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NON-FORMAL EDUCATION PROGRAMME (9-14 Age Group)

(Experimental)

Curriculum Development-Nonformal Education

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Introduction:

The demand for Universalization of Elementary Education was first put forward by Indians like Dada Bhai Naroji before the Indian EducationCommission (1982) to make the local bodies elected by the Indians responsible for elem -entary education. In 1893, the project of free and compulsory primary education was started in Amrali District which spread throughout Baroda by 1906. In 1910 Gopal Krishna Gokhale introduced a bill on elementary education to permit a local body the option to introduce compulsory education in any selected area with some conditions fulfilled, but it was ruled out. His words in the concluding speech that "the bill thrown out today will come back again .... .came true when the Government of India declared her Education Policy of Compulsory Education and incorporated it in the law in 1921.

Mahatma Gandhi realised the need of mass education and put forward the hypothesis of Basic Education, which was also an effort towards the universalization of elementary education.

In 1944, Sarget report recommended the compulsory schooling of 8 years for all children and developed a long term plan to achieve this in 40 years (1944-84), but the Kher Committee reduced the plan period to 16 years to achieve it by 1960 vide Article 45 of the Constitution.

Regarding the Universalization of Elementary Education in India, the main issue is the education of children from the socio-economically backward sections of the society. The illiteracy among such children leads to adult illiteracy. Therefore in order to cater to the needs of this section of children and

the adults a variety of programmes by different names, such
as Social Education, Part Time Education, Refresher Courses,
Continuing Education, Adult Education, Extension Services,
Life Long Education, Balwadis, Non-formal Education for
(6-11), (6-14), (9-14), Farmers' Functional Literacy,
Non-student youth, Nehru Yuvak Kendra, Functional Literacy
for women, Non-formal Education for workers, Non-formal
Education in the universities, Education through Mass
Media etc have been taken up by now.

'Learning to be' (UNESCO) suggests that "Universal
Basic Education, in a variety of forms depending on possi-
bilities and needs, should be the top priority for edu-
cational policies in the 1970s". This is more true for
1980s. The Central Advisory Board of Education in 1974
called for giving up the exclusive emphasis on formal
system of education and introduction within the system
a large element of non-formal Education for Development, New
Delhi, India, January 22 - February 2, 1979 recommended
that "Non-formal Education should be seen as complementary
to formal education in each country's development. Govern-
ment should therefore ensure that different programme
structures are integrated into a total system of recurrent
education."

Non-formal Education programme is complementary to
formal education. It is a long term practical plan with
a dedicated effort to fulfil promises towards the univer-
salisation of elementary education of children not going
to school for one reason or the other. The programme of

Universalization of Elementary Education envisages the
admission and retention of every child in the usual school
for completion of elementary education, but part time
education for those who either don't join the school or
drop out before the prescribed age for elementary education
without achieving the target. The additional population
to be covered in the Sixth Five Year Plan in the age group
6-14 in India is 320 lakh. In the age group 6-14 it is
220 lakh in the age group 11-14 it is 100 lakh. Out of 220
lakh in the age group 6-11, 100 lakh children are to be
covered through formal schools, while 120 lakh through
part time classes. Out of 100 lakh children in the age
group 11-14, 60 lakh are to be covered through formal
schools, while 40 lakh through part time classes. Thus
160 lakh children in the age group 6-14 are to be out
under part time non-formal education. The working group
on universalization of elementary education has categorically
announced in their report, " We are convinced that the
goal of universal elementary education can and should be
achieved through full-time schooling and part-time educa-
tion; but either should be done without sacrificing the
basic minimum knowledge of literacy, numeracy and inculca-
tion of the social and civic responsibilities and in both
these options the content of education should be meaningful
and relevant to the socio-economic milieu and needs.
Content of either channel should be such as does not
thwart the scope of vertical mobility."

Reasons for NFE programme:

The reasons for Non-formal education programme may be
economic, sociological and humane. Economically, on the
one hand the problem of unemployment is hitting both the
individual and the society and on the other hand there

is scarcity of good artisans like mechanics, electricians,
carpenters, welders, masons etc. in the country. Therefore,
there is need of such functional

individual in earning the livelihood and the society in
filling the vacuum of good artisans.

Sociologically, the society is being divided into
educationally privileged people and deprived people.
Earlier, the middle class people were a healthy link
between the rich and the poor. Now, because of the spread
of formal education in the middle class people, this link
is weakening fast. Time may come when the middle class
people may not function as a link between the rich and
the poor. Formal education is creating new groups within
the traditional social groups.

From the humane point of view all children are
equal. They belong to different persons, families or
classes biologically, but sociologically, they are part
and parcel of the society. It is the duty of the society
to provide them the opportunities to develop to the full
of their capacity . As it is bad to deprive the children
of the minimum facilities and opportunities, as it is bad
to make children luxurious in their childhood. The first
type of children become frustrated persons, the second
type become parasities and exploiters.

Humane point of view may also help the planners of
education to look towards the non-school going children in
a more positive and healthy way. These deprived children
are more matured and active than the children belonging to
the educationally privileged families who lead a sel-f
centered life restricted to study and examinations only.
Moreover, most of these children are the productive members
of the society. They help production either by looking
after the family of their parents or they work at some
places to help the production directly. Therefore, such
children are in no way inferior to the children attending
the schools. Rather, they are superior to their counter
parts in certain respects.

Keeping in view the above mentioned economic, sociological and humane considerations, it is desirable to adopt the programme of education for the educationally deprived children as a privileged and a productive programme rather than a programme to show only poor sympathy with the children. It may not be treated as an innovation in education in the form of experiments to be conducted only with the help of supplementary budget. The analogy of this programme may be with a patient in the family to be given all necessary physical, mental and intellectual comforts for which other members of the family will have to sacrifice their personal comforts and necessities even the programme of non-formal education for the children in the age group 9-14 is a socio-academic programme to be conducted with the missionary spirit.

Objectives of NFE:

Keeping in view the clientele and their requirements and the input in terms of money, manpower, time and other facilities, the objectives of non-formal education programme for children in the age group 9-14 may be set as follows:

- To enable the willing children to get entry in formal schools at multiple points;
- To improve the quality of life of children.

The first objective has been identified in relation to formal elementary education, while the second one is corresponding to that of the non-formal education for adults, viz. Adult Education. Thus, on the one hand, as a programme for Universalization of Elementary Education, and on the other it is akin to adult education because of the requirement of the clientele and the approach to be adopted.

Dimentions of NFE Curriculum: On the basis of the above given objectives and the reasons for NFE programme, the dimensions of NFE curriculum may be identified as follows:

1) Health
2) Vocation
3) Environment (Physical & Social)
4) Social Awareness
5) Literacy
6) Numeracy

Out of the above mentioned six dimensions of NFE
curriculum, the first four are more relevant to the second
objective and the last two to the first objective. Looking
at the dimensions from a different view point, it may be
said that the first four are lower level objectives, while
the last two are the means. The ultimate objective is the
improvement of the quality of life which is to be achieved
through both, the lower level objectives and the means.
The objectives of the formal education also is the improvement
of life, without which it will not have any relevance.
Still from another angle, the first two and the last two
dimensions are more important for the individual, the fourth
is more important for the society and the third is relevant
for both the individual and the society. Three more important
points are to be kept in view about these dimension.
Firstly, they are to be integrated in the scheme of NFE.
Secondly, simple theoretical information about these dimen-
sions will not be useful and interesting to learners;
They need practical orientation. Thirdly, these are the
broad areas; the specific problems, needs and interests
of the learners are to be identified and reflected in the
curriculum.

Keeping in view the limitations of space and time,
a brief description of each of them has been considered
desirable.

Health includes the personal health and also the
health of the environment — both physical and social, which
includes the health of animals, birds, plants and the
atmosphere in the family and the society. It is very diffi-
cult to maintain personal health in the absence of healthy
atmosphere physical and social. The concept of health
includes the preventive, promotive and curative aspects.
In dealing with this aspect of NFE, its relationship with
both vocation and environment should be realised.

The non-school-going children in the age-group of 9-14 are not so much involved in the vocation as the adults. But they certainly have to help their parents in accomplishing certain tasks involved in the vocations. The children may be given theoretical information with practical training about the paternal vocation. Besides, they may also be made familiar with the modern tools and techniques and their use for their professional advancement. However, they should be helped in cultivating the social attitude in themselves, so that they do anything and everything as a service to the society. They should certainly be productive and useful members of the society. The vocation which are taken up for training of children at the NFE centres should be such which emerge out of the local environment. If the products produced by children of non-formal education are not able to acquire the saleability, the professional training got thro-ugh those centres should enable the children to produce certain things, which may be useful for domestic consumption.

Environment includes both the physical and the social, The physical environment includes climate, vegetation, birds, animals, soil etc. It also includes the physical facilities which are created by men. The social environment includes the rites and customs, fairs and festivals etc. On the basis of the physical environment regions may be recognised as rural, urban, tribal, hilly, coastal, desert etc. Of course, the social environment depends largely on the physical environment but there may be more than one social sub-regions in a bigger region based on the physical environment. However, the environment is very important for educational planning as the problems, needs, vocation etc. depend very much on the environment. The strategies and methods to improve the existing situation in a particular region depends upon the local environment.

Social awareness is a very important aspect of life, and hence of non-formal education. It is very important specially because of the individualistic nature of Indian people. It helps in developing the team spirit and the

/ feeling
of social
service is
an individual. An individual

whose life is largely self-centered is not able to develop the co-operative living. The present life is very much competitive which has influenced human relationship very badly. Regarding the relationship of education and social development a question is often raised whether the social development is possible without a class conflict. But it should be borne in mind that the class conflict, though it may be essential, but it is only the means and not the end. The objectives of all educational endeavours should be to develop social cooperation. The team spirit and the attitude of social service will help in the development of this attitude. However, the utility of socially useful productive work in NFE as it has been envisaged in format in formal education, is doubtful as most of these children are already engaged in productive work-directly or indirectly. Of course, the relevant vocational training, which may improve professional prospects, is one of their needs.

Literacy includes the reading and writing ability of an individual. Naturally, the language for this ability in Non-formal education will be the mother-tongue of the learner. For mother-tongue some people advocate the use of the dialect spoken by the learners for non-formal education, while other are in favour of the regional language, which is of vital communication. Keeping in view the future of the Indian society and the individuals, teaching a regional language to the children is desirable. Then, the concept of literacy in non-formal education should not be identified with the language in the formal schools. The instructional programme

in language in a formal school emphasises the teaching and the theoretical aspect of language. And for non-formal education programme out of the three objectives of teaching language, viz. 'Language for Language', Language for Literature' and 'Language for Communication,' the third one is the most important. The teaching of language for communication is based on the integration of context, content, language, style and the format of communication rather than language as an isolated phenomenon.

Numeracy is very important for the present economic life. As we have to communicate through language, we have to communicate through numbers also. With the help of numeracy rough estimates are converted into exact figures. Numeracy is required for every aspect of life as e.g. trade, industry, service, domestic budget etc. In formal schools the theritical aspect of mathematics is emphasised, while the emphasis in the non-formal education programme is on its functional aspect.

Criteria of NFE Curriculum. The criteria for non-formal education curriculum are as follows:

A) Flexibility
B) Relevance
C) Practicability.

(A) Flexibility. The curriculum for non-formal education should be flexible in terms of emphasis on objectives, instructional material, instructional strategies, evaluation procedures etc. It is most flexible for the learners, less flexible for the instructor, still less flexible for the supervisor with diminishing degree of flexibility for the upper level personnel. Of course, a system has to be developed at the Centre, State, District and Block level but it should not come in the way of the convenience of the learners. To

compare non-formal and formal education programme it may
be said that NFE is an organised programme but formal
education programme is structured hierarchical and
organised.

(B) Relevance: The curriculum of non-formal education
should be relevant to the local life, depending on the
specific physical and social environment. It is possible
only if the needs, interests, problems and aspiration of
the local population constitute the basis for the curriculum
These are to be identified at the level of individuals,
different socio-economic and cultural groups and the total
local population. Needs of individuals may include the
physiological, e.g. hunger, sex and shelter etc., psycho-
logical, e.g. achievement, recognition, independence etc.,
and social needs e.g. association and security etc.
Interests of the people must be identified in terms of
different aspects of life, viz. social, cultural, political,
economic etc. The aspirations of the people based on
their needs and interests create problems which are not
to be avoided but to be solved. These problems are the
result of the interaction between the needs, interests
and the aspirations of the individual on the one hand and
social values on the other. The NFE programme should be
developed in such a way as it may take care of both, the
individual and the society so that a healthy relationship
between the two is developed.

(C) Practicability: Practicability is the most important
criterion for NFE curriculum as the success of the programme
depends largely on its consumers. In the formal system the
success of the programme is decided by the higher authorities
and the learners have to satisfy themselves with the
certificates and degrees confered on them, whether they
help them in future life or not. The authorities measure

the success of the formal programme also in terms of
quantity and quality of certificates and degrees. But the
NFE will get recognition only if it is useful to the
learners in their day to day life, as only a very meagre
percentage of children are expected to join the formal
stream. Moreover, this situation is to continue for
several years until there is a socio-economic revolution
in the country. Therefore, the success of the NFE programme
will depend upon its functionality. Lastly it should not
require much investment of time, money and energy on the
part of the learners.

Models and Strategies for NFE Programme:

The models of the NFE programme will be determined
on the basis of the emphasis on objectives, dimension and
criteria of non formal education. The strategies for NFE
will depend on the type and level of the instructional
programme to be taken up at the NFE centres. Again, the
types of the instructional programme will depend upon the
emphasis given to anyone of the above mentioned two
objectives and the level of the instruction programme
upon the number and the aspects of the dimensions to be
covered by the programme. If the first objective is
emphasised, the nature of the programme will be very much
akin to that being followed in the formal schools. According
to this type the curriculum prescribed for five years in
the formal schools is to be covered within two to three
years, which is normally recommended as the period for the
NFE. Therefore, it is natural that the procedure of
selection of the content from the formal courses and its
consideration is adopted. This may be called information
based model. However, in this case the emphasis will
usually be on the courses being taught in the final classes
of the formal schools as the objective of the course is

certification. Out of the six dimensions of non-formal
education literacy and numeracy will be given the priority
in this type of programme as they are the foundations of
the formal system of education. In this scheme the learner
may get a certificate for passing a particular class or an
equivalent grade, and he is free to join the formal school.
Although the government is thinking of delinking the job
with degree, yet the certificate and degrees are still very
important for the formal system of education and also for
the jobs for which the learners qualify themselves through
formal system of education. But in the non-formal system
of education the utility of certificate in doubtful, unless
and until it is used for some other purpose.

If the emphasis is on the second objective, a different
type of programme will be taken up. But in this case, the
programme willbe based on the needs, problems, interests and
aspirations of the local population. Secondly, all the six
dimensions of non-formal education will be included in this
programme. Of course, on the basis of the emphasis on one
or more dimensions, the levels of this type of programmes
may vary from minimum to maximum, i.e. the coverage of the
programme will depend upon the coverage of the number of
dimensions and their aspects -- the theoritical and practical.
For example, in the case of health and vocation the instruc-
tional programme may be restricted only to information on
health and vocation, the related problems and their remedies
or it may cover their practical aspect also. Again, the
practical programme has two aspects. It may include only
the interaction with the officers and the agencies working
for the development of different aspects of life, e.g.
agriculture extension centres, health centres, craft centres
etc. or it may also include the provision of the training and
facilities pertaining to the above mentioned dimensions with
the help of different ministries and agencies.

With respect to the coverage of the number of
dimensions, the programme may be restricted only to literacy
and numeracy through which the information about the four
remaining dimensions of NFE may be imparted to the learners
and the respective skills and attitudes may also be developed
in them . This may be identified as 'Ability based Model'.
Another level of the instructional programme may include the
information about all the dimensions of NFE through literacy
and numeracy so as to develop respective knowledge, skills and
attitudes in the learners, and a full fledged practical
programme may also be developed around these dimensions
which may include both the interaction and the provision of
facilities. The former level may be identified as the minimum
and the latter as the maximum. Then, there may be
other levels also between th two pole depending upon the
practical programme covering one or mor of the first four
dimensions of the non-formal education. Thus, the minimum
level instructional programme will emphasise on literacy and
numeracy, while the maximum level instructional programme
will take care of all the three processes, viz. development of the
learners in terms of knowledge, skills and attitudes,
interaction with the agencies responsible for development of
several aspects of life and also the provision of the
training and facilities for developing the first three
dimensions. About the fourth dimension i.e. the physical
and social environment, the learners may be given the
necessary information and also the skills and attitudes to
exploit the environment in a balanced way for the benefit of
the society. The programme at the maximum level aspires to
bring in the necessary social development, which may include
the improvement of health, vocations, transport and communi-
cations, local marketing system, health services, educational
facilities etc. It covers physical, social, financial,
cultural, civic and several other aspects of life. Of course,

the social development will take place in proporation to the inclusion of the practical programme. In this case either of the two approaches may be adopted. One may go from literacy and numeracy to social development which is the main objective of the programme or may start with the social development using literacy and numeracy as means. It may be identified as 'Comprehensive Model which includes different activities centred around craft, vocation, health, home keeping etc; to be named accrodingly.

In the light of the above mentioned obsercation it may be said that the instructional programme at non-formal education centres may be of different types and at different levels. As this is the programme for social uplift, the type and level of the instructional programme to be taken up at a non-formal education centre will depend very much on the local needs, problems and resources. It is a cooperative venture. So, its success depends upon the co-operation of the society and the government and the extent of the success of the programme will be judged in terms of the development of both the society and individual.

A Workable Curriculum Model for Non-formal Education:

On the basis of the experience of the past and the resources and commitment available at present, a workable model for NFE is hereby proposed, which may help in developing the necessary competencies in the beneficiatires through the maximum utilization and exploitation of the environment adopting the need and problem based approach. This type on the model of NFE curriculum may be called.

<p style="text-align:center">Competency Model
with
Environment Oriented
Need Based Approach</p>

In order to reveal the nature of this model it seems necessary to specify the three components and realise their functional relationship.

Competency Model: The aim of the model will be to develop competencies in children to:

   i) understand what they listen and read
  ii) express what they want to say and write
 iii) to add, substract, multiply and divide numbers
  iv) to use units of money, length, weight, area, capacity volume, time etc.
   v) understand and solve the problems in their life with the help of functional mathematics.
  vi) identify, analyse and understand the needs and problems of –
       a) personal life, including health, vocation etc.
       b) social life at different levels, viz. family, caste, community, religion, town or village life, state and country.
       c) national life, including civic, econom ic etc.
 vii) utilise the knowledge gained to solve their needs and problems pertaining to health, vocation and their social and national life.
viii) appreciate, promote and use the environment to improve their health, vocation and social and national life.
  ix) interact with the government and social agencies and utilise the developmental facilities provided by the government and the social agencies in his/her individual aapacity and also by organizing certain community activities.
   x) to develop aesthetic sense to appreciate beauty and adopt it in personal and social life.

Environment Oriented (Approach): In order to make education environment oriented the following tasks are to be accomplished:

1. Practical knowledge of the environment should be given to the beneficiaries of NFE.

2. Both the physical and the social environment should be improved by solving the problems and gearing it to individual and social needs and utilising the facilities provided by the government and the social agencies and the efforts of the local community.

3. The potential of the environment should be revealed in terms of its relationship with the health and vocations of the people.

4. The relation of environment with health and vocations of the people and their social and national life should be reflected in the instructional programme.

5. The whole approach should be such as the beneficiaries of NFE may develop a healthy and positive attitude and a sense of belongingness to the environment.

Need Based Approach: In order to adopt the need based approach the following steps may be taken:

1. Local specific and group specific needs and problems pertaining to health, vocation and social and national life should be identified, analysed and understood.

2. Solutions for satisfying the needs and solving the problems should be identified.

3. Local specific and group specific needs should be made the basis of selecting the content for the curriculum and the instructional programme.

4. The instruction should start by posing a problem or by helping the beneficiaries in identifying the local problems.

5. The knowledge of the content should be given to the beneficiaries and the relevant activities should be organised in such a way as they may be helpful in satisfying the needs and solving the problems of both the individual and society.

6. On the one hand the relationship between the individual needs and problems and the social values and between the physical and social environment, and on the other hand the inter-relationship of all the four with different subjects and disciplines should be reflected in the curriculum and the instructional programme in a functional way.

Hints for developing the NFE curriculum: In order to develop the NFE curriculum on the proposed model the following hints may be observed;

- The curriculum should accept the knowledge acquired from life and world as basis because it includes the life experiences and the life styles of different groups of society.

- Efforts should be made to identify and develop systems and sub-systems both in know-ledge and be haviour.

- The curriculum should be developed in such a way as the systems and the sub-systems of knowledge and behaviour, instead of running parallel to each other, must help in mutual development.

- Efforts should be made to relate the systems and sub-systems available in knowledge among themselves and with life in such a way as, in addition to its being theoritical in nature it may be close to life also.   The NFE curriculum may be problem based, which may help in making the systems and sub-systems in the form of subjects and disciplines functional and in contributing to the mutual development of

both life and knowledge. problem may be defined as the result of interaction between Needs and Values in an atmosphere created by an interaction between Physical and social environment which may be depicted as follows:

$$P = \frac{(Needs) \quad x \quad (Values)}{(Physical\ environment)\ x\ (Social\ environment)}$$

where P denotes 'problems' and X stands for ' interaction'. Needs can be of various types such as physiological, social psychological etc. likewise, values may be broadly classified as the Universal and Contemporary ones. The environment may be of two types viz.physical and social. The physical environment includes physical conditions, climate, vegetation and other physical phenomena whereas the social environment may be constituted of life styles, customs and rites, fairs, festivals etc. The needs, values and the environment are related with subjects and disciplines as under:

Physiologica aspect   — Physiology

Social aspect   — Social services

Psychological aspect   — Psychology

Values   — Ethics, Metaphysics and Sociology.

Physical environment   — Geography, Botany, Zoology, Physics, Chemistry, Geology, Mathematics.

Social environment   — Humanities, Language, Literature, History, Anthropology, Sociology etc.

The above mentioned model is supposed to have the following advantages:

1. Keeping in view the limited resources and the massive programme of NFE, it may prove practical.

2. It will give the beneficiaries an understanding of their needs and problems, theri causes and remedies.

3. It will help them in appreciating and owning the environment and understanding the potential to solve their problems and satisfy their needs pertaining to health, vocation and their social and national life.

4. It will make the knowledge of the content practically useful.

5. The model can be easily and usefully adopted at both the levels, viz. primary and middle as it does not reject the knowledge but demands its organization in a more functional way.

6. The model is expected to be most effective as it utilises the life experiences of the beneficiaries of NFE.

7. It is relevant for those children also who would like to join the formal stream, as it does not neglect the childrens' achievement in three rupees and the knowledge of the subject and disciplines prescribed in the syllabus of the formal school.

8. The model has the potential which may be helpful in developing the programme for specific areas, viz. rural tribal, urban, desert, illy, coastal and also for specific group based on sex, vocation etc.

9. The model fulfils the criteria of flexibility, relevance and practicability desired for NFE.

10. The model has the potential of eliciting cooperation from the community also.

<u>Curriculum for Non-formal education</u> (A brief outline)

The curriculum under non-formal education programme is meant for the children of the age-group 9-14. It includes information regarding the objectives of non-formal education, accordingly content, teaching methods, strategies, instructional materials and evaluation procedures.

In preparing curriculum under non-formal education programme, the following aspects have been taken into consideration

1. Criteria of curriculum

2. Basis of curriculum

3. Different aspects of non-formal Education

4. Parts of curriculum.

1. Criteria of Curriculum

    (A) Relevance of curriculum to life

    (B) Practicability of curriculum

    (C) Flexibility of the curriculum

2. Basis of Curriculum

    (A) The objectives of non-formal education- These are a:
        follows:

        i) to improve the life style of children

       ii) to enable willing children getting entry
           into formal school at multiple points.

    (B) Knowledge regarding children

    (C) Timings and duration

    (D) Content

3. Different Aspects of Non-formal Education

    (A) Health

    (B) Profession

    (C) Environment (Natural and Social)

    (D) Socially Useful Productive Work,
        including social Service.

      (E) Literacy

      (F) Numeracy.

4. Parts of Curriculum

    (A) Educational objectives and their explanation keeping
        in mind the objectives of non-formal education, the
        objectives have been defined in terms of expected
        outcomes. The suggested two year curriculum in
        general will help in achieving the first objective.
        To achieve the second objective a bridge course is
        being visualised. It is hoped, that this two-years
        curriculum (up to class V) of primary classes of
        formal system. Feed back will help to see how for
        this curriculum is different from formal curriculum

and in what aspect content, skills etc. A bridge course is proposed to be prepared on the basis of the analytical and comparative studies for the willing children to enable them to get entry in formal schools at different stages.

(B) Content and Teaching Strategy: The content has been proposed around the problems in the curriculum. The understanding of the problems and their workable solutions have been emphasised under the teaching strategies. The instructional materials, reading materials, training materials are being prepared on the basis mentioned inthe curriculum.

(C) Instructional Material: Under this heading the basis of curriculum, the natur of content has been explained

(D) Evaluation:

   i) Evaluation of the child's achievement;

   ii) Evaluation of the curriculum;

   iii) Evaluation of the non-formal education programme.

Content in terms of Problems:

   Educational:

   1 Illiteracy

   (a) Inability to read

   (b) Inability to express ideas in writing

   (c) Inability to express heard or read matter in own words.

   2. Inability to maintain accounts in day-to-day life.

   (a) Inability to understand the various ways of exploitation

   (b) Existence of the local and the standard measures of time and distance. Conversion of one type of unit into another.

   (c) Inability to understand the value of time.

<u>Related to health</u>

3. Malnutrition

    (a) Lack of nutritious food stuffs and the diseases related to it.

    (b) Lack of health protecting food and the related diseases.

4. Preparation for mother-hood and welfare.

5. Good standard of living.

    (a) Personal, physical and about clothing

    (b) Family

    (c) Social

6. Infectious diseases.

    (a) Epidemic

    (b) Others.

<u>Economic</u>

7. Lack of means of livelihood

    (a) Low wages

    (b) Ignorance of existence of means in the neighbourhood

    (c) Ignorance of the existence of means in the neighbourhood and inability to utilise them.

8. Lack of skills and scientific attitude necessary for increasing production.

    (a) Our crops (Vegetation, fruits)

    (b) Improved methods of farming

    (c) Cottage industries.

<u>Social</u>

9. <u>Bad company and bad habits</u>

    (a) To be in the company of bad characters.

    (b) Companianship with Goondas.

    (c) Theft and pick-pocketing

    (d) Use of narcotics (with reference to individual and family

    (d) Gambling.

10. Social Evils

    (a) Early marriage

    (b) Dowry system

    (c) Use of narcotics

    (d) Untouchability

    (d) Difference between boys and girls

    (f) Extravagance.

11. Superstitution

    (a) Evil spirit

    (b) Newly born child and the mother

    (c) Prodigy
    (d) Regarding diseases.

12. Lack of Healthy entertainment

    (a) Worthseeing places.
    (b) Fairs and festiv 3
    (c) Lack of reading rooms, libraries etc.
    (d) Lack of games.

13. Lack of attitude of living together and work together:

    (a) Amongst family

    (b) Amongst different sections of society

Civic Sense

14. Unawareness of Democractic way.

    (a) Importance of voting
    (b) Responsibilities and duties of citizenship.
    (c) The different standards and importance of democracy.

15. Lack of knowledge about the availability of developmental services in their environment.
    (a) The works of 'Block(

    (b) The duties of Police

    (c) Responsibilities, duties, functions of the developmental agencies involved in rural development.

    (d) Unawareness about the social facilities and frustrated attitude about appropriate advantage (for cities).

16. Lack of responsibility towards national wealth.
17. Lack of feeling of nationality.

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