised in the NPE. The Task Force has also been asked to recommend a Code of professional ethics for teachers. Its work is in progress in consultation with the All India Federation of University and College Teachers Organisations.

The UGC has framed a scheme for establishment of Academic Staff Colleges for the orientation of newly appointed University and College lecturers. 48 Universities have been identified to set up Administrative Staff Colleges. Of these 21 have already started organising orientation programmes and 7 more will become functional shortly. Each college will be able to organise training for about 400 teachers per annum. Subsequently, these colleges will also organise refresher courses for in-service teachers.

### **19.5 Strengthening of Research**

#### *(a) Development of common facilities:*

The U.G.C has been making efforts to establish and develop common facilities that can be utilized by a number of Universities. Under this programme, the following facilities have been set up:

- (i) Modern computer based information centres at the Indian Institute of Science, Bangalore (Science subjects); SNDT Women's University, Bombay (Humanities); and MS University of Baroda (Social Sciences).
- (ii) A Nuclear Science Centre is being established at Jawaharlal Nehru University campus, New Delhi, as an autonomous organisation.
- (iii) It has been decided to establish a National Centre in Astronomy at Osmania University, Hyderabad, and an Inter-University Centre of Astronomy and Astro Physics at Pune.

**(b) Special Assistance Programmes**

176 selected University Departments are receiving assistance under the Special Assistance Programme which comprises Centres of Advanced Study, Departments of Special Assistance and Departmental Research Support. It has been decided to assist 5 more Departments under the scheme of Centres of Advanced Study, 36 more under the Departments of Special Assistance and 23 more for Departmental Research Support.

**(c) COSIST Programme**

81 Departments are being assisted under the scheme of strengthening infrastructure in Science and Technology education and research. 15 more Departments have been identified for assistance under this scheme.

**(d) Other programmes for strengthening research**

The U.G.C has introduced an eligibility test for award of research fellowships. While tests in the fields of humanities and social sciences are conducted by the U.G.C., the test in science disciplines is conducted jointly with the CSIR.

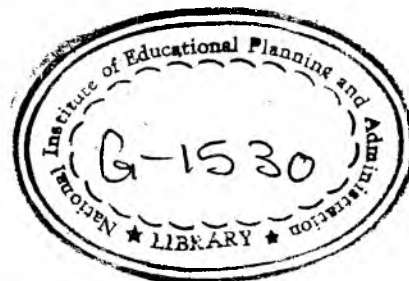
A scheme of Research Scientists has been instituted to provide opportunities to those who wish to pursue research as a career in the Universities. 200 positions have been created under this scheme.

**19.6 Improvement in Efficiency**

The Commission has already sanctioned installation of computer system in 93 Universities. 200 Colleges are also being provided assistance to instal small computers. These computers would also be used for maintenance of student records, accounts and other data required for administration and management.

**19.7 State Councils of Higher Education**

In order to create an effective machinery for planning and co-ordination of higher education at the State level and also to coordinate programmes of development of higher education with the U.G.C., the NPE visualises the establishment of State Councils of Higher Education. The Commission has framed guidelines for the setting up of these Councils. These guidelines have since been reviewed in the light of the Supreme Court judgement which struck down the establishment of a similar body by the Government of Andhra Pradesh on the ground that the State had no legislative competence to set up such bodies. These guidelines have been made available to the State Governments for consideration.



## 19.8 Education for Women

The U.G.C. has decided to provide financial support to Universities for undertaking well defined projects for research in women's studies and also for the development of curriculum relevant to women's studies. Guidelines for formulation of appropriate proposals have been framed and made available to Universities. Under this scheme, a Centre for Women's Studies and Research has been set up at the SNDT Women's University Bombay. The Universities of Kerala, Ranchi, Delhi, Punjab, South Gujarat, Banaras Hindu and North Eastern Hill are engaged in the preparation of curriculum for women's study at the undergraduate level.

## 19.9 Education of SC/ST and backward sections

The Commission has been making efforts to promote, strengthen and monitor effective implementation of programmes/schemes to further educational levels/ opportunities for SC/ST and other backward sections through multiple approaches such as:

- Special programmes of adult and continuing education for ST and SC.
- Award of teacher fellowships, junior research fellowships and research associateships. These awards are made through exclusive schemes centrally administered by the U.G.C. as well as through Universities against the reserved quota.
- Establishment and maintenance of monitoring units/special cells in about 70 Universities for effective implementation and monitoring of schemes/policies for SC/ST.

## 19.10 Physical Education and Sports

Guidelines have been framed for providing assistance to Universities and Colleges for development of sports infrastructure. Funds for this purpose have been provided under the NSO programmes of the Department of Youth Affairs and Sports.

A scheme has been formulated for introduction of a three- year degree course in physical education, health education and sports. It is intended that this course should be introduced at least in one college in each district. Introduction of this course has been approved in 10 Colleges and 5 Universities.

## 19.11 Media and Educational Technology

The U.G.C. has been televising programmes on higher education entitled "Countrywide Classroom". These programmes are telecast daily for two hours and are designed for the enrichment of undergraduate students and teachers. Colour TV sets are being provided to about 2,000 Colleges in phases. Four Educational Media Research Centres (EMRCs) and Seven Audio Visual Research Centres have also been established to support the program.



## 20. TECHNICAL EDUCATION

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

- The Bill to vest the All India Council for Technical Education (AICTE) with statutory powers has been passed by the Parliament. Necessary action is being taken to set up the requisite structure to make the AICTE operational.
- All on-going programmes have been re-oriented to take care of the thrusts/directives/goals indicated in the NPE.
- All central and centrally sponsored institutions were directed to prepare their POAs based on the NPE. They have re-defined their institutional goals and targets, and prepared perspective plans to cover the remaining period of the 7th Plan as also the 8th Plan period. Their Annual Plans have been prepared accordingly.
- The POA indicates about 79 initiatives to be taken during the 7th Plan. 23 schemes were formulated for this year. Twelve of them have been cleared by EFC with minor modifications. Some of the related schemes have been grouped together for effective implementation.
- All technical education schemes based on the NPE have been discussed in detail with all the States and UTs. They have been requested to prepare proposals/schemes to complement and supplement the central efforts.

Some of the priority schemes, their scope and objective and the details of implementation during the year are described on the following pages:

## **21. MODERNISATION AND REMOVAL OF OBSOLESCENCE**

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

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

The following action has been taken:

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

21.2 282 proposals at a cost of Rs. 33.00 crores were supported during the first two years of the Seventh Plan (1985-86 and 1986- 87). During the year 1987-88, 503 proposals have been sanctioned for funding of an amount of Rs. 60.93 crores.

## **22. THRUST AREAS IN TECHNICAL EDUCATION**

**22.1** This scheme has 3 distinct components, namely;

(a) Creation of infrastructure in areas of emerging technologies

The scheme aims at creation of necessary infrastructure for education, research and training in selected technological institutions in 17 identified areas of emerging technology with a view to:

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

The following methodology has been adopted:

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

**22.2** During the first two years of the Seventh Plan 89 proposals were supported at a cost of Rs. 15.37 crores. 117 proposals during 1987-88 at a cost of Rs. 14.00 crores have been supported. The targets for 1988-89 and 1989-90 are for funding 90 and 95 proposals respectively.

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

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

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

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

**22.5** During the first two years of the 7th Plan, 128 proposals were funded to the tune of Rs. 14.50 crores. During 1987-88, 76 proposals at a cost of Rs. 8.25 crores have been supported.

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

↳ Programmes of new/or improved technologies and offering new courses:

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

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

**22.7** The budget provision for 1987-88 is Rs. 40.00 lakhs. Two projects under this scheme have been sanctioned and an amount of Rs. 37 lakhs released during 87-88.

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

**23.1** A scheme to establish residential polytechnics for women was formulated and got approved with the following objectives:

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

**23.2** Each polytechnic will run 6 to 8 engineering and 1 or 2 non-engineering diploma courses, and about five advanced technician courses. The polytechnic will have a Board of Management for developing the system and to ensure their efficient and effective performance.

**23.3** The agencies involved in establishing the polytechnic will include: Ministry of Human Resource Development, All India Council for Technical Education, Educational Consultants India Limited, Technical Teachers' Training Institutes, Institute of Applied Manpower Research, Nodal Centres of National Technical Manpower Information System, All India Board of Technical Education, the State Governments and their agencies including the State Boards of Technical Education.

**23.4** A National Expert Committee has been constituted to examine the proposals and make recommendations on selection of site, identification of courses, mechanism for implementation and other relevant aspects. The schemes received from the State Governments are under examination of the National Expert Committee.

## **24. INDIAN INSTITUTE OF TECHNOLOGY, ASSAM**

**24.1** In the Assam Accord, the Government of India have, interalia, agreed to establish an IIT in Assam. The Institute will be fully autonomous and wholly funded by the Central Government as in the case of other IITs and shall be the 6th IIT in the series of IITs in the country. It will be under the purview of the Council of IITs headed by the Union Minister-in-Charge of Technical Education. The President of India will be the Visitor of this IIT as well. Like other IITs, this Institute will also be governed by a Board of Governors which in turn will be assisted by other bodies as laid down in the Act and Statutes.

**24.2** For formulation of the Detailed Project Report (DPR) including preparation of the Master Plan, a Project Director has been appointed and a Project Team of experts has been constituted to assist him. The site for location of the IIT has been selected and approved in consultation with the State Government. The IIT will be located near Misa in the Nagaon District of Assam with an Extension Centre near Guwahati. The State Government has already initiated proceedings for acquisition of land and an amount of approx. Rs.2.75 crores has been sanctioned to them for the purpose.

## **25. LONGOWAL INSTITUTE OF ENGINEERING AND TECHNOLOGY**

**25.1** The Institute will offer a variety of courses at certificate and diploma levels in engineering and technology. Vertical linkage between certificate and diploma courses has been envisaged so that on completion of certificate courses and with appropriate bridge courses students could be eligible for admission to diploma courses.

**25.2** The Longowal Institute of Engineering and Technology will be an autonomous body registered under the Societies Registration Act and will be administered by a Governing Body comprising of educationists, public men, industrialists and representatives from the Central and State Governments. The Institute will have a Board of Studies and other Academic bodies for guiding the Director in all academic matters. To begin with, the Institute will offer 10 programmes each at certificate and diploma levels.

**25.3** An expert committee has been set up to identify the courses and finalise other details. Necessary action has been taken towards the setting up of the Society of the Institute. Budget provision of Rs. 1 crore has been approved to meet the expenditure on the implementation of the scheme in the first year.

## **26. TRANSFER OF TECHNOLOGY TO RURAL AREAS THROUGH COMMUNITY POLYTECHNICS**

**26.1** The existing scheme of Community Polytechnics has been reoriented in the light of NPE. Its objectives are:

- Selected polytechnic which are now 108 in number will be given further resources and policy support to perform their role effectively.
- The community polytechnic will organise manpower development programmes for villagers to enable them to acquire employable skills.
- The polytechnic will take the responsibility for educating and training the villagers and creating awareness among them for adoption of new technologies.
- Technical services and community support service will be provided by the polytechnic to sustain new technologies.
- Dissemination of information of villagers to enable them to adopt and sustain the relevant technologies.
- The State Governments, the Directorates of Technical Education and Polytechnic will operate the Scheme within the overall policy framework.
- The Technical Teachers Training Institutes will act as a resource system to strengthen the scheme of Community Polytechnic.
- The State Directorates of Technical Education will generally supervise the performance of the Community Polytechnic to ensure their proper functioning.
- The Regional Offices of the Ministry of Human Resource Development will also monitor the scheme and send reports to the Ministry.

**26.2** During 1987-88, over 15,000 people were trained under the scheme. The number of villages benefitted through technical services/transfer of technology was of the order of 1250. The scheme had an approved budget provision of Rs. 100 lakhs during the year.

**26.3** The NPE stipulates that the scheme of Community Polytechnic will be appraised and appropriately strengthened to increase its quality and coverage. In accordance with this, a National Expert Committee was set up to appraise the scheme. The committee has just completed its appraisal and given its recommendations, which are now under consideration of the Government.



## **27. INDIAN INSTITUTES OF TECHNOLOGY (IITs)**

**27.1** The five Indian Institutes of Technology (IITs) at Kharagpur, Bombay, Madras, Kanpur and Delhi were established as premier centres of education and training in engineering and applied sciences at the undergraduate level and to provide adequate facilities for post-graduate studies and research. These are 'Institutes of National Importance'.

**27.2** The IITs have made great contributions in the matter of transfer of technology. A large number of industries have benefitted from the research work done by these Institutes either under sponsorship or on their own. Over the years, they have also succeeded in developing patents and their exploitation by the industry. Through the sponsored research projects and consultancy work undertaken by the IITs and their faculty, sizeable revenue accrues to the Institutes every year.

**27.3** Another significant contribution made by the IITs in the development of Science & Technology in the country is the assistance extended by them in the development of curricula etc. for the benefit of other engineering/technological institutions.

**27.4** Each of the IITs has drawn up its own 'Programme of Action' (POA) to implement the directives indicated in the NPE 1986. The Planning Commission had detailed discussions with the Directors of IITs so as to involve them in the formulation of the 8th Five Year Plan and its implementation. Suitable approach papers for the purpose are under preparation. The emphasis for development during the remaining part of the 7th Plan and the 8th Plan period will be on strengthening infrastructural facilities including construction of additional hostels and staff quarters, modernisation of laboratories, introduction of new courses in the emerging thrust areas, removal of obsolescence of equipment, institution of new programmes for quality improvement, staff and faculty development etc., so that these institutions are further developed as Centres of excellence in engineering and technological education and research and also provide leadership for the development of the rest of the technical education system. In view of the multifarious responsibilities given to them, each IIT was provided Rs. 4 crores under the current year's plan. They have also been involved in a networking arrangement with other institutions.

**27.5** One of the recent highlights of the IIT system was its evaluation. A high-powered Review Committee which evaluated the working and performance of IITs submitted its report in February 1987. The recommendations made by the Review Committee have been discussed extensively at various levels within the IITs and are now under the active consideration of the IIT Council and the Government. Implementation of the recommendations will be regularly monitored by the IIT Council.

**27.6** During 1987-88, the plan and non-plan budget provision for the five IITs was 89.50 crores.

## **28. REGIONAL ENGINEERING COLLEGES (RECs)**

**28.1** Fourteen Engineering Colleges (RECs) were set-up, one each in the major States, during the Second and Third Plan periods to enable the country to meet the increased need for trained personnel during subsequent Plan periods. The fifteenth REC at Silchar (Assam) started functioning in November 1977, and the sixteenth one at Hamirpur in Himachal Pradesh in July 1986. Establishment of one more REC at Jalandhar in Punjab has been approved and is expected to start functioning very soon.

**28.2** During 1987-88, emphasis was laid on the consolidation of existing facilities, establishment of computer centres at selected RECs, modernisation of laboratories including replacement of obsolete equipment, construction of students' hostels and development of students' activity centres. These Colleges made good progress in the implementation of their development plans. One hundred and forty seven laboratories are being developed in these Colleges under the scheme of institutional network with IITs. Under the scheme of strengthening facilities in crucial areas where weakness exists, B.Tech. degree course in Computer Science was introduced this year in the RECs at Kurukshetra and Silchar. Large size computer systems were installed in the RECs at Allahabad and Durgapur increasing thereby the number of RECs with such systems to four. All RECs have been provided with atleast 'O' level Computers. Master's degree course in Computer Applications (MCA) was started at the RECs at Jamshedpur and Bhopal.

**28.3** In the context of the implementation of the NPE 1986, Programme of Action (POA) documents were prepared for all the RECs redefining their institutional goals and targets, and projecting perspective plans to cover the remaining period of the Seventh Plan and also the Eighth Plan period.

**28.4** The RECs have been approved Rs. 28.00 crores under Plan and Non-Plan budget for 1987-88.

## **29. ALL INDIA COUNCIL FOR TECHNICAL EDUCATION**

**29.1** The All India Council for Technical Education (AICTE) was set up in 1945 as a national expert body to advise the Central Government and the State Governments on the development of technical education. However, since the AICTE did not have statutory authority, in recent years it has not been able to enforce many of its recommendations relating to maintenance of standards and coordinated development of technical education.

**29.2** During the year 1987-88 a bill was therefore brought up to vest the AICTE with statutory powers. This bill has since been passed by Parliament and become an act. The statutory powers now vested in the AICTE will ensure:

- proper planning and coordinated development of technical education system throughout the country.
- promotion of qualitative improvement of technical education in relation to planned quantitative growth, and
- regulation of the system and proper maintenance of norms and standards.

**29.3** Steps have been taken, since the passage of the bill in December 1987, towards constituting the statutory Council and its various bodies, formulation of rules and regulations and working out the physical and staff infrastructure for implementation.

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

**30.1** In pursuance of the Policy parameters for SC/ST and other educationally backward sections, the following measures have been taken:

- (i) A scheme of providing remedial and special coaching for upgradation of merit of SC/ST students has been formulated and circulated to the State Governments. The scheme which is intended to help SC/ST children to achieve better grades in their examinations and also prepare them for professional courses aims at providing remedial coaching to these students for a period of four years from Classes IX to XII and special coaching in Classes XI and XII. The emphasis on remedial coaching will be to remove educational deficiencies from which these students suffer and to promote and develop confidence in them. Financial assistance has been released to four states (Andhra Pradesh, Assam, Orissa, & Rajasthan) totalling to an amount of Rs. 20 Lakhs.
- (ii) Pre-Matric Scholarships for children whose parents are engaged in the so-called unclean occupations, like scavenging, tanning, flaying etc. are being provided at present to students only in classes VI to X. The rate of scholarships has been increased from Rs. 145 per month to Rs. 200 per month with effect from 1986-87 and the income limit of parents has been increased from Rs. 500/- per month to Rs. 1000/- per month.
- (iii) Under the scheme of assistance for construction of hostel buildings for Scheduled Caste and Scheduled Tribe girls, the ceiling cost of construction per hosteler which was Rs. 7,150/- for plain areas and Rs. 7,790/- for hill areas has been increased to Rs. 12,775/- and Rs. 17,125/- respectively.
- (iv) A High Level Committee set up in the Ministry of Welfare for upward revision of rates of scholarships, increasing the income limit of parents, streamlining procedures, and tilting the rates in favour of professional courses has submitted its report. Among other things, the Committee has suggested simplification of procedures and payment of scholarships through bank draft so as to avoid any possible delay in payment.
- (v) Ten Community Polytechnics have been located in minority concentration areas with a view to extending benefits of vocational and skill training to persons belonging to educationally backward minorities.

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

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## **31. MANAGEMENT OF EDUCATION**

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

**31.2** Implementation of many of the NPE initiatives requires institutional and structural changes at the state, district and village levels. This would involve setting up of State Advisory Board of Education on the lines of the Central Advisory Board of Education, District Boards of Education, Village Education Committees and School Complexes. Guidelines relating to micro- level planning and community participation emphasizing the role of the Village Education Committees have already been evolved by the National Institute of Educational Planning and Administration which have been discussed with State Governments. The NIEPA is also currently involved in an exercise relating to District Boards of Education within the framework of decentralized management envisaged in the NPE.

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

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

## **32. RESOURCES FOR EDUCATION**

**32.1** The implementation of national Policy on Education and Programme of Action has necessitated initiating several new programmes and increasing the tempo of existing ones to meet the broad policy thrusts and priorities. An allocation of Rs. 800 crores was made in the Annual Plan (Central) for 1987-88, which is a step up from Rs. 352 crores in 1986-87.

**32.2** In accordance with Government decision to contain budgetary deficit at all costs, it became necessary to find funds out of the current year's Annual Plan to meet the additional requirement of funds on account of revision of pay scales of teachers. After transferring an amount of Rs. 49 crores from plan to non-plan to meet the additional requirement of funds for payment of teachers salaries, the balance amount in the Plan will be fully utilised.

**32.3** The plan outlay for Education for the year 1988-89 has been fixed at the same level as the current financial year namely Rs. 800 crores. It may be pointed out that a reasonable stepping up of provision would be necessary for sustaining the momentum built up, for implementation of the NPE during the remaining 2 years of the Seventh Plan.

## **33. STATE SECTOR**

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

**33.2** Representatives of State Governments/UT Administrations were consulted in regard to schemes being formulated in key areas like elementary education including Operation Black board and Non- Formal Education, Teacher Education, vocationalisation of Education, science and environment Education etc. Detailed guidelines in respect of the above schemes were communicated to the State Governments who were requested to prepare projects for central assistance. State Level Empowered Committees were set up under the Chairmanship of Chief Secretary/Education Secretary in each States/UT Administrations to consider the schemes/projects formulated and approve the same for financial assistance. On the recommendations of the State Level Empowered Committees, sanctions of funds were communicated to 23 States and 5 Union Territories under the Scheme of Operation Blackboard and 12 States and 3 Union Territories under the Scheme of Non-Formal Education. Under the Scheme of teacher Education assistance is expected to be released to 14 States within this financial year.

**33.3** Statewise position of the progress of implementation is given below:

### **ANDHRA PRADESH**

**1.1** An amount of Rs. 621.62 lakhs have been sanctioned by the Government of India for implementation of the scheme: Operation Blackboard.

**1.2** 25,053 Non-formal Education centres are being run covering 6.14 lakh children. The project approach in organising NFE programmes is being adopted for future and training programmes to train the instructors and supervisors are being organised.

**1.3** Nine existing Teacher Training Institutes hve been upgraded as DIET.

**1.4** Under the Programme of Mass Orientation of School Teacers, 26,640 teachers in 86-87 and 23,464 teachers in 87-88 have been oriented.

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

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

**1.7** 4 Navodaya Vidyalayas have been opened during the year 1986-87. Sanction for the establishment of 8 Navodaya Vidyalayas during 1987-88 has also been accorded.

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

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

## **ARUNACHAL PRADESH**

**2.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 63.17 lakhs have been sanctioned by the Government of India 762 schools which need minimum two class rooms and toilet for girls and boys have been identified. In 1986-87, 200 additional teachers were appointed in the single teacher schools. During the current year, 74 schools are being provided lady teachers. Village Education Committees are being formed in all the Villages to run and manage the schools smoothly Local Community has also been involved to share the burden of the State.

**2.2** 72 Non-formal Education Centres have been opened for the children who cannot attend the schools. To augment enrolment and improve retention of students in schools, specially girls, free hostel facilities, free uniforms from Class I to VIII and mid-day meal have been introduced.

**2.3** One existing Teacher Training Institute has been upgraded as DIET.

**2.4** Under the Programme of Mass Orientation of school Teachers, 560 teachers in 86-87 and 500 teachers in 87-88 have been oriented.

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

**2.6** Vocational courses have been introduced in 4 higher secondary schools at +2 stage. Several vocational courses have been identified for introduction in 11 Higher Secondary Schools.



**2.7** The newly established university in Arunachal Pradesh has taken steps to restructure its programs in accordance with the National Policy on Education.

**2.8** 1362 Adult Education centres are functioning and NSS volunteers are also being involved in removing illiteracy.

### ASSAM

**3.1** An amount of Rs.826.69 lakhs has been sanctioned by the Government of India for implementation of the scheme: Operation Blackboard. It has been decided to construct 3302 school buildings out of funds made available under the 8th Finance Commission Award. 700 additional teachers have been provided in single teacher schools in 1986-87.

**3.2** 6508 Instructors under the NFE Programme have been trained. 61,290 students out of 1,70,027 were admitted in higher classes from non-formal education stream. 13,508 non formal education centres are functioning in the State.

**3.3** 6 Teachers Training Institutes are proposed to be established in 1988-89.

**3.4** Project report has been submitted for formation of 'Institute of Advanced Studies on Education' by upgrading a Post Graduate Training College and setting up of a Teachers Training College.

**3.5** Under the Programme of Mass Orientation of School Teachers, 16,000 teachers in 86-87 and 13,900 teachers in 87-88 have been oriented. The State SCERT has already prepared a new curriculum from Class I to Class IV on the line of the national curriculum frame-work.

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

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

**3.8** Computer Education has been introduced in 35 Higher Secondary Schools.

**3.9** Mass Programme of Functional Literacy was launched by involving volunteers from colleges under the Guwahati University. Guidelines have been formulated to establish school complexes at the districts under the supervision of Inspector of schools. A Regional Centre of Indira Gandhi National Open University in the State has been established. There were 63 Adult Education projects under State Adult Education Programme, 20 projects under RFLP. There were 51 post literacy and follow up projects. Training Programmes were organised for District Adult Education Officers.

### BIHAR

**4.1** The State Government's proposals have been cleared by SLEC and an amount of Rs. 1868.41 lakhs have been sanctioned by the Government of India for the implementation of Operation Blackboard.

**4.2** 39,900 Non-formal centres are running. Enrolment is 9,97,500. Besides this, SCERT has opened 93 centres with total enrolment of 3,723 under UNICEF assisted programme.

**4.3** Under the Programme of Mass Orientation of School Teachers, 36,088 teachers in 86-87 and 37,225 teachers in 87-88 have been oriented.

**4.4** The curriculum for Classes I to X has been revised in accordance with the National Policy on Education and draft curriculum of NCERT. Two Ashram Vidyalayas for the SC and sixteen such vidyalayas for the ST have been established.

**4.5** 23 Navodaya Vidyalayas have been established in the State. Proposals have been sent for establishment of 16 more Navodaya Vidyalayas.

**4.6** 43 Institutions were selected for vocationalisation of education at the +2 stage in 1986. This year 40 more institutions have been selected. The choice of the vocational courses has already been made with reference to each school taking note of training facilities and local needs. Curriculum for each course has been finalised in consultation with NCERT.

**4.7** An ordinance has been promulgated for the establishment of an Open University at Nalanda. The Inter-University Board is being upgraded to State Council of Higher Education.

**4.8** 32,500 NSS and Non-NSS students belonging to all the 10 Universities of the State have been involved in the Mass Programme for Functional Literacy (MPFL). 42,900 Adult Education Centres are functioning in the State.

**4.9** State Advisory Board of Education (SABE) on the pattern of CABE is in advanced stage of formation.

## **GOA**

**5.1** The State Governemnt's proposals have been cleared by SLEC and an amount of Rs. 12.03 lakhs has been sanctioned by the Government of India for implementation of the scheme: Operation Blackboard.

**5.2** Action has been initiated to establish DIET at Bicholim.

**5.3** Under the Programme of Mass Orientation of School Teachers, 939 teachers in 86-87 and 1,138 teachers in 87-88 have been oriented.

**5.4** Government has enacted a comprehensive Education Act and the Rules are being framed. Norms of performance have been worked out.

**5.5** Curricula have been revised for Standards I to IV.

**5.6** A report on vocationalisation of school education has been prepared. A task force for vocationalisation has been set up and syllabus for certain subjects have already been prepared.

**5.7** The Second Navodaya Vidyalaya has been approved for being set up.

**5.8** A Directorate of Technical Education has been set up and the course syllabi in engineering and other technical institutions is under revision.

**5.9** 70 college students were involved in MPFL on voluntary basis.

## **GUJARAT**

**6.1** A special Committee was appointed to report on the issues covered in the Programme of Action. The report has since been received.

**6.2** For implementation of Operation Blackboard , project report in respect of 42 blocks has been approved by the Government of India and amount of Rs. 231.84 lakhs has been sanctioned and all schools in these blocks are expected to be equipped according to the norms prescribed during the current year.

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

**6.4** A Tribunal has been set up on 23.1.87 for redressal of grievances of private Primary school teachers.

**6.5** A new scheme has been launched for setting up Residential school specially for SC and ST students. 10 such schools have already started functioning from this year.

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

**6.7** Seven District Institutes of Education and Training have been established by upgrading existing Institutions.

**6.8** Under the Programme of Mass Orientation of School Teachers, 25,284 teachers in 86-87 and 24,596 teachers in 87-88 have been oriented.

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

**6.10** The Government has appointed a special Commission under the Chairmanship of ex-Chief Justice to go into the working of Secondary Education Act. The report of the Commission is under examination and decision on the recommendations be taken soon.

**6.11** Navodaya Vidyalayas have started functioning in the State.

**6.12** Government has constituted a Committee consisting of 5 members for suggesting innovative ideas in the fields of adult education. The State has established Gujarat State Adult Education

Board under the chairmanship of the Education Minister. Steps have been taken to form Village Adult Education Committee in all .PA the villages imparting adult education and District Adult Education Committees in all the districts. 25 Taluks have been approved for establishment of full time Adult Education Centres. 90 Jana Shikshana Nilayams have been proposed to be establish under Border Area Development Programme during the current year.

## **HARYANA**

7.1 The fifth All India Educational Survey is also proposed to be completed during the current year. The State Government's proposals have been cleared by SLEC and an amount of Rs. 62.93 lakhs have been sanctioned by the Government of India for implementation of the scheme: Operation Blackboard.

7.2 6036 non-formal education centres are running with an enrolment of around 30 each. 300 more are proposed to be set up during current year.

7.3 Two new District Institutes of Education and Training have been sanctioned.

7.4 Under the programme of Mass Orientation for School Teachers, 9,914 teachers were trained in 1986-87 and 9,960 teachers in 87-88 have been oriented.

7.5 Steps have been taken to restructure the syllabus in Science and Computer Education. Courses for Classes I to V have been modified with the help of NCERT.

7.6 Science equipment was provided to 190 Government Higher Schools. 33 schools have been selected for implementation of Computer Literacy and Studies in school project. 40 posts of junior librarians have been created for Government Senior Secondary Schools.

7.7 6 Navodaya Vidyalayas are functioning in the State and 3 more have already been approved for the next year.

7.8 53 Vocational Educational Institutes are functioning in the State and 20 different vocations are taught. 3788 students are studying in the institutes.

## **HIMACHAL PRADESH**

8.1 To ensure 100 per cent enrolment, intensive enrolment drive is on. Teachers have been assigned specific habitations/villages to persuade parents. There is no single teacher school in the State. 472 school buildings have been constructed under Operation Blackboard scheme during the current year. All the schools in the State are equipped with minimum teaching aids. Government of India has sanctioned Rs. 148.75 lakhs under Operation Blackbaord scheme.

8.2 The Govt. provides scholarships of Rs. 30/- per month and a lump sum grant of Rs. 400/- per annum to the poor SC and ST girls. The Govt. also has a scheme to supply free textbooks, writing material and clothing to children of weaker sections. Free textbooks are supplied to all the children of Scheduled Tribes from Class 1 to Class X.

**8.3** 20 Non-Formal Education centres covering 400 students are functioning.

**8.4** Under the Programme of Mass Orientation of School Teachers, 4,138 teachers in 86-87 and 3,321 teachers in 87-88 have been oriented.

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

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

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

**8.8** 2,200 Adult Education Centres are functioning. 1,000 NSS and 5,000 Non-NSS students have been involved in the mass programme of functional literacy and the target for 87-88 to 3,000.

## **JAMMU & KASHMIR**

**9.1** The State Government on the basis of the Fourth Survey data has already prepared educational atlas, which provides information regarding habitations with and without schooling facilities alongwith educational maps of each Tehsil. Block-wise maps have also been prepared. Construction of 2,000 elementary school building has been taken up under NREP. 1773 additional teachers have been provided for conversion of single teacher schools into double teacher schools.

**9.2** Under the Programme of Mass Orientation of School Teachers, 5,992 teachers in 86-87 and 6,489 teachers in 87-88 have been oriented.

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

## **KARNATAKA**

**10.1** A project report of location, number and cost estimates for construction of class rooms in rural areas has been prepared. The State Government's proposals have been cleared by SLEC and an amount of Rs. 168.67 lakhs have been sanctioned by the Government of India for implementation of the scheme: Operation blackboard.

**10.2** 2466 pre-primary sections of schools are functioning.

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

**10.4** The State has drawn up a systematic three-tier training programme for instructors of NFE Centres. 9056 N.F.E. centres are functioning in the State. A scheme of imparting basic skills has been introduced in 100 secondary schools this year. This is a prelude to successful introduction of Vocational Courses at the +2 stage. 6 Navodaya Vidyalayas are now running in the State from 1986-87.

**10.5** Under the Programme of Mass Orientation of School Teachers, 22,068 teachers in 86-87 and 22,473 teachers in 87-88 have been oriented.

**10.6** 16 Navodaya Vidyalayas have been sanctioned.

**10.7** 206 institutions are offering vocational education in 38 subjects.

**10.8** State Council for Higher Education has been set up under the leadership of the Education Minister.

**10.9** Two Academic Staff Colleges have been sanctioned for training college Teachers.

## **KERALA**

**11.1** The State Government's proposals have been cleared by SLEC and an amount of Rs. 140.31 lakhs have been sanctioned by the Governemnt of India for implementation of the scheme: Operation Blackboard. More than 240 schools were constructed with the cooperation of Parent Teachers Association.

**11.2** Two existing Teacher Training Institutes have been upgraded as DIET and one more new DIET has been set up.

**11.3** Under the Programme of Mass Orientation of School Teachers, 29,000 teachers in 86-87 and 30,487 teachers in 87-88 have been oriented.

**11.4** The State Government has proposed to start a new Open University.

**11.5** There is also a proposal to start an autonomous institute of appropriate technology and rural development in Trichur. It is proposed to Provide buildings in 47 tailoring/garment making training centres and start a residential polytechnic for women. Three more community Polytechnics are proposed to be started in addition to the existing four.

## MADHYA PRADESH

**12.1** The State Government's proposals for implementation of Operation Blackboard have been cleared by SLEC and an amount of Rs. 1194.10 lakhs have been sanctioned. 500 Primary school and 250 middle schools have been opened during 1986-87. 5000 posts of Assistant Teachers and 5,000 posts of Upper Division Teachers have been created in 1986-87. For checking drop-outs and for promoting retention of children, specially of weaker sections and girls, various incentive programmes have been taken up. An incentive scheme has been introduced since 1986-87 under which Scheduled Tribe girls will be paid Rs. 250/- per student on successfully passing Fifth Standard examination. All Primary Schools have been provided with two teachers and there is now no single teacher Primary School in Tribal Sub area. 475 trainers from among NSS/Adult Education Programme officer were trained in 2 training programmes at different University headquarter with the help of the State Resource Centre, Adult Education, Indore, District Level Committees for effective implementation of MPFL were constituted under the Chairmanship of the District Collector. 82.5 percent of the children are attending primary school. The State Government also supplies free uniforms to SC/ST girls and free textbooks to students of SC/ST and backward classes.

**12.2** 5,000 new non-formal education centres have been opened during the current year in addition to the 18,080 existing centres. 20 centres have been specially started for nomadic tribes.

**12.3** Fifteen existing Teacher Training Institutes have been upgraded as District Institute of Education and Training.

**12.4** Under the Programme of Mass Orientation of School Teachers, 32,500 teachers in 86-87 and 21,041 teachers in 87-88 have been oriented.

**12.5** 3 Academic Staff Colleges have been established in 3 universities.

**12.6** 8 Model Higher Secondary Schools, for boys 6 complexes for girls (Divisional level institution) in the predominantly tribal populated Revenue Divisions have been established for the meritorious tribal students by the Tribal Harijan and Backward Classes Welfare Department.

**12.7** 20 Navodaya Vidyalayas are functioning and formation of 6 more has been approved. Proposal for establishment of 19 more Navodaya Vidyalaya is under consideration.

**12.8** 44 vocational courses are proposed to be started in 13 Higher Secondary schools from the next academic year.

**12.9** 3 new Women's Polytechnics have been opened.

## MAHARASHTRA

**13.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 504.55 lakhs have been sanctioned by the Government of India.

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

**13.3** Under the Programme of Mass Orientation of School Teachers, 49,981 teachers in 86-87 and 54,571 teachers in 87-88 have been oriented.

**13.4** 107 secondary and higher secondary schools in the State have been covered under the CLASS (Computer Literacy and Studies in Schools) project. The State Government is running six Computer Play School Centres in six secondary schools to promote computer literacy.

**13.5** 19 Navodaya Vidyalayas have been opened in the State.

**13.6** The student population covered by the vocational courses in the state is 49,275 (6%). The coverage is expected to increase to 10% by 1990-91.

**13.7** New technological university is being set up at Lonare.

**13.8** 35,000 student volunteers participated in Mass programme of Functional Literacy (MPFL) covering 1.05 lakh adults. 5610 new adult education centres will be set up soon.

**13.9** A movement known as 'Shaikshanik Uthav' (the Education upsurge) launched by the State Government to collect voluntary donations for school improvement has been highly successful and contribution to the tune of 5 crores and 26 lakhs of rupees was collected from all sections of population.

**13.10** A State Advisory Board of Education has been set up having a wide representation from different parts of the State.

## MANIPUR

**14.1** The project report for implementation of Operation Blackboard has been prepared and approved by the SLEC. The project covers 488 schools in rural areas and 53 schools in Municipal areas.

**14.2** To obtain participation of the parents, the teachers, the public and the social workers in the implementation programme. The Government have also constituted School Development Committee.



**14.3** Vocational Education is being introduced at Plus Two stage in the Higher Secondary Schools. The Government have identified trades like Knitting & Embroidery, Fishery, Forestry, Horticulture, Motor Mechanics, Electronics, Cane & Bamboo Crafts, House Wiring, Poultry for the purpose.

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

**14.5** Under the Programme of Mass Orientation of School Teachers, 2,669 teachers in 86-87 and 2,703 teachers in 87-88 have been oriented.

**14.6** Revised curricula for classes I to VIII have been prepared by State Institute of Education.

**14.7** Supply of Science Equipment to 11 Higher Secondary Schools has been completed.

**14.8** 4 Navodaya Vidyalayas have been opened and 3 more have been sanctioned and will be opened next year.

## **MEGHALAYA**

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

**15.2** Under the Programme of Mass Orientation of School Teachers, 1,707 teachers in 86-87 and 1,040 teachers in 87-88 have been oriented.

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

**15.4** 76 new government middle schools have been provided assistance for a science room and 3 science museums are being set up in 3 Government High Schools.

**15.5** 3 Navodaya Vidyalayas have started functioning.

## **MIZORAM**

**16.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 11.78 lakhs have been sanctioned by the Government of India. The Fifth educational survey is nearing completion.

**16.2** One hundred NFE Centres are functioning in the State.

**16.3** Under the programme of Mass Orientation of School Teachers, 927 teachers in 86-87 and 702 teachers in 87-88 have been oriented.

**16.4** Three Navodaya Vidyalayas have been sanctioned; two have started functioning.

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

## NAGALAND

**17.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs.25.67 lakhs have been sanctioned by the Government of India.

**17.2** Under the Programme of Mass Orientation of School Teachers 1,355 teachers in 86-87 and 1,117 teachers in 87-88 have been oriented.

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

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

**17.5** Women's Polytechnic is being set up at Kohima and is expected to become operational in 1988-89.

## ORISSA

**18.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 753.00 lakhs have been sanctioned by the Government of India.

**18.2** The State Government has decided to provide free education for girls upto the post-graduate stage and appoint women teachers in all the primary schools of the State.

**18.3** 7560 NFE Centres are functioning in the State. Seminar of leading voluntary agencies was organised to ensure active involvement of more voluntary agencies in non-formal education programmes.

**18.4** Five existing Teacher Training Institutes have been upgraded as DIETs.

**18.5** Under the Programme of Mass Orientation of School Teachers, 20,638 teachers in 86-87 and 17,650 teachers in 87-88 have been oriented.

**18.6** 5 Navodaya Vidyalayas are functioning and 6 more are proposed to be started in the current year. 12 out of 13 districts are thus covered.

**18.7** 31 schools have been selected for introduction of vocational courses. The necessary training will be given to the teachers in January and March 1988. 3,856 students are proposed to be given vocational education during the current year which is expected to increase to 10,500 in 1988-89 which amounts to 10%.

**18.8** A zonal centre of the Indira Gandhi national Open University has been opened at Bhubaneswar.

## **PUNJAB**

**19.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 334.11 lakhs have been sanctioned by the Government of India.

**19.2** 3 Teacher Training Institutes have been upgraded as DIETs and one new DIET has been set up.

**19.3** Under the Programme of Mass Orientation of School Teachers, 16,041 teachers in 86-87 and 16,132 teachers in 87-88 have been oriented.

**19.4** The core-curriculum of NCERT has been adopted by Punjab School Education Board. 19.5 The schools are being supplied with radio sets. 15 slide viewers and 15 slide projectors have been supplied to schools.

**19.6** 7 Navodaya Vidyalayas have been sanctioned and the proposal for sanction of 5 more have been sent.

**19.7** Project proposal regarding introduction of 201 vocational courses in 67 schools in 1988-89 and 204 courses in 68 schools in 1989-90 have been prepared. Training facilities for agriculture are proposed to be introduced in 12-15 colleges.

**19.8** Restructured courses have already been introduced at first degree level in the college and redesigned degree course will be introduced in 1988-89.

**19.9** 3,100 adult education centres are running with an enrolment close to one lakh.

## **RAJASTHAN**

**20.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 472.09 lakhs have been sanctioned by the Government of India. To improve enrolment of girls in Barmer and Jaisalmer districts where literacy among women is less than 5% and is the lowest in country, State Government has proposed to give Rs.5/- p.m. as attendance scholarship to 50% of girls attending school.

**20.2** 10,459 non-formal education centres are functioning in the State benefitting 3.62 lakhs children. 10 Blocks are being covered under Shiksha Karmi Yojana. Under this scheme 15,500 learners are expected to be covered through 150 day centres and 300 night centres.

**20.3** 7 existing teacher training schools have been converted to DIETs and two new DIETs have been set up. Two task forces have been constituted to prepare project reports for formation of DIETs and Secondary Teacher Education Institutions.

**20.4** Under the Programme of Mass Orientation of School Teachers, 16,041 teachers in 86-87 and 16,132 teachers in 87-88 have been oriented.

**20.5** NCERT have developed syllabus for Classes I to VIII. The syllabus has been revised for secondary classes also.

**20.6** 59 Higher Secondary schools have facilities to impart computer education. 51 more are proposed to be included.

**20.7** 14 Navodaya Vidyalayas have been established and 6 more have been sanctioned for the year 1988-89.

**20.8** 2 training camps for teachers on vocational education have been organised.

**20.9** 4 new Universities have been established and 4 colleges have been given autonomous status.

**20.10** Mass functional literacy programme was launched in Rajasthan in each of the colleges where NSS scheme was in vogue. 11,000 learners kits were distributed. The plan for establishment of 'Jan Shikshan Nilayam' has been prepared for each district. Mapping has also been done. Libraries for JSN are also being established. The panels for 'Preraks' have also been prepared. The Village level plan for eradication of illiteracy has been prepared. 13,768 Adult Education centres are being run.

## **SIKKIM**

**21.1** Under the Programme of mass Orientation of School Teachers, 430 teachers in 86-87 and 435 teachers in 87-88 have been oriented.

**21.2** Project report for implementation of Operation Blackboard has been cleared by SLEC and submitted to Government of India. An Education Survey Unit has already been set up in the State for conducting the Fifth All India Education Survey. The work of school mapping has also been entrusted to this Unit. Pre-primary sections have been attached to 528 schools and remaining schools would also be covered.

**21.3** In collaboration with the NCERT, the State Institute of Education is in the process of developing textbooks in respect of English, Mathematics and Social Studies.

**21.4** One Navodaya Vidyalaya has been sanctioned. But all the teachers posted do not know the local language and this would create problems and may not be conducive to effectiveness.

**21.5** The State Government is of the opinion that there is no need for DIET in each District and State Institute of Education would serve the purpose.

**21.6** State Government has taken steps to improve Hostel facilities for SC/ST children, special coaching facilities for SC/ ST students have also been made available.

**21.7** Video taped programme for teaching geography is being prepared. The Government proposes to supply TV sets to all Secondary schools by 1989-90.

**21.8** Mentally retarded children are given free education and special schools have been set up for physically handicapped.

**21.9** The State has decided to establish State Advisory Board of Education which will be constituted soon. The formation of District Boards of Education is also under consideration.

## TAMIL NADU

**22.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 480.80 lakhs have been sanctioned by the Government of India.

**22.2** The state has already achieved 100 percent enrolment for age group 6-11 in 1986-87. One nursery section is functioning in each Child Welfare Centre (Balwadi). The Chief Minister's Noon Meal Programme covers about 87 lakh children in the age group of 2-15 years and has helped in bringing down drop-out rate from 40 to 22%. The State also supplies textbooks, uniforms and footwares free to all children covered by Chief Ministers Meal Programme.

**22.3** 500 NFE Centres are functioning in the State.

**22.4** Seven existing Teacher Training Institutes have been upgraded as DIETs.

**22.5** Under the Programme of Mass Orientation of School Teachers, 36,000 teachers in 86-87 and 35,744 teachers in 87-88 have been oriented.

**22.6** The revised curriculum for Classes I to XII has been prepared. For classes I, III and VI, the revised curriculum will be implemented from the next academic year.

**22.7** With a view to enable Higher Secondary School students to utilise the facilities in laboratories in colleges and polytechnics, college complexes and polytechnic complexes have been set up, wherever possible.

**22.8** 23,897 Adult Education centres are functioning in the State. 40 additional vocational courses have been introduced during the current year. 1,251 schools offer vocational education in the State and 25% of the Higher Secondary students are studying vocational courses.

**22.9** Three universities in the States are conducting correspondence courses at degree and other levels. The universities in the State have been asked to identify 5 colleges each for conferment of autonomous status.

**22.10** 41 colleges have been granted autonomy. The Government has set up a committee of Vice-Chancellors, educationists etc. for reviewing under-graduate and post graduate courses.

## TRIPURA

**23.1** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 42.12 lakhs have been sanctioned by the Government of India.

**23.2** A survey to select suitable locations for opening non-formal centres is on and 40 non-formal education centres are proposed to be started during 1988-89 and 1989-90.

**23.3** Project report for setting up of two DIETs has been finalised for sanction by SLEC.

**23.4** Under the Programme of Mass Orientation of School Teachers, 1,614 teachers in 86-87 and 1,200 teachers in 87-88 have been oriented.

**23.5** Revised curriculum for primary and secondary education has been developed and will be introduced from 1989.

**23.6** 50 high schools are proposed to be provided with one science room each and adequate science equipments.

**23.7** 3 Navodaya Vidyalayas are expected to start from 1988-89.

**23.8** The State Task Force has recommended setting up of a vocational education cell in the Directorate of Education and has also proposed a survey to be conducted for opening vocational courses.

**23.9** 1,600 Adult Education centres are proposed to be started.

## **UTTAR PRADESH**

**24.1** A Programme of action has been drawn up at State level in accordance with the National Programme of Action.

**24.2** For implementation of Operation Blackboard, the State Government's proposals have been cleared by SLEC and an amount of Rs. 1297.09 lakhs have been sanctioned by the Government of India.

**24.3** Committees have been formed at village level comprising local people, parent-teacher associations to ensure enrolment and retention of girls, weaker section and minorities. Construction of School Building has been given primary importance. development fee of Rs.1.00 and Rs.2.00 respectively in primary and secondary schools have been introduced.

**24.4** 34,320 NFE centres are functioning in the State.

**24.5** 20 existing Teacher Training Institutes have been upgraded as DIETs.

**24.6** Under the Programme of Mass Orientation of School Teachers, 72,833 teachers in 86-87 and 70,000 teachers in 87-88 have been oriented.

**24.7** To revise the curriculum and text books, the committee set up for this purpose has put forth its suggestions which are being studied by the committee formed under the Chairmanship of Chief Secretary.

## WEST BENGAL

**25.1** Fifth Educational Survey has been completed and the data is being compiled. The survey of 20 percent Blocks for implementation of Operation Blackboard is already over, and the report has been placed before SLEC. However, because of non-availability of funds for construction of schools, it has been reported that the scheme cannot be implemented.

**25.2** As outlined in the National Policy on Education, the projectisation of non-formal education has been completed. It has been found that 1,352 new centres would be required to be set up. At Present 24,070 NFE centers are functioning. A separate department and directorate are being set up amalgamating the function of Non-formal and Adult Education Programmes together.

**25.3** Five existing Teacher Training Institutes have been upgraded as DIETs.

**25.4** In the Mass Orientation of School Teachers' Programme, 30,760 school teachers were trained during the current year.

**25.5** A State Level Co-ordination and Monitoring Committee has been constituted to involve NSS and Non-NSS students in the Mass Programme of Functional Literacy. To date 21,000 Volunteers have taken up the job. There is an estimated population of 67 lakhs illiterates in 15-35 age group of which 33.3% are male and 66.7% are female. At present a total number of 23,846 Adult Education Centres are functioning in the State. It has been estimated that 21,264 more centres will be required to make all the adults literate.

**25.6** The Education Department have also constituted a Media Committee with the Minister-in-Charge as Chairman and representatives of all media as members to involve A.I.R., T.V. and the print media in the Adult Education Programme.

## ANDAMAN AND NICOBAR ISLANDS

**26.1** Under the scheme Special nutrition Programme for lactating and Pregnant Mothers, 200 Mothers and 4,300 children are being covered every year. For the children in the age group of 3-6, 196 Anganawadis, 90 Balwadis and 39 Pre-primary sections have been opened. To ensure better enrolment in schools, incentives like free textbooks, stationery, uniform, travel concession, mid-day meals, attendance scholarship are given to children of weaker sections. Under Operation Blackboard 18 class rooms were constructed in 1986-87 and 20 are to be completed in 1987-88. 20% of the schools are proposed to be covered under Operation Blackboard during the current year. 80 lady teachers were appointed during the current year.

**26.2** The Fifth Education Survey has been taken up under the overall guidance of NECRT and is likely to be completed within the schedule fixed by the NCERT. The School mapping exercise has also been taken up alongwith educational survey so that schools are opened/upgraded in a planned manner.

**26.3** 36 non-formal education centres have been opened with an enrolment of 930.

**26.4** 330 teachers of lower and upper primary level have been trained during 1986-87 and 507 in 1987-88.

**26.5** 20 IED Centres (Schools of disabled Children in an Integrated setting) are functioning with 100% Government of India Assistance and 350 out of 606 disabled children identified by IED cell receive education.

**26.6** One Navodaya Vidyalaya has been started in Andaman District.

**26.7** Vocational Courses have been introduced in two secondary schools.

**26.8** 312 Adult Education Centres are running with enrolment of 6,931.

## **CHANDIGARH**

**27.1** To ensure 100 per cent enrolment of girls and children from weaker sections of society a stipend of Rs. 10 per month is paid besides other incentives like free uniforms, textbooks and stationery. To avoid stagnation on account of failures weak students in classes 3 to 5 are given extra coaching every day.

**27.2** A number of non-formal education centres have been opened to enrol working children and drop-outs on account of which the enrolment in non-formal education centres had increased to 1,250 in the year 1986-87 from 600 in the previous year. At present 100 centres are being run.

**27.3** Under the Programme of Mass Orientation of School Teachers, 377 teachers in 86-87 and 410 teachers in 87-88 have been oriented.

**27.4** In 5 senior secondary school vocational courses have been introduced.

**27.5** About 6,637 illiterates are being covered under State Adult Education Programme. Voluntary agencies like Nehru Yuvak Kendra with 10 volunteers look after the education of 180 adults. Similarly in the Centre for Adult & Continuing Education of Punjab University, about 1050 adults and under Each One Teach One Programme 565 adults were covered. A detailed door to door survey has been conducted and plans are being worked out to eradicate illiteracy by the year 1990 among the target group.

## **DELHI**

**28.1** A task force with Chief Secretary of Delhi as Chairman has been constituted in October, 1986, to implement the various programmes contained in NPE - 1986. 9 additional Task Force Committees of officers have been set up to plan detailed strategies for implementation of thrust areas.

**28.2** For implementation of Operation Blackboard, the Union Territory's proposals have been cleared by SLEC and an amount of Rs. 32.39 lakhs have been sanctioned by the Government of India.





**28.3** Under the Programme of Universalisation of Elementary Education teacher training programmes were organised by Delhi Administration in the months of May and June, 1986 with a view to involve teachers of primary and middle schools in the process of implementation of NPE and to motivate them for better teaching. Besides Rs. 3 lakhs under recurring expenditure and Rs. 75,000 for purchase of audio visual items has also been provided in schools. Educational survey is being conducted to identify unenrolled children and potential dropouts and efforts are being made to ensure maximum enrolment and retention.

## **DADRA AND NAGAR HAVELI**

**29.1** For implementation of Operation Blackboard, the Union Territory's proposals have been cleared by SLEC and an amount of Rs. 1.98 lakhs have been sanctioned by the Government of India. One primary school building had been completed out of NREP funds and three school buildings are under construction. Special education survey and school mapping exercise have been completed.

**29.2** 100 NFE centres are being run.

**29.3** Under the Programme of Mass Orientation of School Teachers, 76 teachers in 86-87 and 76 teachers in 87-88 have been oriented.

**29.4** A Navodaya Vidyalaya has started functioning in the Union Territory.

**29.5** Under the adult education programme, in the absence of college and university students in the UT, students of higher secondary and high school are involved in the Massive Programme for Functional Literacy of Adults.

## **LAKSHADWEEP**

**30.1** For implementation of Operation Blackboard, the Union Territory's proposals have been cleared by SLEC and an amount of Rs. 0.48 lakhs have been sanctioned by the Government of India. For increasing enrolment and retention of children, especially of girls, in schools, incentives like Mid-day meals, scholarships, free text-books and writing materials are provided. There are primary schools within one kilometer of the habitation in all the islands of the UT. All the schools have Pucca-Buildings and required facilities, and there is no serious problem of drop-outs on account of which need for non-formal education is not felt. The Fifth Education Survey is being done under the supervision of NCERT.

**30.2** Under the Programme of Mass Orientation of School Teachers, 185 teachers in 86-87 and 75 teachers in 87-88 have been oriented.

**30.3** 60 Adult Education centres with an enrolment of 600 are functioning in the U.T.

## PONDICHERRY

**31.1** Action has already been taken for conducting of a State Level Workshop to suggest methods of overhauling the Early Childhood Care and Education (ECCE) Programme including curriculum and facilities.

**31.2** Under the Programme of Mass Orientation of School Teachers, 687 teachers in 86-87 and 638 teachers in 87-88 have been oriented.

**31.3** The existing vocational survey committee under the Chairmanship of Secretary (Education) is to meet shortly to finalise constitution of State Council for Vocational Education.

**31.4** Action has been taken to provide budgetary allocation for starting a Sports School during the current year. Action has also been taken to start a separate cell in the Directorate of Education exclusively for Sports.

