

**ADULT EDUCATION
PROGRAMME :
POLICY PERSPECTIVE AND
STRATEGIES
FOR IMPLEMENTATION**



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FOREWORD

One of the most challenging tasks recently undertaken in the field of education is the attempt to cover under Adult Education Programme the entire illiterate adult population in the 15—35 age-group estimated to be about 110 million. The eradication of illiteracy from India, which has been one of the major national concerns since independence, took a practical shape when it formed an important element of the new Twenty Point Programme announced by the Prime Minister. For the first time, Adult Education has been included in the Minimum Need Programme in the Sixth Plan which envisages 100 per cent coverage of adult illiterates in the age group 15—35 under the Adult Education Programme by 1990.

The education imparted under Adult Education Programme is a package comprising acquisition of basic literacy skills, upgradation of vocational skills for a more productive use of time and raising the level of social awareness of the learners. The programme is mainly for rural areas and even there, the priority is on the coverage of women and persons belonging to Scheduled Castes and Scheduled Tribes. A variety of implementing agencies, both official and non-official, have been involved to ensure the success of the Programme. Special emphasis has been given to the involvement of students and institution of higher learning in this programme.

On the basis of the Operational plans prepared by the States and Union Territories and the guidelines given by the Central Advisory Board of Education, an attempt has been made to

(iv)

present objective appraisal of Adult Education Programme during the first three years of the Sixth Plan, strategies evolved for the remaining period of the current Plan and the future programme for the Seventh Plan.

I would like to call upon all agencies, official as well as non-official, to make every possible contribution so that the challenging task of eradication of adult illiteracy is achieved within the specified period i.e., by 1990.

SERLA GREWAL

Secretary to the Government of India
Ministry of Education and Culture

NEW DELHI

Dated October 15, 1983

CHAPTER-I

OBJECTIVES AND GOALS

Magnitude of the Problem

1.01 Adult Education and Elementary Education form part of Minimum Needs Programme in the Sixth Five-Year Plan, one of the objectives indicated under MNP is:

“100 per cent coverage of adults in the age-group 15—35 by 1990 through non-formal education”.

1.02 According to the projections made by the Expert Committee,* total population in 1981 was estimated at 672 million and the population in the age-group 15—35 was estimated at 230.4 million. Age-wise break-up of the Census population is not yet available. State-wise break-up of the projected population for age-group 15—35 adds upto 233.50 million. In view of the increase in total population revealed by 1981 Census over the projected population, a slightly higher figure of 235 million has been assumed for the age-group 15—35. On the basis of 1971 literacy rates of age group 10—15 and 15—25 who would have moved to the age-groups 20—25 and 25—35 in 1981 and estimated literacy rates for the age-group 15—20, the

*Report of the Expert Committee on Population Projections set up by the Planning Commission (1978) : Paper 1 of 1979-Demography Division, Registrar General's Office, New Delhi.

total number of literates and illiterates in these age-groups in 1981 is estimated as under:

(Figures in million)

Age-Group	Population	No. of literates	%age	No. of illiterates
15—20	74·8	41·2	55·0	33·6
20—25	63·2	31·3	49·7	31·9
25—35	97·0	46·8	48·2	50·2
15—35	235·0	119·3		115·7

The total number of illiterates on this basis for 1981 comes to about 115 million. Taking that about 5 million adults of this age-group would have been made literate through adult education programme during 1971—81, the total number of adult illiterates in the age-group 15—35 has been estimated at 110 million. The Expert Committee also estimated a population of 293·5 million for the age-group 15—35 for 1991. The number of literates and illiterates estimated for 1991, without taking into account the impact of adult education programme is as under:

(Figures in million)

Age-group	Population	No. of literates	No. of illiterates
15—25	166·0	113·4	52·6
25—35	127·5	69·7	57·8
15—35	293·5	183·1	110·4

1.03 The above analysis shows that though the number of illiterates in the age-group 15—35 would increase from about 120—125 million in 1981 to about 183 million in 1991, through the impact of increased educational facilities for children yet there would be about 110 million adult illiterates in the age-group 15—35 by 1990.

1.04 In order to achieve the objective of covering 100 per cent adults of the age-group 15—35, it would be necessary to plan for a coverage of about 110 million illiterates through adult education programme. Keeping in view the financial allocations for adult education made in the Sixth Five-Year Plan and the need for reaching the goal of eradicating illiteracy in the age-group 15—35 by 1990, the following phasing of targets is suggested:

Year	Enrolment in million	Year	Enrolment in million
1980-81 VI	2.6 (Actual)	1985-86 VII	11.5
1981-82 Five	3.1 (Actual)	1986-87 Five	14.0
1982-83 Year	4.3 (Actual)	1987-88 Year	17.0
1983-84 Plan	6.5	1988-89 Plan	20.5
1984-85	9.0	1989-90	24.5
	25.5		87.5

1.05 The suggestive state-wise targets are given in Appendix I. If these targets are accepted, 113 million illiterates would be covered in the two Five-Year Plans and about 110 million would be covered during 1981-82 to 1989-90.

1.06 The Ministry of Education & Culture is responsible for preparing specific plans to promote the education of adults.

Other development Ministries/Departments of the Government of India are also having programmes meant to educate the adults and inculcate knowledge, attitudes and behavioural changes necessary for increasing the production and also improving the living and working conditions of the people.

Present Guidelines

1.07 The Ministry of Education and Culture is guided by the following considerations in designing programmes for the education of illiterate adults:

- to cover districts having literacy rate below the national level and give priority to the target group of women, Scheduled Castes, Scheduled Tribes, migrant labourers and other weaker sections of the society, to improve their literacy position;
- to enlist larger participation of students in the adult education programme as envisaged in the new 20-Point Economic Programme;
- to continue to provide grants-in-aid to voluntary organisations working in the field of adult education which have no communal leanings;
- to strengthen post-literacy programme to avoid lapse into illiteracy of the neo-literates; and
- to utilise the potential of electronic media and use folk media to motivational purposes.

1.08 As compared to the urban areas the literacy situation in rural areas is very low and naturally the rural poor from the priority group to be covered through adult education programme. Again, the literacy among women (24.88 per cent) as compared to men (46.74 per cent) remains low and priority has been accorded to improve literacy among women. The Government has also given high priority to improve literacy amongst the

under-privileged sections of the community—the Scheduled Castes and Scheduled Tribes.

Projects At Present

1.09 The different projects functioning at present are as under:

(i) *Rural Functional Literacy Projects*: This is the major Centrally Sponsored Scheme under which funds are provided on cent-per-cent basis in accordance with the approved financial pattern to all the State Governments and Union Territory administrations. The number of such projects at present is 316. The scheme aims at setting up adult education project, upto 300 adult education centres, covering one or two contiguous development blocks, in case of States and upto 100 centres in case of some Union Territories, as well as hilly and difficult terrains in some States. The policy is to gradually cover all the districts in the country with at least one RFLP. Each centre is required to enrol 30 illiterate adults. The financial pattern of the project provides funds for field costs, teaching-learning materials, project administration, training and non-recurring costs on office furniture, as well as jeeps for supervision. As already mentioned, the funds are fully provided by the Central Government, but the responsibility for its implementation rests with the respective State Governments and Union Territory administrations. At the end of March 1983, 68,861 centres were running with an enrolment of 20,25,303 learners in the country.

(ii) *State Adult Education Programme* : An important development in the implementation of the programme is greater involvement of the State Governments than before. Efforts are continuously being made to step up the coverage of adult illiterates through schemes funded by the State Governments. Not only are the on-going projects being strengthened but new projects are added to ensure that the programme reaches the educationally backward regions and secures the participation of

women, Scheduled Caste and Scheduled Tribe communities whose literacy is much below the average literacy rate.

At the end of March 1983, 72,870 centres with an enrolment of 20,97,939 persons, were functioning under the State adult education programme.

(iii) *Adult Education through Voluntary Agencies* : In the context of the new 20-Point Programme announced by the Prime Minister and the Minimum Needs Programme, the role of voluntary agencies in the Adult Education Programme cannot be over-emphasised. To ensure greater participation of voluntary agencies, the Central Scheme of Assistance to Voluntary Agencies working in the field of Adult Education, which remained in abeyance for some time, was revived in April, 1982. Under this scheme, registered voluntary societies are sanctioned grant by the Government of India for undertaking projects of Functional-Literacy, Post-literacy, Resource Development, Publications, holding of Seminars, etc. The grant is given on project basis at the rate of 100 per cent on programme cost and 75 per cent on administrative cost for field projects. For publications and seminars, the grant is limited to 50 per cent and 75 per cent respectively of the approved pattern.

178 voluntary agencies from 15 States/Union Territories were approved grants amounting to Rs. 160.35 lakhs during 1982-83 for running 8,975 adult education centres and post-literacy work, publications and seminars benefitting nearly 2.5 lakh persons.

(iv) *Involvement of Students and Youth in the Adult Education Programme* : In pursuance of Point No. 16 of the new 20-Point Programme, the University Grants Commission (UGC) has decided to actively involve universities and colleges all over the country in the Adult Education Programme, with special emphasis on women, Scheduled Castes/Scheduled Tribes and people from rural and backward areas as also the physically

handicapped. It has earmarked about Rs. 135 million to provide 100 per cent financial assistance to the universities and colleges for the period upto March 31, 1990 to enable them to undertake long-term planning and to formulate their action plans.

The Adult Education Programme through the universities and colleges will be implemented in two phases. The first phase will cover the period ending March 31, 1985 and the second phase will cover the period ending March 31, 1990. In the first phase, all affiliating type of universities and about 1,500 colleges will be involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres is expected to rise to about 50,000 by involving all the universities and colleges in the country.

Another feature of the programme is that university and college students will be involved in spreading universal elementary education to the non-school going children and help them getting admitted in primary schools or other non-formal education centres. They would also organise remedial coaching classes for the needy and academically under-privileged children of the society. This, it is hoped, will go a long way in reducing illiteracy.

(v) *Nehru Yuvak Kendras* : The involvement of non-student youth in the adult education programme has also been conceived mainly through Nehru Yuvak Kendras (NYK). It is proposed to strengthen the present efforts of NYKs in taking up sizeable programme of adult education within their respective areas. While funds for the purpose will continue to be provided, as before, the State Governments/Union Territory Administrations within whose jurisdiction the NYKs are established have been advised again to extend help and cooperation to the NYKs in developing suitable programme of training and educating the youth according to their felt needs.

During 1982-83, 144 NYKs were provided funds for organising adult education programme in the country. On an average, 12 NS volunteers are provided to each NYK to organise 20—25 adult education centres. The number of NYKs getting grants during 1983-84 is expected to be about 150. They will organise around three thousand centres with a coverage of about ninety thousand adult learners.

(vi) *Non-formal Education for Women and Girls* : The current adult education programme lays special emphasis on women's education which is regarded as an important factor in improving their socio-economic status, in ensuring their active participation in development programmes, furtherance of efforts for family planning and promotion of welfare of children. In view of this, a special project 'Non-formal Education for Women & Girls' is being implemented by the Government of India in collaboration with UNICEF as part of the on-going programme of education. The major objective of the project is to strengthen the component of family life education, in general, and mother and child-care, in particular. The main activities envisaged under the project are:

- development of visual materials on various topics related to mother and child-care. They are currently being prepared by the State Resource Centres, University Departments, Voluntary Agencies, etc.;
- production of training material on the use of teaching-learning materials by the functionaries involved in this project at different levels;
- strengthening the capacity of the State Resource Centres and of the Departments of Adult Education in the States where State Resource Centres are not functioning in the production of these materials;
- provision, on an experimental basis, of child-care facilities at various adult education centres for women so that the attendance of women learners improves; and

- organisation of Research & Evaluation activities to determine the impact of child-care centres and the material etc.

The project which was started during 1982-83 is continuing this year. Funds for running 3,857 child-care centres have been released.

(vii) *Shramik Vidyapeeths* : Funded by the Government of India, the programme was started with one Shramik Vidyapeeth in 1967 to provide integrated education to urban and industrial workers. The programme is designed (a) to ensure all-round development of the workers and members of their families (the curriculum is drawn up on the basis of their needs and interests); and (b) to raise their productive ability and at the same time enriching their personal lives. The Shramik Vidyapeeths are the centres of continuing non-formal education for urban workers, both from the organised and unorganised sectors, and are helping to achieve the three objectives of adult education programme, namely, literacy, awareness and functionality in a very effective way. A meaningful scheme can be drawn to involve Shramik Vidyapeeths in post-literacy stage in the adult education programme.

The programmes of Shramik Vidyapeeths are gaining popularity and their response of the workers is continuously increasing. There are 17 Shramik Vidyapeeths in different States located in major industrial towns. Upto November 1982, 2,379 programmes were organised by various Shramik Vidyapeeths benefiting 62,896 workers and their families.

(viii) *Functional Literacy for Adult Women* : Started in the International Women's Year, 1975 and funded by the Government of India, the programme is aimed at imparting literacy skills to rural and urban women under the Integrated Child Development Services Scheme. The major thrust of the programme is to provide education for women in subjects like

(i) elements of health and hygiene, (ii) food and nutrition, (iii) home management and child-care, (iv) civic education and (v) vocational and occupational skills. The programme is being implemented through the Ministry of Social Welfare.

Under this Scheme 3,64,186 women attended the functional literacy courses during 1982-83.

(ix) *Post-Literacy and Follow-up Programme* : One of the major thrusts during 1982-83 has been on initiating post-literacy and follow-up programmes at places where the regular adult education programme had been completed. It was considered essential not only to prevent learners (who had acquired basic literacy skills in the 10-months adult education course) from lapsing into illiteracy but also to make them self-reliant and induct them into a process of continuing education. The modalities of implementing the post-literacy and follow-up stage of adult education programme as worked out in the Report of the Committee on post-literacy and follow-up programme set up by the National Board of Adult Education envisages that responsibility for organisation and funding of this programme should rest with the project agency which is responsible for conducting the adult education programme. In respect of the Central and Centrally Sponsored Schemes of Adult Education for which the Government of India has the funding responsibility, funds were released to 13 States, 1 UT and 10 VAs whose proposals, were received during 1982-83 for post-literacy and follow-up activities in respect of projects that had already completed the first cycle of 10-months duration. According to available information, work has yet to get into full swing in these States/Union Territories.

For the preparation of graded materials for neo-literates the Directorate has developed broad guidelines and is engaged in developing sample materials to illustrate the use of these guidelines. The State Governments and the SRCs are expected to make use of these guidelines in preparation of such materials as

can be used by neo-literates with their limited skills in literacy at the end of 10-month period. Guidelines on monitoring of post-literacy activities have also been evolved and these will indicate from time-to-time the status of the programme of post-literacy and the problems faced in its implementation.

Major Achievements

1.16 In view of the goal of hundred per cent coverage of all illiterate adults in 15—35 age-group under the adult education programme by 1990, a great responsibility has devolved upon the State Governments for achieving maximum possible results. During 1982-83, a target of covering 4.5 million illiterate adults was fixed. The achievement made is indicated in the following table.

Progress of Adult Education at the end of March '83

Sl. No.	Type of programme	Centres	Enrolment		
			Men	Women	Total
1	Rural Functional Literacy Programme	68861	1212144	811159	2025303
2	State Adult Education Programme	72870	1251411	846528	2097939
3	Voluntary Agencies	1764	30434	28977	59411
4	Nehru Yuvak Kendras	1397	19157	16002	35159
5	Colleges/Universities	1558	25931	15365	41296
6	Others	2862	—	59329	59329
TOTAL :		149312	2541077	1777360	4318437

Integrated Child Development Services Scheme (Functional Literacy for Adult Women)	15,607	—	364186	3364186
GRAND TOTAL	164919	2541077	2141546	46682623

Coverage of Priority groups

Women	41%
Scheduled Castes	26%
Scheduled Tribes	19%

Appendix II gives details about the coverage in different States/UTs at the end of March, 1983.

CHAPTER II

STRATEGY OF IMPLEMENTING THE PROGRAMME

2.01 In October 1979, the Government of India had appointed a Committee headed by Prof. D. S. Kothari to review the National Adult Education Programme. This Committee was of the opinion that organisation of a mass programme of adult education necessarily involved consideration of many organisational aspects and issues. It touched upon the most important such issues and aspects and regarded the following as the necessary precondition for organisation of such programmes:

- Political commitment
- Need to complete the programme in the shortest possible time
- Careful planning
- Flexibility and decentralisation
- Review and evaluation; and
- Organisation of the programme as a movement.

After the submission of the Report of the Committee, the adult education programme has been accorded high priority as it now forms part of the Minimum Needs Programme and is also included in the New 20-Point Programme. Even the time schedule has been indicated and the Government's determination to eradicate illiteracy by 1990 is known.

2.02 The goal of reaching 100 per cent literacy by the year 1990 necessitates that the programme assumes the dimensions of mass movement involving all section of the society in the task of

eradicating illiteracy. In terms of numbers, the people to be covered through the programme of adult education is so large that unless mobilisation of all resources—human and financial—is done, the problem of illiteracy may continue. Further, it is essential that all the departments/Ministries engaged in developmental tasks make it obligatory on themselves to introduce literacy/adult education programme for their illiterate clientele groups. In short, a large scale involvement of the students, non-student youth, voluntary agencies and other development agencies and all public and private undertakings functioning in the social services sector appears necessary without whose co-operation the goal may not be realised.

CABE Resolution

2.03 The advice given by the Central Advisory Board of Education in its 39th meeting held on June 6 & 7, 1983 has, therefore, to be vigorously pursued.

“The Board takes note of the progress achieved in the field of adult education against tremendous odds and at the same time notes the enormous magnitude and complexity of the task ahead. Point 16 of the 20-Point Programme has laid down the goal of covering of all the adult illiterates in the age-group 15—35 by the year 1990. About 11.55 crores adult illiterates would have to be covered by 1990, while in the first three years of the Sixth Five-Year Plan (1980—85) about one crore have been covered. This would call for a substantial stepping up of the level of performance under this programme with community participation on a mass scale. The Board also notes that it is equally important that the learners do not relapse into illiteracy. This calls for qualitative upgradation of the programme with special emphasis on post-literacy, follow-up and continuing education.”

2.4 For implementing the programme in right earnest and to decide on the strategy of implementation as advised by CABE, one has to take a more critical look at the problems and inadequacies which need to be overcome. While most of these figure in the Kothari Committee report, for the sake of emphasis, these are enumerated below:

Problems and Inadequacies

a. Inadequate Motivation among the Learners

Mos of the evaluations studies conducted in different States by independent agencies have revealed that participation of learner in the programme on a continuous basis for the 10-month duration is not easy to secure. The visits have shown that average attendance is not very encouraging. The learners are found in smaller number and the attendance remains low. This clearly shows lack of motivation among the learners.

b. Lac of Coordination

The programme envisages coordination with development departments and other agencies to make the teaching-learning process interesting and effective. In the areas of awareness building and functional up-gradation such a cooperation from several development departments is absolutely necessary which is not presently available in the desired measure.

c. Deficiency in the Training of Functionaries

The field functionaries engaged in the adult education programme at the AEC level who are responsible for running the centre are generally less qualified (mostly under Matric) and they need to be acquired with the concepts of adult education and philosophy and approach that ought to be followed in organising the activities of the centre. They, therefore, need to be oriented properly in the skills necessary for running the

centres. Almost all the evaluation studies have shown that the training of functionaries has remained a major weakness in the implementation of the programme. The main deficiency in the training programmes relates to lack of attention given to the content of the training programme, the methodology used for training and the duration for which it is organised. The Kot-hari Committee Report has laid special emphasis on training of instructors.

d. Relevance of Teaching-learning Materials

With the expansion of the programme every effort has been made to decentralise the process of implementation. In the field of materials preparation, this decentralisation is considered most essential, especially because the materials have to be locally relevant and have to suit the needs, interests and requirements of the learners who attend the programme. It has been observed that such a decentralisation has not been achieved although the efforts are continuing in that direction.

e. Insufficient Emphasis on Post-literacy Activities

It has been observed that wherever the programme of 10-months cycle is over the organisation of post-literacy and follow-up activities is not simultaneously initiated. The main difficulty in the past has been lack of understanding of the JP Naik Committee Models and consequent delay in finalisation of proposals with respect to the post-literacy work. Some headway has, now been made and proposals of many States/Union Territories have since been finalised especially in relation to the centrally sponsored schemes but similar effort under the States auspices is found lacking.

For the functional inputs under the post-literacy and follow-up phase, the coordination of Development Departments becomes very crucial. This is not available in adequate measure and efforts will be needed to ensure their availability. Financial

provision has to be made for the training of the continuing education workers and other functionaries involved in the post-literacy and follow-up programme and the preparation of well newspapers or periodicals especially prepared for the neo-literates need to be encouraged. The goal of post-literacy and follow-up programme should be to establish permanent centres of community activities so as to help them in pursuing life-long learning. A strong library movement would go a long way in meeting this need.

f. Supervision

The hilly areas and areas having scattered population pose special difficulties in relation to the supervision of the centres. The norm of having one supervisor over 30 centres has been found to be unrealistic by several States where the terrain is difficult and inaccessible. There is a justifiable demand from States like Jammu & Kashmir, Meghalaya, Nagaland, Arunachal Pradesh, Andaman & Nicobar Islands, etc., regarding reduction in the number of centres for visits by one supervisors. Similarly the provision of TA|DA in the existing financial pattern is considered short of the actual requirement. The amount provided does not permit more frequent visits to adult education centres by the supervisors even if they wish to undertake such visits.

g. Inadequacy of Women Instructors

While the general response of the women learners in certain States is not discouraging there is a difficulty in finding instructors with suitable educational qualifications for running the AECs especially when the centres are located in the interior of rural areas where non-availability of transport becomes a problem.

h. Inadequate Incentives to Adult Education Workers

It is generally complained that the functionaries involved in the implementation of the programme especially the instructors and supervisors do not get encouragement for good work done by them. A low honorarium of Rs. 50 per month does not give enough attraction to the instructors who work for the programme with dedication.

(i) Inadequate Community Support

The local community where the centre is organised is not generally involved in the work related to the adult education programme and it does not show active interest in the running of the centre. Unless fullest support of the local community is available, the problem relating to motivation, mis-reporting, etc., will be difficult to be tackled.

j. Incomplete Coverage

The monitoring reports indicate that even though numerous agencies (governmental and non-governmental) are involved in implementation, they do not necessarily send monitoring information to the next level with the result that actual coverage through the programme is not known. In this context the colleges, universities, the NYKs and some of the VAs pose difficulties. The coverage through the scheme of Central Board for Workers Education, ICDS, etc., have also to be included for giving a real picture about the implementation of adult education programme. Further, the agencies responsible for monitoring the programme have to bear greater responsibility about the authenticity of informations supplied. They will have to work out mechanisms to determine the reliability of data. In addition, the feed-back system has to be more responsive at all levels.

Some Suggestions to Overcome The Problems and Inadequancies

2.05 In order to overcome the problems and inadequacies, some suggestions are made below which would have to be considered for making the goal of 100 per cent literacy by 1990 realisable.

(i) Motivation of Learners and Workers

Sustained motivation of millions of learners to participate in the programme and involvement—for mutual benefit—of a vast number of educated persons is a task of crucial importance. Lack of adequate motivation among the learners is a handicap in the programme. In order to tackle this problem, a climate for promotion of literacy has to be built and an environment conducive to learning has to be created. Appropriate linkages with schemes having economic advantages for the learners need to be developed. Coordination with developmental agencies and developmental schemes like IRDP, DRDA, TRYSEM, NREP, SFDA, ANP, ICDS, etc., would not only improve the quality of the programme but also give the learners an opportunity of benefiting from these schemes more meaningfully. The functionaries of other developmental programmes like the VLW, Gram Sevika, Yuvak and Mahila Mandal, CHW, etc., could be regarded as carriers of adult education programme. Motivation of a learner is greatly reinforced when his progress in learning is visible to him, as also the benefits likely to accrue. Apart from this, an environment favourable to adult education from the national to community level—would greatly influence the motivation of learners. This depends upon the explicit support of the Government and of the political parties, and the involvement of the mass media. It will be facilitated by organising the programme intensively in compact areas. It is important that the adult education centre should provide a focus of interest for the entire community. Motivation will also depend

on the manner in which adult education centres are conducted—adequacy of light and other facilities, attractiveness and relevance of the content and instructional materials, treatment by the instructor of the learners as equals, and organisation of interesting programmes of discussions and of cultural and sports activities. Motivation would also be helped if the learners at an adult education centre gets some assistance from the various official and semi-official development agencies to solve some of their problems. These might include supply of fertilizers, use of the adult education centre by the Health Department to deal with problems of health-care, discussions by the village patwari (persons responsible for maintaining revenue records in a village) regarding entries in revenue records, etc.

Steps should be taken to create circumstances which will motivate adult education workers, particularly instructors and supervisors. These would include (i) opportunities for personal and professional advancement; (ii) treatment by the community of these workers with deference and as equal partners by colleagues in the implementation agency; (iii) provision of a set of incentive such as recognition at public functions, preference in employment, preferential treatment in provision of loans and other inputs; (iv) timely release of funds and regular payment of honorarium/pay; and (v) priority for exercise of individual initiative and making locally relevant modifications in the programme.

Imaginatively organised promotional activities can significantly contribute to the success of an adult education programme. No financial assistance is available at present for promotional work not directly connected with the conduct of the adult education centres. For instance, troupes of performers of songs, dance or drama could help in creating a climate for it. Similarly institutions which train such performers will also have an indirect contribution to make for the development of a programme. Such promotional activities need to be developed on

a large scale and a certain proportion of available funds should be set aside for the purpose.

(ii) *Training*

In the training programmes organised for senior personnel, the significance of following appropriate content and methodology and organising it for the recommended duration has to be emphasised so that the knowledge and skills necessary in running the programme are appreciated and understood by the functionaries.

(iii) *Teaching Learning-material*

A review of the teaching-learning materials in use in different projects and their relevance to the needs of the learners should be done and wherever such materials are not available, urgent steps should be taken to develop them.

(iv) *Strengthening of Post-literacy Drives*

In the post-literacy stage, the neo-literates from the first phase of the programme need to be contacted through well-planned activities to promote their learning and prevent their lapse into illiteracy.

(v) *Involvement of Women*

The current coverage of women through AEP is around 41 per cent. For involving them in the programme on a larger scale, a special scheme of incentive and awards, particularly for centres/projects, districts and States and in areas predominantly inhabited by Scheduled Castes and Scheduled Tribes population and treated as educationally backward, may be introduced at the earliest. Better community support in the running of the centre can be secured if the community has a say in the selection of the Instructors and day-to-day management of the centre.

(vi) Need for Concerted Drive

Better intensive utilization of the media for building a climate for promotion of adult education, motivating the illiterate population to take advantage of the programme and frequent speeches of political leaders in various forums emphasising the need and importance of literacy are expected to help in the operation of the programme. The State Governments need to be advised about the necessity of providing higher allocations for adult education, and also to see that these are not diverted to programmes other than adult education. Besides this, fullest utilization of the available resources has to be aimed. The State/Union Territories should draw up operational plans indicating year-wise, district-wise and programme-wise targets, financial requirements and strategy of achieving the targets. Details are necessary to be drawn up and followed carefully. Further, to ensure optimum utilisation of funds provided for adult education in the Sixth Five-Year Plan and in the annual plans, it is necessary that:

- (i) funds allocated for adult education are not diverted under any circumstances to any other activity or programme;
- (ii) all projects sanctioned to a State/Union Territory under the centrally sponsored scheme should run to the maximum size and each adult education centre should try to enrol 30 adults; and
- (iii) suitable measures should be devised to ensure attendance at the centres to their full capacity and to keep a constant check on irregular attendance and drop-out.

Again the State Governments/Union Territory Administrations may like to initiate preparatory action in regard to identification of districts/blocks having literacy rate below the national average for the location of new projects identification of instructional and supervisory personnel and the size of the programme en-

visaged in each State/Union Territory under the post-literacy and follow-up activities, etc.

- (iv) similar steps may be taken (a) to improve implementation of adult education programme/scheme included under the State Adult Education in order to maximise results both in terms of enrolment and utilization of allocated funds; and (b) to further take up expansion of the adult education programme especially covering educationally backward districts and blocks as also women and weaker sections of society.
- (v) for effective implementation of adult education schemes, necessary steps may be taken to strengthen administrative structures both at the State and District levels. The proposals for sanction of funds for this purpose may be formulated in accordance with the approved financial pattern of the centrally sponsored scheme of Strengthening of Administrative Structure for Adult Education already intimated to States/Union Territories and sent to the Ministry for sanction of funds.
- (vi) regarding students, the appropriate means to involve them appears to be through the National Service Scheme (NSS). It is presently being done under the scheme of Adult Education through Universities and Colleges for which funds are sanctioned by the UGC. Efforts need to be made to raise the present strength of NSS so that the size of adult education programme is substantially enlarged.
- (vii) the involvement of non-student youth in the adult education programme has also been conceived mainly through the means of Nehru Yuvak Kendras. The present efforts of Nehru Yuvak Kendras in taking up sizeable programme of adult education within their respective areas needs to be expanded.

- (viii) special priority in the implementation of the adult education programme may continue to be accorded to women, Scheduled Castes and Scheduled Tribes. Special efforts should be made by the State Governments/Union Territory Administrations to enrol as larger number of these sections of society in the adult education centres as possible.
- (ix) State Governments/Union Territory Administrations may give special attention to monitoring of the adult education programmes within their States/ Union Territories in order to provide proper feedback. Appendix IV indicates the procedures for flow of information. The monitoring system should also be able to indicate the number of persons who have really benefitted from this programme i.e., in terms of those who have successfully completed the adult education course and have started taking advantage of the post-literacy and follow-up activities. While monitoring the progress, care may be taken to verify the authenticity of data.

(vii) *Financial Constraints—Need for Revision of Financial Pattern*

It has been the experience of implementing agencies during the past few years that on account of inadequate provision in existing financial pattern, several difficulties are experienced in running the programme. The evaluation reports received from external agencies, the representations of the State Governments and discussions during various forums have indicated the need to re-examine the financial pattern so that problems of finding suitable instructions on account of inadequate honorarium, provisions of teaching-learning material at the cost indicated in the existing financial pattern, equipment, supply of kerosene oil, supervision can possibly be tackled. The financial pattern

for the adult education programme (especially the Central/Centrally Sponsored Schemes like RFLP and Scheme of Assistance to Voluntary Agencies) was formulated in 1978 and on account of rise in prices, it has become difficult to operate the schemes properly. The financial pattern recommended by the Kothari Committee and considered by the Empowered Committee to consider the recommendations of the AEP Review Committee is also now more than two years old and several States have expressed problems with the current financial pattern. Keeping in view all these factors, the Government has recently appointed a Working Group to examine the financial pattern of RFLPs. The Group had submitted its report and its recommendations are under the consideration of the Government.

There is also a need to vigorously implement the newly formulated scheme of Incentives for promotion of literacy among women and to reorient the Scheme of Prize Competition of Books for Neo-literates so that it meets the needs of Post-literacy phase.

CHAPTER III

ORGANISATIONAL STRUCTURE

3.01 For ensuring proper implementation, the following administrative and resource set-up exists.

(a) Administrative Structure

National level: For advising the Government on the formulation of policies and programmes of adult education and for coordination in their implementation, a National Board of Adult Education has been reconstituted by the Government. The Board will review the progress in implementing the programme and suggest measures for improvement of the quality and coverage of the programme.

State Level: At the State level also such Boards are in existence for giving proper direction to the implementation of the programme in the States/Union Territories. With the exception of a few State Boards, no meetings have taken place during the last two years. Steps have been taken by the Ministry of Education and Culture now to revitalise the Boards by nominating Government of India representatives (Ministry of Education and Culture/Directorate of Adult Education) in these Boards.

District Level: At the district level, the District Adult Education Committees have been set up in most of the districts. The District Collector/Deputy Commissioner is in-charge of such Committee.

(b) The Technical Resource Structure

The Adult Education Programme, as conceived, needs professional support in matters such as training of personnel, preparation of curriculum and materials, post-literacy, monitoring and

evaluation etc. For providing such support a fairly well-planned resource structure exists.

With the National Resource Centre (Directorate of Adult Education) at its apex, the decentralisation of resource structure has been sought through the creation of State Resource Centre which provide the required support to the programme in different States. There are 15 State Resource Centres at present located in the Voluntary Agencies, Universities and under the State Governments. The resource support is also provided by Voluntary agencies like the Indian Adult Education Association which supplement the governmental effort in numerous ways. It is visualised that further decentralisation of this resource support should be possible at the district level also.

CHAPTER IV

FUNDING

4.01 If the problems and inadequacies enumerated above are tackled properly in the light of suggestions offered, and the financial constraints are removed, the goal of achieving 100 per cent literacy by 1990 may not be difficult. A higher allocation of funds in the State Plans would definitely create better prospects for the programme to accomplish the target. The review that follows would show that unless augmentation of financial resources is done immediately, the realization of the suggested physical targets for the remaining period of the Sixth Five-Year Plan may not be possible. There has to be a realistic relationship between the physical targets and financial allocations; in the absence of which shortfalls in achievements would be obvious.

CABE and Parliamentary Consultative Committee's Recommendations on Funding

4.02 Both the Central Advisory Board of Education and Consultative Committee of Parliament have held that in view of the high priority given to the programme by the Government, it is necessary to make adequate financial provision for achieving the targets by 1990. Not only that the existing outlay of Rs. 128 crores for the Sixth Five-Year Plan would require to be augmented substantially but the Government will have to make adequate financial provisions for the Seventh Five-Year Plan so that the goal of eradication of illiteracy is reached by the end of the Seventh Plan. The short-term and long-term requirements of funds are give below:

(i) *Short-term requirements*

4.03 To reach the goal of 100 per cent literacy by 1990 about 110 million adult illiterates will have to be covered under adult education programme. As already indicated in para 1.04, during the first three years of the Plan, about ten million illiterates have been covered as under:

1980-81	2.6 million
1981-82	3.1 million
1982-83	4.3 million

The coverage during the remaining two years of the Sixth Five Year Plan is expected to be 15.5 million. The remaining 84.5 million illiterates will be required to be covered during the Seventh Plan in order to reach the target upto 1990.

4.04. The Sixth Five Year Plan provides an outlay of Rs. 128 crore (Rs. 60 crore in Central Sector and Rs. 68 crore in State Sector). During the first three years of the Plan, an amount of Rs. 64.09 crore has been utilized as per details given below:

(Rs. in crores)

Year	Central Sector	State Sector	Total
1980-81	6.08	9.28	15.36
1981-82	8.92	10.68	19.60
1982-83	15.29	13.84 (anticipated)	29.13
			64.09

For the year 1983-84, an outlay of Rs. 36.84 crore exists:

Year	Central Sector	State Sector	Total
1983-84	20.0	16.84	36.84

4.05 As against an expenditure of Rs. 15.29 crore during 1982-83, a provision of Rs. 20 crore has been made in the Central Plan for 1983-84. This includes Rs. 15.30 crore for RFLP (against an actual expenditure of Rs. 13 crore during 1982-83), Rs. 1 crore for Assistance to Voluntary Agencies and Rs. 1.80 crore for Post-Literacy and Follow-up Programme. It may not be possible to sanction any new projects within this outlay of Rs. 15.30 crore for RFLP which will barely be enough for the existing 316 RFLPs. Similarly, the provision made under the Scheme of Assistance to Voluntary Agencies namely, Rs. 1 crore will be sufficient only to meet the committed expenditure for 1983-84 and it may not be possible to provide grants to new VAs during 1983-84 if additional funds are not available. Appendices V & VI give the possible targets for 1983-84 for RFLP and Voluntary Agencies Programmes. The sanctioned capacity for various programmes under the Centrally Sponsored and Central Schemes is as under:—

Name of the Project	No. of projects sanctioned	Centres	Estimated enrolment (in millions)	
RFLP	316	90,500	2.65	} Statement attached for break-up by States
VAs	170	7,910	0.24	
Colleges/Universities	732	8,860	0.26	
NYKs	144	2,880	0.09	
			3.24	

4.06 Against the sanctioned capacity of 3.24 million the coverage through the Central Programme during 1983-84 is expected to be not more than 3 million, if additional funds are not available. As against an anticipated expenditure of Rs. 13.84 crore under the State Sector, for the adult education programme, a provision of Rs. 16.84 crore has been made during 1983-84.

At the end of the year 1982-83, there were 69,246 adult education centres with an enrolment of 1.92 million under this programme. The additional outlay of about Rs. 3 crore in the State Sector may account for additional enrolment of about 0.3 million. Thus the estimated coverage during 1983-84 within the outlay of Rs. 36.84 crore is about 5.2 million. If the enrolment is to be raised to about 6.5 million, additional funds to the extent of Rs. 10 crore will be required during 1983-84. Part of this outlay will be required for expansion of the Central Illiteracy Programme of RFLP and Assistance to VAs and the rest will be required for expansion of the State Programme.

4.07 As per the Operational Plan for the eradication of illiteracy by 1990, it is proposed to cover 9.0 million adult illiterates during 1984-85. Out of the total provision of Rs. 128 crore included in the Sixth Five-Year Plan, about Rs. 100 crore would be utilised on the basis of expenditure incurred and provision made for 1983-84. If the outlay for 1983-84 is raised by another Rs. 10 crore as suggested above, an amount of Rs. 18 crore will be left for 1984-85.

4.08. An amount of Rs. 90 crore will be required for achieving the proposed coverage of 9.0 million learners in 1984-85 at the rate of per learner cost of Rs. 100. In view of the increased coverage envisaged through a larger participation of students at the University level, it is expected that about 0.2 million additional learners would be enrolled through universities/colleges. For the remaining 8.8 million persons to be covered by other programmes Rs. 88 crores will, therefore, be needed. Funds will also be needed for post-literacy and follow-up activities to the extent of 25 per cent of expenditure on the first stage of the programme. This works out to about Rs. 22 crores. In addition, funds will also have to be provided for various other schemes namely (1) Strengthening of Administrative Structure (2) Grants to Evaluation Agencies (3) Directorate of Adult Education (4) Sramik Vidyapeeths and (5) State Resource Centres, Outlay for

the Scheme of Strengthening of the Administrative Structure and monitoring of programme at the rate of 5 per cent of the programme outlay, comes to about Rs. 5 crores. Taking into account an amount of Rs. 3 crores required for other items, a total of Rs. 18 crores will be needed during 1984-85. Thus, the additional funds required for 1984-85 will be Rs. 100 crores.

(ii) *Long-term requirements*

4.09 The cost per person enrolled in an adult education centre was initially calculated at the rate of Rs. 60 per person. It was also assumed that one-third of the participants may drop-out resulting in enhancement of the effective cost per learner to Rs. 90. Taking into account the variation in the duration of some of the programmes and expecting some voluntary contributions, it was assumed that the effective cost per learner would be Rs. 80. This did not include expenditure on planning and administrative structure, evaluation and monitoring and on post-literacy and follow-up activities. 10 per cent of the per learner cost was assumed on account of administrative cost, including monitoring and evaluation and another 20 per cent was considered essential for follow-up and post-literacy programmes. Thus the per learner cost, including the expenditure on administrative and follow-up activities, came to Rs. 104 per learner as under:

Cost per learner

	Rs.
a. Field expenditure	80
b. Administrative cost	08 (10% of a)
c. Follow-up & Post-literacy	16 (20% of a)

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4.10 The Review Committee revised these estimates on the basis of their recommendations for increasing suitably cost ex-

penditure on honorarium to Instructors, Teaching and Learning materials, Kerosene and Contingencies. The cost of evaluation and administration was reduced from 10 per cent to 5 per cent and the cost of post-literacy and follow-up programme was raised to 25 per cent as against 20 per cent, assumed earlier as the post-literacy programme involved stages II and III. Thus, the Review Committee arrived at per learner cost of Rs. 150.

4.11 The Review Committee was of the view that this is the essential minimum requirement. It may also be pointed out that the cost of educating a child in a primary school for a year is also about Rs. 150 at present. In other words, this attempt to give literacy to the adult literate does not cost more than what would have been spent on him if he had gone to the primary school in his childhood for just one year. The total cost of the programme, the object of which is effectively to cover about 100 million persons will be approximately Rs. 1500 crores. This estimate of the AEP Review Committee does not take into account the requirement of funds on certain items such as support for the traditional and folk media, child-care centres with women classes and the special needs of the handicapped. It also does not make reductions on account of savings that might accrue by transfer of some responsibilities to other sectors, e.g., contribution of employees.

4.12 The entire amount of Rs. 1500 crores shall have to be provided in the Central and State Plans. While a substantial part of the provision will have to be made within the Education Sector, appropriate provision will also have to be made in other sectors of development, including public sector undertakings. It would be advisable to specifically earmark the provision for adult education made in those sectors. Additional funds should be provided for organisation of programmes in tribal, hilly and desert areas as well as for priority groups such as women, persons belonging to Scheduled Castes and Scheduled Tribes and the physically handicapped.

4.13 During the Sixth Five Year Plan, a provision has been made for Rs. 128 crores. If the target of enrolment for 1983-84 is kept at 6.5 million and for 1984-85 at 9.0 million, Rs. 100 crores would be required additionally for meeting these targets up to the end of the Plan period. In addition, during the Seventh Five-Year Plan, the funds will be needed to the tune of 1312.5 crore more and the total for the two plans together would be over Rs. 1500 crore. The break-up is shown below:

(Rupees in crore)	
Existing Provision for VI Plan	128.00
Additional Requirement for VI Plan	100.00
Funds required for VII Plan	
1985-86	172.50
1986-87	210.00
1987-88	255.00
1988-89	307.50
1989-90	367.50
Total (1985-90)	1312.50
Total (for VI & VII Plan)	1540.50

Conclusion

4.14 NAEP Review Committee had clearly indicated the manner in which the programme should be implemented and the following extract seems appropriate even today:

“It is necessary to emphasize that in continuing this major programme of democratisation of educational opportunity, social mobilisation and national development, the

country has dedicated itself, for the first time, to a gigantic undertaking which has the potential of effecting a social and economic transformation which will usher in the new order envisaged in the Preamble of the Constitution. Success in such an endeavour, although not easy, is essential because an indifferently implemented programme can lead to frustration and retard progress. Success will depend upon firm and sustained political commitment, development of the programme as a nationwide movement and linking it with improvement in the standards of living of the poor, involvement of the educated persons and educational and other institutions of social services, harnessing the best talent available to improve the quality of the programme, creation of an efficient and decentralised administration and provision of the needed resources. It is a deep concern for these basic issues which should inspire the development of the programme in the days ahead”.

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APPENDIX—I

Suggested Target of Enrolment : 1983-84 to 1989-90

(Figures in '000)

Sl. No.	State/Union Territory	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990
1.	Andhra Pradesh	450	700	1000	1500	1800	2200	2500
2.	Assam	300	400	450	460	450	450	500
3.	Bihar	650	900	1200	1600	2400	3000	4000
4.	Gujarat	350	450	600	700	800	800	800
5.	Haryana	175	225	300	300	300	300	300
6.	Himachal Pradesh	40	50	70	80	90	110	120
7.	Jammu & Kashmir	125	150	160	170	180	190	200
8.	Karnataka	380	500	600	700	800	900	1200
9.	Kerala	120	150	200	200	200	200	200
10.	Madhya Pradesh	525	750	900	1100	1500	2000	2500
11.	Maharashtra	500	650	800	1800	1000	1200	1200
12.	Manipur	75	80	—	—	—	—	—
13.	Meghalaya	40	40	40	40	20	20	20
14.	Nagaland	40	60	—	—	—	—	—

15. Orissa	260	400	575	700	900	1200	1500
16. Punjab	125	175	250	300	350	400	500
17. Rajasthan	500	650	750	900	1000	1200	1500
18. Sikkim	25	40	5	5	5	5	5
19. Tamil Nadu	425	550	700	900	1000	1200	1200
20. Tripura	50	50	10	10	10	10	10
21. Uttar Pradesh	800	1300	2000	2500	3000	3500	4000
22. West Bengal	450	600	800	1000	1200	1500	1800
23. A & N Islands	3	5	2	2	2	2	2
24. Arunachal Pradesh	20	25	15	15	15	15	15
25. Chandigarh	5	6	3	3	3	3	3
26. D & N Haveli	3	3	3	3	3	3	3
27. Delhi	45	54	60	60	80	100	160
28. Goa, Daman & Diu	8	10	20	20	25	25	25
29. Lakshadweep	2	2	—	—	—	—	—
30. Mizoram	10	10	5	5	5	5	5
31. Pondicherry	15	15	10	10	10	10	10
TOTAL	6516	9000	11528	14073	17148	20448	24278

APPENDIX—

Coverage through Adult Education Programme

Centres and Enrolment under Adult Education Programme for the period ending 31-3-1983—Updated on 15-6-1983

Sl. No.	State/Union Territory	Centres	Enrolment				
			Men	Women	Total	SC	ST
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	8956	188324	79674	267998	84314	41749
2.	Assam*	2448	39699	37471	77170	6691	9175
3.	Bihar	24238	464317	240587	704904	133125	185251
4.	Gujarat	6061	116414	68814	186228	27025	60739
5.	Haryana	3762	51615	63569	115184	29593	—
6.	Himachal Pradesh	1044	8894	13202	22096	5829	3070
7.	Jammu & Kashmir†	3067	26070	38426	64496	7932	—
8.	Karnataka	7317	136757	78798	215555	58678	15007
9.	Kerala	3602	29443	61702	91145	19621	6613
10.	Madhya Pradesh	18272	349649	172198	521847	94477	160840
11.	Maharashtra	10898	175858	151208	327066	82633	78819

12. Manipur**	218	3691	3279	6970	—	6970
13. Meghalaya	1000	9992	5753	15745	—	15745
14. Nagaland	600	9381	7765	17146	—	17146
15. Orissa	3320	70334	25266	105600	21647	33920
16. Punjab	2762	32728	55888	88616	33968	—
17. Rajasthan	8467	187156	67968	255124	62443	44833
18. Sikkim	588	5691	4170	9861	392	1826
19. Tamil Nadu	10578	122008	203446	325454	145977	3913
20. Tripura	1752	19808	18004	37813	9061	14606
21. Uttar Pradesh	12782	22864	144397	373041	125852	5600
22. West Bengal	12554	17457	119862	337319	114079	34314
23. A & N Islands	185	2002	1760	3762	—	442
24. Arunachal Pradesh	665	9497	7161	16658	29	16388
25. Chandigarh	283	2094	3783	5877	3249	—
26. D & N Haveli	74	1744	481	2225	—	2163
27. Delhi	1658	9341	30415	39756	12082	1021
28. Goa, Daman & Diu	64	396	1077	1473	17	—
29. Lakshadweep	81	389	759	1148	—	1148

1	2	3	4	5	6	7	8
30.	Mizoram	290	4226	3162	7388	—	7388
31.	Pondicherry	623	7930	8885	16815	6975	—
TOTAL		@148164	2531550	1729930	@4261480	1085689	768686

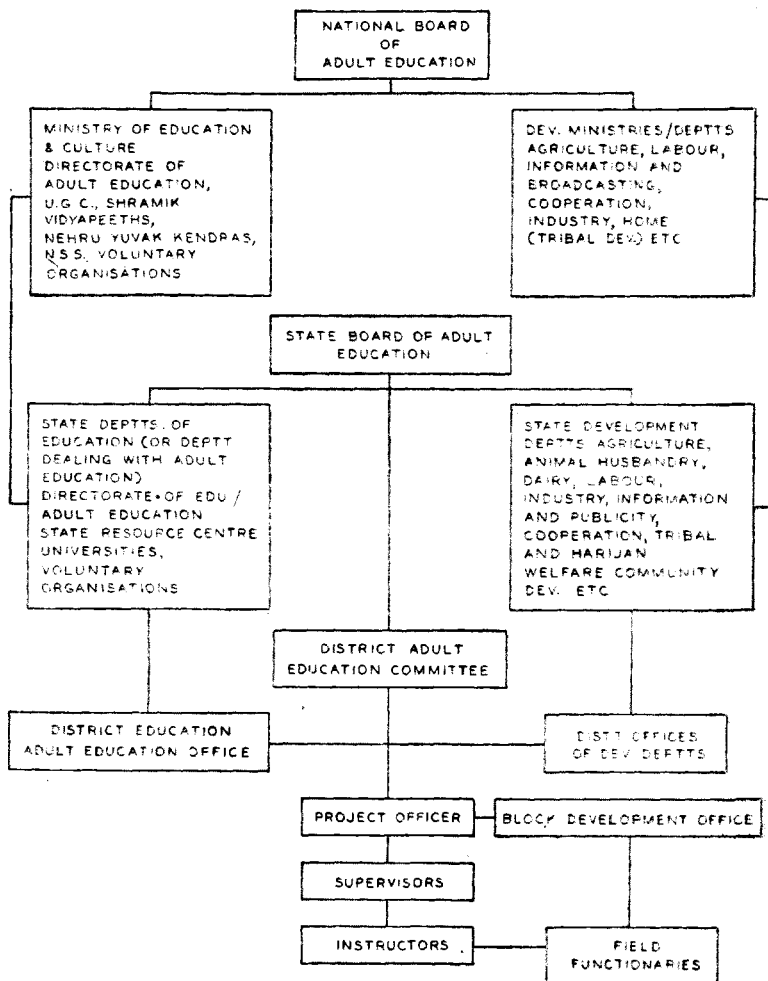
*Most of the Centres completed the course in the month of December, 1982.

**Report relate to only one project as other projects have not reported.

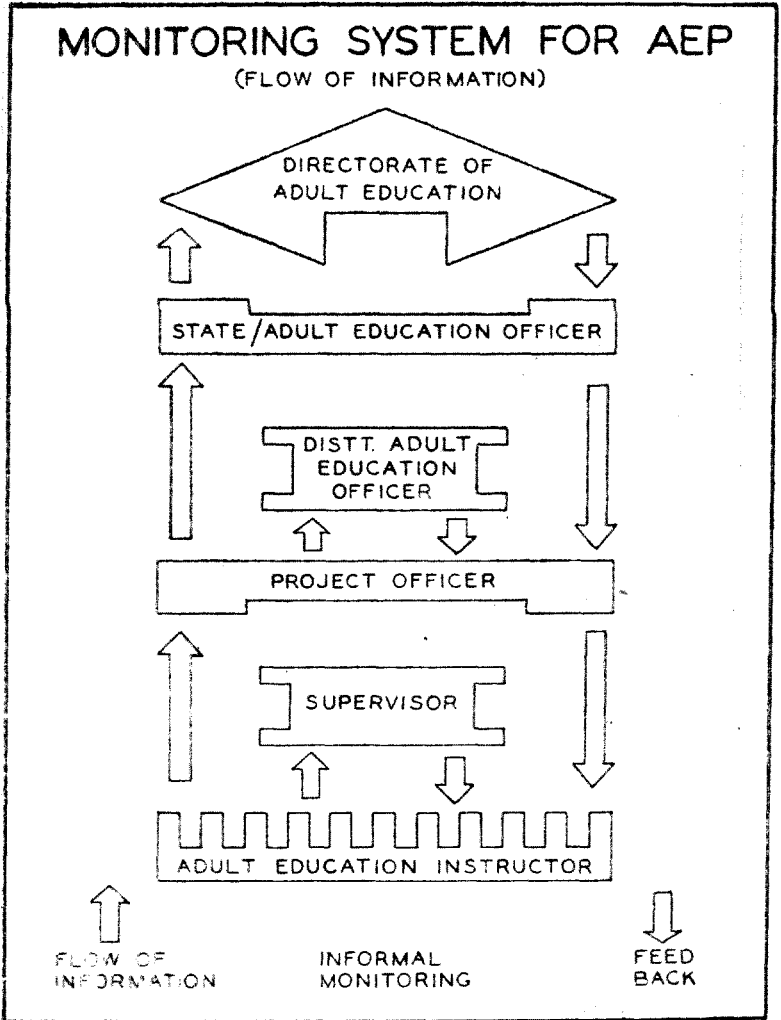
† Report from Ladakh still awaited.

@In addition to the above 364186 adults were enrolled in 15607 Adult Education Centres under Functional Literacy of Adult Women Programme.

ADULT EDUCATION PROGRAMME



MONITORING SYSTEM FOR AEP (FLOW OF INFORMATION)



Target of Enrolment for 1983-84 under Rural Functional Literacy Programme

Sl. No.	State/Union Territory	No. of projects sanctioned			Total Centres	Average Enrolment	Total Enrolment
		Old	New	Total			
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	18	4	22	6600	30	198000
2.	Assam	8		8	2400	30	72000
3.	Bihar	18	13	31	9300	30	279000
4.	Gujarat	12	1	13	3900	30	117000
5.	Haryana	3	1	4	1200	30	36000
6.	Himachal Pradesh	5	1	6	1800	30	54000
7.	Jammu & Kashmir	6	2	8	2400	30	72000
8.	Karnataka	13	3	16	4800	30	144000
9.	Kerala	6		6	1800	30	54000
10.	Madhya Pradesh	15	16	31	9300	30	279000
11.	Manipur	3	1	4	1200	25	30000
12.	Maharashtra	16	1	17	5100	30	153000

1	2	3	4	5	6	7	8
13.	Meghalaya	3	1	4	1200	20	24000
14.	Nagaland	3	2	5	1500	25	37000
15.	Orissa	11	2	13	3900	30	117000
16.	Punjab	9	—	9	2700	30	81000
17.	Rajasthan	12	10	22	6600	30	198000
18.	Sikkim	4	—	4	400	30	12000
19.	Tamil Nadu	12	1	13	3900	30	117000
20.	Tripura	3	—	3	900	25	22500
21.	Uttar Pradesh	32	13	45	13500	30	405000
22.	West Bengal	14	1	15	4500	30	135000
23.	A & N Islands	1	—	11	100	20	2000
24.	Arunachal Pradesh	4	2	6	600	20	12000
25.	Chandigørh	—	—	—	—	—	—
26.	D & N Haveli	—	—	—	—	—	—
27.	Delhi	1	—	1	300	30	9000
28.	Goa, Daman & Diu	—	—	—	—	—	—

29. Lakshadweep	1	—	1	100	20	2000
30. Mizoram	2	—	2	200	25	5000
31. Pondicherry	1	—	1	300	30	9000
Total	241	75	316	90800		2655000

Note : 20 Projects are of 100 Centres = 20 × 100 = 2000

296 Projects are of 300 Centres = 296 × 300 = 88800

Total 90800

APPENDIX-VI

Target of Enrolment for Voluntary Agencies under the Scheme of Assistance to Voluntary Agencies 1983-84

Sl. No.	State/Union Territory	No. of Agencies approved	No. of Centres Sanctioned	Expected Enrolment
1.	Andhra Pradesh	8	890	26,700
2.	Assam	9	370	11,100
3.	Bihar	3	120	3,600
4.	Gujarat	23	1150	34,500
5.	Haryana	1	200	6,000
6.	Karnataka	12	435	13,050
7.	Maharashtra	33	1080	32,400
8.	Manipur	4	320	9,600
9.	Orissa	17	570	17,100
10.	Punjab	1	100	3,000
11.	Rajasthan	15	790	23,700
12.	Tamil Nadu	29	1730	51,900
13.	Uttar Pradesh	13	700	21,000
14.	West Bengal	6	460	13,800
15.	Delhi	4	60	1,800
TOTAL :		178	8975	2,69,250

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