

# **THIRD ALL-INDIA EDUCATIONAL SURVEY**

*EDUCATION OUTSIDE SCHOOL*

H. B. Majumder

C. L. Kaul

NIEPA DC



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**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**

## CONTENTS

	<i>Page</i>
<b>FOREWORD</b>	<b>v</b>
1. <b>OUT-OF-SCHOOL EDUCATION : THE NON-FORMAL APPROACH</b>	<b>1-9</b>
2. <b>EDUCATION OUTSIDE SCHOOL FOR THE AGE-GROUP 2+ TO 14+</b>	<b>10-13</b>
3. <b>EDUCATION OUTSIDE SCHOOL FOR THE AGE-GROUP 15+ AND ABOVE</b>	<b>14-21</b>
<b>TABLES</b>	<b>23-52</b>
<b>APPENDICES</b>	<b>53-68</b>

## LIST OF TABLES

<i>Table No.</i>	<i>Description</i>	<i>Page</i>
1.	Centres run by different agencies for the age-group 2+ to 14+	25
2.	Types of centres run by Governmental and Non-governmental agencies for the age-group 2+ to 14+	26
3.	Activity-wise number of children in the age-group 2+ to 14+ benefited in different States	27
4.	State-wise number of children in the age-group 2+ to 14+ benefited	30
5.	Activity-wise number of children in the age-group 2+ to 14+ benefited	31
6.	State-wise qualifications of personnel working in the centres for education outside school for age-group 2+ to 14+	32
7.	Personnel working in centres for the age-group 2+ to 14+ according to their qualifications	35
	State-wise personnel working in the centres for education outside school for the age-group 2+ to 14+ and their qualifications	36
9.	State-wise centres for non-formal education outside school for the age-group 15+ and above	37
10.	Participants in centres/institutions for education outside school for the age-group 15+ and above	38
11.	State-wise number of participants in the centres for education outside school for the age-group 15 and above	42
12.	Participants in centres for education outside school for the age-group 15 and above	43
13.	Personnel involved in the programme of out-of-school education for the age-group 15 and above run by different organisations according to their qualifications	43
14.	State-wise number of personnel involved in out-of-school education for age-group 15 and above according to their qualifications	47
15.	Personnel involved in the programmes in different organisations with their qualifications	47
16.	Number of beneficiaries under different programmes for age-group 15 and above	48
17.	State-wise number of beneficiaries under different programmes for age-group 15 and above	50
18.	Number of beneficiaries under different programmes	50
19.	Distribution of centres/classes conducting activities for women education	51
20.	Centres promoting health education	52
21.	Other programmes for education outside school	52

## LIST OF APPENDICES

<i>Appendix No.</i>	<i>Description</i>	<i>Page</i>
I	Organizing agencies for education outside school for the age-group 2+ to 14+	55
II	Classification of organizing agencies for education outside school for the age-group 2+ to 14+	56
III	Different types of centres for education outside school for the age-group 2+ to 14+	56
IV	Classification of different types of centres for education outside school for the age-group 2+ to 14+ into various categories	57
V	List of activities organised by different centres for children in the age-group 2+ to 14+ for their education outside school	58
VI	Classification of different types of activities into various categories for the age-group 2+ to 14+	59
VII	Different types of personnel working in the centres for the age-group 2+ to 14+	60
VIII	Classification of different types of personnel working in centres for education outside school into various categories for the age-group 2+ to 14+	61
IX	Different types of centres for education outside school for the age-group 15+ and above	62
X	Classification of different types of centres for the age-group 15+ and above into various categories	63
XI	Information blank for education outside school	64

## CHAPTER 1

# Out-of-School Education: The Non-Formal Approach

### Introduction

#### Attempts to Remove Weakness in the System of Education

We all know that education has both conservative and progressive function. As Godfrey Thomson points out, educational system has the responsibility to pass on social heritage of the human race. This does not mean that education should ignore its progressive function. Progressivism is welcome, but it should not inculcate contempt for the past traditions. While striking a balance between the two functions, he suggests that 'the aim of education should be to preserve order without hindering change', and H. G. Wells wants 'to lift the minds out of blind alleys' through education. One of the greatest tasks of education today is to strike a balance between these two opposite functions of education. The other serious problem is to make education relevant to the needs of today and aspirations of tomorrow. It is in this context of rapid societal change that the conservative role of education is widely questioned. For too long, education had 'the task of preparing for stereotyped functions and stable situations, for one moment in existence, for a particular trade or a given job' for fitting the individual in a hierarchical world. The content of education mostly draws its nourishment from the past and often loses relevance to the living present. Today education by and large, suffers basically from 'the gaps between its content and the living experience of its pupils, between the system of values that it preaches and the goals set up by society, between its ancient curricula and the modernity of science.'<sup>1</sup>

Many of the weaknesses found in Indian education at the time of independence had their roots in the colonial system. We have not been able to fully remodel our educational system and its sub-systems so that they conform to the needs of the changed situation. Two significant attempts were made in the post-independence era to remodel and refashion education to meet the emergent needs of the country by setting firm goals and clear-cut objectives in the context of the times in which these were made. Soon, after our independence, the aim was to foster discipline and develop character—the two virtues which according to the Secondary Education Commission (1952-54), education should inculcate. But, as we moved on the road towards progress the objectives had to be re-enunciated and goals reformulated in accordance with the recommendations of the Education Commission (1964-66) which impressed that education should help in increasing productivity, achieve social and national integration, accelerate the process of modernisation and cultivate social, moral and spiritual values. During the intervening period of more than a decade, some more problems in the field of continuing education had come to light. Education could no longer confine itself in cloistered situations within the portals of a school, college or university. In modern times, one grows up by living inside and outside the institution. It was, therefore, increasingly recognised that education should jump over its boundaries and move to the doorsteps of those members of society, who for various reasons, were seriously handicapped to face the complex situations created by industrial, agricultural and social development. Therefore, while the former Commission concerned itself mainly with formal education, the

<sup>1</sup> Learning To Be—The World of Education: Today and Tomorrow Sterling, Delhi, 1973, p. XV. (Report of the International Commission on Education organised by the Unesco in 1971.)

latter with much more wider terms of reference considered the problem of out of school education—adult education and correspondence courses, in view of the enormity of its need which will be discussed in the subsequent paragraphs. It took about a decade to change the whole concept of adult education and evolve a highly comprehensive idea of non-formal education which includes all teaching-learning situations in which irrespective of his educational background, age, social and other situation in life, an individual at any stage of his life can learn as much he wants in a situation completely non-formal in character in his own village, *cookshed*, farm, workshop or in any learning situation.

The Central Advisory Board of Education at its session held in November 1974, lent a strong support to the introduction and gradual development of schemes of non-formal education. The Board had the following recommendations :

“The exclusive emphasis on formal system of education should be given up and a large element of non-formal education should be introduced within the system. Multiple-entry into a formal system and programmes of part-time education have to be adopted in a big way. At the secondary and university stages, part-time and correspondence education should be developed and all encouragement given for programmes of self-study. All State plans should henceforth include programmes of non-formal education as an integral part of educational provisions, and, suitable machinery be set up in each state to formulate, devise and implement programmes of non-formal education, including functional curricula integrated an inter-linked with the formal system.”

Programmes of adult education are of great significance for the success of the programme of universalisation of elementary education as well as for securing intelligent participation of the people in all programmes of National development. They should, therefore, be developed on a priority basis. In particular, the Board recommends that the functional literacy programme which represents the single largest on-going effort of intensive non-formal education linked to a developmental activity should be streng-

thened and expanded; and, that similar functional literacy programmes should be developed in relation to other developmental schemes appropriate to rural and urban situations. The Board further recommends that adult education programmes should form an in-built part of every developmental activity whether in the rural, or urban, public or private sector, and that every central and state Ministry/Department should make appropriate provision in the respective schemes.

Adequate financial allocations should be made in the state plans for non-formal education for the age group 15-25 on the basis of well-defined norms set up by the state governments (broad guidelines on the subject may be given by the Government of India).

The programme should be flexible, diversified and functionally related to the needs and interests of youth and should equip them for participation in developmental activities.

During the current year 1974-75 all efforts be made to begin the programme in (a) one district in each State with Central assistance, (b) at least one additional district with State funds, and by the end of the Fifth Plan an effort should be made to cover at least six to seven million illiterates in this age-group.”

#### **Limitations of Formal System of Education to Meet All Educational Needs of Society**

One of the greatest responsibilities of a democratic society is to evolve a need-based educational system which can educate the whole community irrespective of age and social and economic status. It must be recognised that the present formal system which is time bound and costly with a heavy load of academic disciplines is hierarchical and elitist in character, has caused social stratification and educational deprivation. The problem of educating the whole community is so colossal that it can better be imagined than described. Where a sizeable proportion of population lives under the conditions of abysmal poverty or below the poverty-line or below the level of subsistence, the parents belonging to economically backward and socially deprived groups show little enthusiasm to send their

children to formal institutions. This is why the desired goal of educational development of the masses enshrined in Article 45 of the Indian Constitution providing for free and compulsory education remains unfulfilled. The availability of educational facilities on universal basis has not necessarily resulted in universal enrolment. Within the four walls of a school, there is a world of knowledge. But, outside it the child finds a world of work which is more attractive to him as it fulfils his mundane needs. The former deals mostly with 'knowing' while the latter lays emphasis on 'doing' for maintaining of life itself. Therefore, the methods and techniques to be applied in the two situations are bound to be different. The former is more theoretical and bookish in approach, with its direction to cognitive development, while the latter is pragmatic in approach with its orientation to skill formation. Therefore, we find that on the basis of completely divergent theoretical constructs on which the two systems can be based, the two systems need different strategies in order to have their impact in their respective fields. Though the methods and techniques of the formal system are time tested, we can not apply them as such to a non-formal situation for which these will have to be developed separately.

"The out-of-school programmes which are learner-centred, whose tools and technologies are centred on the learner, are as varied, disaggregated and diversified as the learning interest, need and capacity of each individual participant. This is in contrast to the school system which is mass-teaching-centred with uniform tools whether they be outdated curricular or the bezarri note and rote-learning method, run on a one way traffic from one class to the next class or fall by the wayside. In contrast, in a out-of-school programme, the tools are varied ranging from text books, work books, diaries, group discussion on the radio and television media, which because they are 'blind' are made responsive of the needs of the learner through a feed-back system."<sup>1</sup> The main plank on which non-

formal education tries to support itself is the great motivational impulse that urges the learner to seek more knowledge or improve his skill for living a better life. The distinguishing characteristics of non-formal education which Dr. Adiseshiah has referred to above spring from this factor of self-motivated learning activity which we do not always find in the formal counterpart.

Because of the reasons listed in the above paragraphs, universal admission in the compulsory age-group has not resulted in universal retention. The problems of drop-outs and of wastage and stagnation in education are eating away the meagre resources. The number of drop-outs has swelled over the years and they are fast relapsing into illiteracy.

Non-formal education has been recommended as a strategy for universalisation of primary education. The non-formal arrangement is relatively less costly, as it depends largely on local resources. Again all formal schooling systems are sequential in character and their duration is long. This long sequence in the formal structure together with its elite-producing characteristic with little relevance to life's needs is responsible for heavy drop-outs and failures. Stagnation and consequent wastage result in total loss, both in terms of investment of student's time and expenditure—loss which a poor country like ours can ill afford.<sup>2</sup>

As J.P. Naik points out that India spends at present about Rs. 1,350 crores a year on education, yet the system mostly benefits the classes only. This is clear from the fact that 70 p.c. of the total population is still illiterate, only 25 p.c. of the children in the age-group 6-14 complete primary education, and only 7 p.c. of the young persons in the age-group 15-25 are in secondary schools and colleges. He rightly pleads for correction of this distortion of benefits on grounds of social justice. The masses must get the full benefit of the educational system. A massive programme of adult education, a programme of non-formal education

<sup>1</sup> Can Non-formal Education correct and regenerate the Education System?—Adiseshiah, M., Directorate of Non-Formal [Adult] Education, Ministry of Education and Social Welfare, April, 1975, P. 2.

<sup>2</sup> Majumder, H.B. Non-formal Education : A Strategy for the Universalisation of Primary Education, *Journal of Indian Education*, 1976, p. 36.

for not less than six hours a week for all the out-of-school youth in the age-group 15-25 and universalization of elementary education for all children (on a full time basis where possible and on a part time non-formal basis where necessary) in a period of ten years are the solutions, amongst others suggested by him, for this social problem. The financial resources put a heavy constraint on making doors of the formal system open to all. Although, there is high correlation between productivity and education, we have not been able to relate education to man-power requirements, nor have we been able to vocationalise education and to stop the disadvantage of a single track system. The formal system has grown into 'a huge monolithic structure with a tremendous inertia and emphasis on rigidity and conformity', says J.P. Naik.<sup>1</sup> Moreover our system of formal education is a system without any 'work' and development orientation as its integral components. It is followed by 'work' without any continuing education. The system in operation at present works on the principle of so called natural selection, that is, the child moves in or out of the system after some years of schooling under pressure of various constraints. This sets up a sort of ecological balance. If all the children were forced into the system, our finances would not have been able to support it nor could administration have been able to maintain it in a well-trimmed fashion. This situation, therefore, calls for adoption of a different strategy or strategies in the interest of mass education in this country with particular reference to the educational and occupational needs of the out-of-school population.

Non-formal education, a new phenomenon in the educational scene of India, is one of the ways of meeting this challenge. This strategy, as stated earlier, has been strongly recommended by the Central Advisory Board of Education. It was suggested inter alia that the exclusive emphasis on the formal system of education should be shifted on to non-formal education which should be built into the infra-structure with all seriousness. Non-formal programmes, of

course, are seldom designed to replace formal schools. They are usually conceived as a supplement or complement to formal schooling or as a way of reaching a particular population for which schools as cloistered entities have been ineffective or inappropriate. Much of literature on out-of-school education advocates an integrated approach—a view also supported by Coombs<sup>2</sup> and Naik<sup>3</sup>, 'blending formal, non-formal and in-formal learning'.

The concept of Non-formal education is yet to be crystallised. Consensus is, however, available on its definitive structure. It has meant different things to different people. According to Coombs, it refers to 'any organised programme of learning carried on outside the framework, rules and logistics of the formal educational system'. Paulson defines it, 'as structured, systematic, non-school educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioural changes in fairly, distinct target populations'. McCall considers "the entire range of learning experiences, outside of the regular graded school system" as non-formal education<sup>4</sup>. Non-formal education, though a negative descriptor, is to be distinguished from formal education on one hand and informal or incidental education on the other. It is certainly 'non-incidental' and 'non-school' education carried on outside the school system. But, it has a definite programme. Perhaps, Kleis<sup>5</sup> gives a fuller definition when he says 'The non-formal education is any intentional and systematic educational enterprise (usually outside traditional schooling) in which content, media time units, admission criteria, staff facilities and other system components, are selected and/or adapted for particular students, populations or situations in order to maximize attainment of the learning mission and minimize maintenance constraints of the system.' For better understanding of the concept in its operational and utilitarian terms and

<sup>1</sup> J.P. Naik : *Indian Journal of Adlnt Education*. October, 1976, p. 6.

<sup>2</sup> 'Non-Formal Education and Occupational Stratification'; *Harvard Educational Review*, May 1975, p. 165.

<sup>3</sup>*Indian Journal of Adult Education* Oct. 1976, p. 3.

<sup>4</sup>*NIE Journal*, July 1974, p. 5.

<sup>5</sup>*Indian Journal of Education*, p. 35, July 1976.



for the purpose of non-formal education of the out-of-school population in our country, we may rely on the comprehensive elaboration of the concept given by Koshy.<sup>1</sup> He defines it in the following manner :

'Non-formal Education is any educational activity organised outside the established frame-work of the formal school and university which aims to communicate specific ideas, knowledge, skills, attitudes and practices in order to meet a need of the learner. It focuses on the improvement of social and personal living, and occupational capabilities. It is important because of the immediate and practical utility of the learning it produces. It encompasses the full range of learning activities and it is of value only to the degree it can help an individual—young or old, male or female—make practical changes in himself if, his daily life and his environments are in accord with his own goals and wishes.

Non-formal education is more oriented towards helping an individual solve problems than to absorb a particular curriculum content.....Instruction is carried out in cooperation with many kinds of teachers, e.g. workers, health educators, community development assistants, or agricultural supervisors who may use a range of communication media, which have included posters, games, puppets, flash cards, charts, displays, exhibits, comic books, newspapers, books, audio tapes, slides, films, filmstrips, radio and television.

Non-formal education can take place on the job, with families in a home, in discussion groups under a tree, in community centres, churches, temples or clinics. It need not necessarily be linked to the formal school system, but may be under the auspices of a wide range of governmental and non-governmental, private and public agencies. Learning in this way often is accomplished through learning by doing, being instructed or inspired by others to perform specific tasks, through association with peers and fellow workers or simply by participating in a working environment or in the affairs of community life.

If we accept the above definitive structure in its content, process and organisation, we may conclude that non-formal ways of imparting and acquiring education can be developed for all categories of learners and on all levels of education for children, youth and adults from elementary to higher education. It is, thus, seen that the non-formal approach has immense possibility as an alternative strategy for educating the masses. For preparing a plan for introducing education of the non-formal type on a massive scale, it is necessary to formulate a proper concept of the strategy in all its dimensions and to study the present status in this area of educational development so that it may be possible to cover all of the out-of-school sections of the community in a foreseeable period of time. It is with this intention that the present survey in this area was taken up.

#### Equalization of Educational Opportunity

One of the important social objectives of education is to equalize opportunity, enabling the backward or under-privileged classes and individuals to use education as a lever for the improvement of their condition. Every society that values social justice and is anxious to improve the lot of the common man and nurture all available talent, must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for building up of an egalitarian and humane society in which the exploitation of the weak will be minimized.<sup>2</sup> The implication is that new ways of acquiring knowledge should be opened up for those who have failed for one reason or the other to take advantage of the traditional system and have dropped out of schools and also for those who have been absorbed in employment market or are engaged in vocations or even as housewives with inadequate preparation and competencies. We are not going into the problems of inequalities of educational opportunities and tracing the sources of the imbalances that exist between various regions and sections of the society. Education, as is universally accepted, has two demands—social and economic.

<sup>1</sup> T.A. Koshy : "Curriculum construction for Non-formal Education for Women". *Indian Journal of Adult Education*, September, 76, Vol. XXXVII No. 9. p. 7.

<sup>2</sup> Report of the Education Commission—1964-66, p. 108.

Education provides social sensitivity in addition to social skills for living with others in a society. It has also to equip the individual with certain capacities with which the individual can contribute effectively to the economic life as a productive member. The formal system has not been able to fulfil these two demands. The non-formal approach may act as a proper corrective for removing the deficiencies in the formal system.

In these days of knowledge and innovations and ever-changing technical know-how, the work force has to remain up-to-date. People cannot be involved in continuing education more economically than in the non-formal way. Moreover, the formal institutions cannot perform all the educational functions that are important to life, while the non-formal procedures can respond satisfactorily to the objectives to which the formal system is ill-equipped to respond. On this assumption is built a strong case for strengthening non-formal arrangements for continuing education in an egalitarian society.

The basic principle on which the Fifth Five-Year Plan strategy for educational development is built, is that the formal and non-formal education should be correlated and integrated to meet the enormous educational needs of our country where full-time institutionalised formal education can not be sufficient to achieve social transformation and National development. It lays emphasis on the following programmes.

- I. Non-formal programmes for non-school going children in the age-group 6-14.
- II. Non-formal education for the youth in the 15-25 age-group.
- III. Functional literacy linked with development schemes.<sup>1</sup>

The nature of the programmes will depend on the nature of the group for which it is meant. The programmes are to be modelled taking into consideration the local needs arising out of socio-cultural and socio-economic differences. The main focus is on reducing

the gaps. Though, only age-groups have been identified, the points of differentiation go beyond age consideration. The needs of non-formal education change in accordance with the vocations, level of development of a group and the patterns of life. The requirements of content and methodology will depend on the prevailing conditions allowing for the variations that exist from group to group.

#### On-job and Out-of-job Education

The members of a community who are compelled to join the labour force early in life with or without any education are handicapped in many ways. Take the case of a farm boy who has picked up incidentally some farming skills by working with parents or other members. This boy as he grows up finds himself inadequately prepared for adopting new farming technology that has developed. In a situation like this, he can improve his productivity by receiving on-the-job non-formal education with the help of locally available resources or participate in non-formal courses elsewhere in his own free time outside his normal hours of work.

Obsolescence is a serious technological problem today. Vocational and job-related skills acquired incidentally for performing skilled or even semi-skilled or unskilled jobs soon become least remunerative. The older methods and techniques of work are rendered less productive. A worker whether he is trained or untrained has therefore to be acquainted with the latest technological processes, to be oriented properly in order to discard what is obsolete. This means not only acquisition of new knowledge and skills, but also a change of attitude towards new processes. This calls for not only 'continuing education' but 'continuous re-education'.

The problem of continuing education as understood in terms of adult education, correspondence courses, part-time education was examined in detail by the Education Commission (1966), which made several valuable suggestions for evolving a flexible system of continuous education. The concept of continuation of education has further been extended to the concepts of extension education, own-time education and even

<sup>1</sup> Non-Formal Education, Ministry of Education and Social Welfare, Govt. of India, 1975, p. 1.

open-university and distance education through mass media. The idea of multiple entry into a formal system has been put forth for those who can join schools at various stages depending upon their choice of time which will be dictated by their circumstances.

As already pointed out earlier, the changing needs of different vocations and professions control the efficiency and proficiency of the working groups. They have to be geared to the challenges posed by the developments in their respective fields. Obviously, the vocational group consisting of skilled and unskilled labourers working in the agricultural, industrial, commercial and other allied sectors forms by far the greatest of all groups in the working force. Their requirements of training and general education, even if not highly professionalised, are thwarted by the immensely large numbers that are involved. Sophisticated and improved technology may, in not so distant future, result in greater lay-offs of surplus labour as it is happening in some of the developed countries as a result of automation and mechanisation. This will not only check the vertical and horizontal mobility of this group of workers, but will also swell the number of the unemployed. What applies to this group more or less applies to the professional group consisting of doctors, engineers, lawyers, university teachers, scientists and such other professional people. They form a relatively small group. As such their problem of continuing education can be tackled. Having been initiated into the methods of acquiring knowledge and professional skills, their knowledge can be up-dated to strengthen their professional competence as expected of a well-motivated, goal-directed and articulate group.

#### **Problem of the Un-Initiated Group**

This group consists mainly of three sub-groups—(i) women, (ii) out-of-school children and (iii) uneducated persons of all ages who are not members of the labour force and who could not be benefitted by a formal system of education for reasons discussed in earlier paragraphs. To think of literacy and numeracy for them would mean nothing but chasing a wild goose. These are the sub-groups who are comparatively un-aware of their educational needs. They belong to

the communities who because of 'orthodox attitudes' and 'rigid posture' could not be disturbed from a state of inertia. They are unmindful and ignorant about the social changes that take place around them. They have to be initiated, therefore, to the ways and means of living a good life through a proper and meaningful system of education.

In order to do this, they have to be made conscious of their rights and duties as citizens of a democratic society. A programme of non-formal education in citizenship can develop in them a sense of belongingness to the mainstream of national life—a consciousness by which they can make the best of what the society can offer to them and in return they may give their best to the society.

The knowledge of health and hygiene of this group is learned by superstition and ignorance resulting in disease, ill health and premature death. These misfortunes have been checked by governmental efforts to a great extent. But, these can not be totally banished unless this potential group is informed about the preventive and remedial measures and given rudiments of health and family life education. They have to be guided for their personal hygiene, manners and attitude to life. In the programmes of non-formal education for women members of their group, attempts will have to be made to enlighten them about the basic tenets of happy life based on elementary knowledge of sanitation, health and hygiene, nutrition and child-care, family budgeting, family planning etc. They have to be told and convinced about degenerating and dehumanising effects of certain social systems, e.g. the caste system, the dowry system and others, which are not consistent with the goals of a secular society. A non-formal approach is the surer approach to do this job effectively.

#### **Drop-outs from Educational Institutions**

The early drop-outs are the prospective entrants into the world of work as labour force. This is, by far, the most potential group for non-formal education. This group can be divided into two sub-groups as follows :

- (i) Children in the age-group 6 to 14 and
- (ii) Adolescents of age above 14.

Both the groups are gainfully employed as unskilled workers on the farm, family trades or vocations. But, the problems of the two sub-groups are different as their interests and needs are also different. The former constitutes about 21.1% of the population in the country of whom only 53.4% are in schools. It is the second group which legitimately demands our attention. In the interest of the country, they have to be moulded into useful citizens as intelligent labour force by taking them through a programme of continued education lest they should relapse into illiteracy. The second group is expected to be maturer than the first to receive basic knowledge of the civic rights and duties, of health and hygiene, family welfare, etc. and acquire skills in family trades or other vocations.

They need to be initiated to improved methods of their family trades or prepared for other vocations or trades for which they have the potential and the facilities.

Various types of programmes that can benefit the second group are given as under :

- (1) Correspondence courses.
- (2) Part-time courses.
- (3) Sandwich and condensed courses.
- (4) Trade apprenticeship courses.
- (5) On-the-job training.

It is not within the scope of this report to go into details about the various trades to which some of the above courses could be applied. These being of recent origin will take some time to crystalize. Their content and approach will undergo some modifications in the light of experience gained from the feed-back received.

#### Present Survey

The present survey is the third in the series to assess the availability of educational facilities in the country. The first survey was conducted by the Ministry of Education in 1957 confining itself to school education only. This was followed by a survey of school education conducted by the National Council

of Educational Research and Training in 1965 with a view to revise the data collected through the previous survey. The present survey, third in the series, is much wider in its scope and coverage. It attempts to cover all types of education, general, professional and vocational, at all levels—school, college and university. In the third survey, an attempt has been made to study both the forms of education—formal and non-formal at all levels. The National Council of Educational Research and Training was entrusted with the responsibility of conducting the survey at the school stage only. In the area of non-formal education, an attempt has been made to study its present status in relation to the areas of education out-side school.

This is a status survey, aimed primarily, to find out the agencies involved in organising the programmes outside formal system of school education, the types of programmes/activities covered, the number of participants benefited and the personnel involved in organising this programme. This is covered under two age groups viz, 2 + to 14 + and 15 and above. No attempt has been made to study the qualitative aspects nor the cost factor of the programme.

The date of reference of the survey is 31.12.1973 though the collection of data was spread over the first half of the following year.

#### Procedure

As pointed out earlier, the Third All-India Educational Survey was much wider in scope. In this survey, attempt has been made for the first time to collect information on other forms and type of education outside school system. Twenty-six schedules including one each on education out-side school were canvassed. A number of workshops and training programmes at the National and State levels were conducted to orient the state survey officers and the district survey officers in the methodology of conducting the survey. However, for the area to which this report relates, information has been collected at the district level by the district survey officers and compiled at the State level. Finally, the information received from various states was compiled and interpreted at the National level.

### Limitations

The survey being limited to assess the qualitative aspects, information was collected only in respect of different programmes and activities covered in this area and the number of participants in each programme and activity. The survey was never aimed at probing either into the qualitative aspect or the cost factor as in a survey of this magnitude, it would not have been possible to cover these aspects.

The problems of various age-groups vary and so do their requirements of education outside schools. The present survey takes into cognizance only two age-groups, viz. 2 + to 14 + and above 15. A single pattern of programmes of non-formal education for all these groups cannot be expected, as the level of knowledge, and experience, interest and needs of the different age-groups would vary.

Variations in programmes have not been studied with reference to rural, urban, industrial and different socio-economic and cultural situations as the scope of this survey is very limited as mentioned earlier.

The relative costliness of the formal and the non-formal systems and the cost-benefit analysis of the programmes cannot be studied with the help of these quantitative data since no attempt has been made to know the cost of non-formal education.

Like the previous two surveys, the present survey is a census survey intended to give a global picture of the present status of out-of-school education. It is intended to provide benchmark data to all the interested clientele, viz. educators, administrators, planners and even the general public. Time and resources put heavy constraints for collecting comprehensive data encompassing other types of non-formal courses, particularly, of vocational types and the functional and the qualitative aspects of the programmes. A more comprehensive survey of the non-formal sector alone is urgently needed on a Nation-wide scale for planning introduction of non-formal education on a massive scale. This may be supplemented by intensive evaluative sample survey for providing data for analysis of cost-benefit. The Directorate of Non-formal (Adult) Education of the Ministry of Education and Social Welfare which has the needed expertise may like to take up these studies.

Many activities like recreational and cultural activities, child welfare including nutritional programme and feeding are included in the survey but due to the limited scope of the survey, it has not been possible to indicate whether the activities were educational in nature or simply welfare service. These activities, however, can be utilized for education and training through direct participation.

## CHAPTER 2

# Education Outside Schools For The Age-Group 2 + to 14 +

## Centres for Education Outside School

At the time of the Third All India Educational Survey, there were 30 states and central administrations in the country but only 19 states and union administrations have reported provision of educational facilities outside the school for children in the age-group 2+ to 14+. These facilities are provided by centres run either by various governments and local body departments or voluntary agencies at the regional level. The government and local body departments include education, child welfare, women's welfare, panchayat samiti, development department, etc.

Of the 19 states and administrations having facility, all except Uttar Pradesh have classified the types of centres having the facility which number 3086. In Uttar Pradesh, although there are 10,872 centres which cover adult education, Nehru Youth Clubs and Young Farmer's Clubs, the distribution under each category is not available. This state did not provide information about the distribution of the participants under the two age-groups sought for the survey. Since, these programmes are mainly for adults, they have been excluded in this section relating to the age-group 2+ to 14+ but, have been included in the age-group 15+. Of the remaining 18 states and union administrations providing information, it is observed that Orissa alone accounts for 40.9% of the total centres followed by Andhra Pradesh (17.6%) and Karnataka (9.1%).

Amongst these centres, 1,519 (49.2%) are managed by government and government sponsored agencies while the remaining 1,567 (50.8%) are managed by non-government agencies. The largest number in these categories are Balwadis/Balvikas or similar category which account for 1,981 (64.2%) and 1,263 of these are

located in Orissa.

In Andhra Pradesh, Himachal Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh and Pondicherry, all these institutions are run by government or government sponsored agencies whereas in states like Kerala and Meghalaya, they are run by non-government agencies. Organisations for social welfare/women's welfare and child welfare manage around 21.2% of the centres. A large proportion of Balwadis are managed by government or government sponsored bodies while in Orissa these are mostly managed by voluntary organisations.

### Participants

There are 87,871 children in the age-group 2+ to 14+ who participate in one or the other programme/activity in these centres. Orissa along with Tamil Nadu and Karnataka contributes to nearly two thirds (66.59%) of the participants. Girls constitute 41.54% (36,501) of the total participants while children belonging to Scheduled Castes contribute a modest 11,704 (13.32%) to the total participants. The number of Scheduled Tribe participants is also meagre 10,572 (12.03%). Although, the number of Scheduled Tribes participants is quite low, the proportion of girls in this community participating in the programme is much better i.e. 40.56% as against the Scheduled Castes where the proportion of girls in this community participating in the programme is lower, 34.82%.

### Programmes/Activities organised in the Centres

Broadly, the activities/programmes covered in these centres for children include educational, craft teaching,

sports and games, recreational and cultural, child welfare including nutritional programme and feeding, pre-school education, farm management and development of civic sense, library and several others.

Amongst these activities/programmes, the most popular ones are pre-school education and general education. The least popular among the activities/programmes is library. Even sports and games have not attracted more participants. This activity ranks second amongst the least popular ones preceded by farm management and development of civic sense. Of course, this mainly depends upon the programme/activity provided by the centre and the information about the number of centres organising each programme/activity is not available.

#### **Educational Programme/Activity**

In most of the states and union administrations, majority of the children participate in this programme. Of the 22,376 involved in this programme, 66.5% are boys and the rest are girls. But, coming to participants belonging to Scheduled Castes and Scheduled Tribes only 7% belong to the former community while another 4.7% to the latter community.

#### **Craft Teaching**

There is provision of craft teaching at this stage in the states of Gujarat, Kerala, Madhya Pradesh and Punjab. There are 3,157 participants of whom 2,802 (88.8%) are from Punjab alone. A salient feature of this programme is that 2,117 (67%) of them are girls. This programme has attracted a good proportion of Scheduled Caste participants, 20.5%, but almost negligible proportion of Scheduled Tribes. Further, although, there are Scheduled Castes participants in all the 4 states for this activity, Kerala is the only state which has furnished information about the number of Scheduled Tribe participants, i.e., 15.

#### **Sports and Games**

Even though this activity should be provided by almost all centres, in some form or the other, in all the states and administrations only Gujarat, Madhya

Pradesh and Tamil Nadu have mentioned these activities specifically.

#### **Recreational and Cultural Activities**

The centres in the states of Punjab, Tamil Nadu, Tripura and the Pondicherry administration have provision for this activity and the number of participants is 2,901. Boys and girls are almost in even proportions. While there are no participants belonging to Scheduled Castes and Scheduled Tribes for this activity in Pondicherry, in Punjab, there are no Scheduled Tribe participants for this activity. But, Tripura contributes to 88% of Scheduled Caste participants and almost the entire strength of Scheduled Tribes.

#### **Child Welfare Including Nutritional Programme and Feeding**

Provision for this programme exists in the states of Karnataka, Madhya Pradesh, Maharashtra and West Bengal and in the Union Territory of Chandigarh. Of the 2,355 participants covered under this programme, 75.5% are boys and the rest are girls. No children belonging to Scheduled Castes or Scheduled Tribes are covered under this programme in Karnataka or Maharashtra. Amongst the participants, 439 (18.6%) belong to Scheduled Castes and 279 (11.8%) to Scheduled tribes.

#### **Pre-school Education**

By far, the largest number of participants covered in any individual programme is this in which 52,259 children are involved and 29,878 (57.1%) among them are boys. But, this programme is confined to only 3 states viz., Andhra Pradesh, Orissa and Tamil Nadu. Orissa contributes the largest number of participants, 37,070 (70.9%). Scheduled castes participants constitute 15.1% of the total participants while Scheduled tribes constitute another 13.4%.

#### **Farm Management and Civic Sense**

This activity is provided for in Karnataka, Madhya Pradesh and Punjab. Punjab contributes 901 (66.5%) of the 1,355 participants and Madhya Pradesh 401 (30.6%). Girls constitute 75.2% of the total partici-

pants. The proportion of participants for this activity is almost negligible.

### Library

Gujarat and Tamil Nadu have mentioned about this activity but, it is not very clear whether the centres providing this activity have library facility or anything else relating to library. However, there are hardly 609 participants for this activity and boys outnumber girls, being 89.8% of the total number of participants for this activity. Scheduled Caste and Scheduled Tribe participants contribute 12.5% to this number.

### Others

Each of the centres in the states and the union territory administrations organised various activities according to local needs and resources. The number of participants for these activities was 1,949 of whom nearly 50% are girls. A large proportion of the participants in this category belong to Scheduled tribes (81.9%) and around 11.9% to Scheduled Castes.

The following table provides the distribution of participants under different activities.

Activities	Total participation	Participation in p.c.		
		Girls	S.C.	S.T.
1. Educational	22,376	34.47	6.99	4.72
2. Craft teaching	3,157	67.01	20.49	0.48
3. Sports & Games	910	26.48	15.06	8.90
4. Recreational & cultural activities	2,901	49.19	24.34	19.06
5. Child welfare including nutritional programme and feeding	2,355	24.46	18.64	11.85
6. Pre-school education	52,259	42.83	15.13	13.32
7. Training in farm management & development of civic sense	1,355	75.20	1.92	0.22
8. Library	609	10.18	7.39	5.09
9. Other activities	1,949	49.51	11.90	81.89
Total	87,871	41.54	13.31	12.03

A liberal estimate is that less than 0.05% of the child population of the age-group 2+ to 14+ has been benefited through the out-of-school education of one kind of programme or another. The percentage of children of the age-group 6+ to 14+ benefitted through formal schooling is 53.44. Thus, still around 46% of the children in this age-group remain uncovered by any educational programme, formal or non-formal.

### Personnel

Among the 18 states which provided detailed information about the number of participants in various activities, Kerala has not provided information about the number of personnel involved in organising the activities in these centres. Similarly, Uttar Pradesh has reported the largest number of participants but it has not furnished the number of personnel organising the activities.

There are in all 2,661 personnel engaged in organising activities in 3,028 centres, Kerala excluded, as this state has not furnished the information about the number of personnel involved. Of these personnel, as many as 1,282 (48.2%) are from Orissa which has 1,263 (40.9%) centres followed by Tamil Nadu 237 (8.9%), Tripura 172 (6.5%), Punjab 155 (5.8%), Karnataka 146 (5.5%), Madhya Pradesh 132 (5.0%) and Gujarat 104 (4.0%). Incidentally, all these states have more than 100 personnel in their centres.

These personnel have varying qualifications. As regards specific qualifications, academic qualifications have been furnished only for 2,542 (95.5%) of whom 1,849 (69.5%) are mostly middle pass and 70 (2.6%) (including 2 M.A.'s.) hold a degree. The remaining 623 (23.4%) possess high/higher secondary or equivalent academic qualifications. Other personnel have training in various crafts/activities and one holds a certificate in library science. While some of them have specified their areas of specialisation like nursery training, physical education, handicrafts, music, art and drawing in some cases these are not specified. Area-wise categorisation of the personnel as specified by the states with their qualifications is discussed below. The states, however, have not mentioned whether the personnel handle more than one activity and if so, which, although this is a normal feature.



**Personnel designated as Nursery Teachers**

There are 1,846 personnel involved in this category as reported by 8 states and the union territory of A. & N. Islands. Of these personnel 1,547 (83.8%) are just middle pass and another 264 (14.3%) are either matric or higher secondary. The remaining 35 personnel have been reported as nursery teachers trained, or teachers with high grade training or as experts.

**Personnel designated as Teachers/Instructors**

Of the 316 personnel involved in this category, the academic qualifications of 283 have been specified. Among these at least 40 (12.6%) are graduates and among the 24 specified as D.P.Ed and C.P.Ed normally those who are D.P.Eds must be graduates and the rest at least matric. 219 (69.3%) are middle pass, matric, higher secondary or intermediate. For other personnel, the qualifications have been mentioned as diploma in the subject, expert, trained, handicraft training, S.T.C. and K.G. The personnel provided under this category are from 9 states and the union territories of Chandigarh and Pondicherry. Kerala has not specified the number of teachers.

**Personnel designated as Craft Teachers**

In this category, there are 54 personnel in 3 states and Pondicherry. Even though, Kerala has got such personnel, their number is not known. 46 (85.2%) of the 54 personnel are either matric or higher secondary while the remaining 9 are diploma or certificate holders in various areas. In Kerala where the number of personnel is not specified are just middle pass.

**Personnel designated as Librarians**

Only Gujarat and Pondicherry have indicated one person each under this category and the person in Pondicherry holds a Diploma in Library Science and the person from Gujarat holds a diploma in music.

**Personnel designated as Social Educational Workers/Organisers**

In 7 states and the union territory of Pondicherry, these personnel are in existence and they number 221. Of these 10 are below middle pass and another 123 (55.7%) are just middle pass. Matriculates or those with higher secondary number 52. Another 29 possess degrees. Of the 7 under other categories, one is Prabhakar, another Rattan and the rest are experts.

**Personnel as Gram Sevikas/Social Village Welfare Workers**

These personnel are available in 6 states and the union territory of Arunachal Pradesh. Of the 169 personnel in this category, 92 (54.4%) are just middle pass and another 70 (41.4%) are matric or higher secondary. The remaining have Montessory training.

**Personnel designated as Peons/Ayas/Dais**

There are 30 personnel with this designation in Himachal Pradesh, Madhya Pradesh and Arunachal Pradesh. Although this category exists in Kerala, their number is not known.

**Personnel under category 'Others'**

Gujarat, Rajasthan and Punjab account for 23 in this group while for Maharashtra the number has not been given. Of these 23, one is a graduate, 5 middle pass, 14 matric/higher secondary, one with qualifications in physical education and 2 are designated as experts.

Thus, it may be observed that the qualifications of personnel engaged in organising programmes/activities for the age-group 2+ to 14+ vary from below middle pass to post-graduate degree amongst some and various types of training amongst others.

## CHAPTER 3

# Education Outside School For The Age-Group 15 And Above

### Organisation

For the age-group 2+ to 14+, this programme was available in 18 states and union territories excluding Uttar Pradesh but for the higher age-group viz., 15 and above, the position is slightly better. There are 21 States and Union Territories including Uttar Pradesh having this programme. The States of Assam, Bihar, Jammu & Kashmir, Manipur, Nagaland and the Union Territories of Lakshadweep, Dadra and Nagar Haveli and Mizoram do not have this programme. While the data for Karnataka and Meghalaya was incomplete, for Delhi this information was not available.

The number of States and Union territories organising the programme for this age-group is marginally higher in comparison to the earlier age-group, but the number of various centres organising these programmes is far too higher. There were only 3,086 centres for the age-group 2+ to 14+ as against 28,790 centres for the age-group 15+ including 10,872 unclassified centres in Uttar Pradesh.

The number of various institutions reported by some states suffers from a serious limitation, in that it does not appear to be the actual number because of its incompatibility with the number of participants. This, for instance, happened in respect of the number of Nehru Yuva Kendras and participants in Punjab, Chandigarh and Pondicherry. Such cases have been, therefore, treated as non-response cases in respect of institutions where this discrepancy was detected. In some cases information was incomplete. The discussion that follows is based on as much information as could be accepted without any ambiguity resulting in a situation where the actual number of centres is

expected to be a little more than the total number that could be accounted for in the following discussion.

Notwithstanding these limitations, amongst the total of 17,075 classified centres, Adult Education Centres 13,071 (76.6%), Young Farmers Club 2,499 (14.6%) and Farmers Functional Literary classes 429 (2.5%) account for about 93.7% of the classified centres and the remaining 6.3% centres cover Gramin Vidya Peeth (24), Youth Clubs (245), Nehru Yuva Kendras (238), Mahila Mandals (291), Social Welfare Centres (261) and Sports Centres (14). There are 11,715 centres under other categories, including 10,872 centres of Uttar Pradesh for which classification distribution is not available.

Among the states having 17,075 classified centres Maharashtra has the largest number 8,197 (48.0%), followed by West Bengal 1,998 (11.7%), Karnataka 1,770 (10.4%), Himachal Pradesh 1,126 (6.6%), Madhya Pradesh 804 (4.7%) and Rajasthan 722 (4.2%). As the other states together account for the remaining 14.4%.

While Maharashtra accounts for 6,606 (50.5%) of the 13,071 Adult Education Centres and 878 (35.1%) of 2,502 Young Farmers Clubs in the country, Punjab has the largest number of Social Welfare Centres 180 (69%) and Madhya Pradesh has the maximum number (47.5%) of Nehru Yuva Kendras. Mahila Mandals seem to be popular in Himachal Pradesh which has 234 (80.4%) of 261 in the country. Various organisations conducting programmes for the age-group 15+ are given on page 15.

<i>Sl. No.</i>	<i>Organisation</i>	<i>Number of centres</i>	<i>p.c. of centres</i>	<b>Participants under different organisations</b>
1.	Nehru Yuva Kendra	238	1.33	<p>For the age-group 2+ to 14+ there were 3,086 centres under various agencies with 87,871 participants with an average of about 28 participants per centre. For the age-group 15 and above there are 28,790 centres including 10,872 in Uttar Pradesh. There are 8,77,668 participants with an average of about 30 participants per centre. Of these participants, 6,95,565 (79.3%) are males. The number of Scheduled Caste participants is 1,63,855 (18.7%) and of Scheduled Tribes is 33,282 (3.8%). Even in their cases male participants outnumber female participants.</p> <p>Among the States, Maharashtra with 3,15,429 (35.9%) and Uttar Pradesh with 2,82,535 (32.2%) participants contribute together to about 68% of the total number of participants. Of the other States, West Bengal with 64,785 (7.4%), Karnataka with 35,124 (4%), Madhya Pradesh with 33,035 (3.8%) and Punjab with 26,731 (3.0%) have more than 20,000 participants each. Even among the Scheduled Caste participants, Maharashtra, Uttar Pradesh and West Bengal alone account for 1,35,357 (82.6%) in this community. As regards Scheduled Tribes, Rajasthan 6,302 (18.9%), Madhya Pradesh 5,104 (15.3%), Maharashtra 4,355 (13.1%), West Bengal 4,262 (12.8%) and Tripura 4,195 (12.6%) have more than 4,000 participants and they together contribute about 72.8% of the participants in this community.</p>
2.	Gramin Vidyapith	24	0.13	
3.	Adult Education Centres	13,071	72.95	
4.	Young Farmers Clubs	2,502	13.96	
5.	Youth Clubs	245	1.37	
6.	Farmers Functional Literacy Centre	429	2.39	
7.	Mahila Mandals	291	1.62	
8.	Social Welfare Centres	261	1.46	
9.	Sports Centres	14	0.08	
10.	Others	843	4.70	
	<b>Total</b>	<b>17,918</b>	<b>99.99</b>	

In addition, there are 10,872 centres in Uttar Pradesh which include Adult Education Centres, Nehru Youth Clubs and Young Farmers Clubs but their distribution has not been given. Further information received from Karnataka is in respect of only 8 districts out of a total of 20 districts in the State.

Excluding 2,82,535 participants from Uttar Pradesh whose centre-wise break-up is not known, the following table sums up the position discussed above.

<i>Sl. No.</i>	<i>Name of centre</i>	<i>Participants</i>		<i>Percentage of</i>		<i>S.T.</i>
		<i>Number</i>	<i>Percentage</i>	<i>Women</i>	<i>S.C.</i>	
1.	Nehru Yuva Kendra	4,1573	6.99	22.46	14.77	9.01
2.	Gramin Vidyapith	970	0.16	9.79	7.53	13.51
3.	Adult Education Centre	4,44,977	74.77	32.40	12.71	5.33
4.	Young Farmers Club	55,948	9.40	7.01	10.90	2.58
5.	Youth Club	5,928	1.00	2.94	3.41	3.39
6.	Farmers Functional Literacy Centre	14,630	2.46	15.50	11.07	4.79
7.	Mahila Mandal	2,924	0.49	100.00	6.67	2.74
8.	Social Welfare Centre	13,282	2.23	78.85	12.13	1.01
9.	Sports	1,001	0.17	9.89	8.99	1.00
10.	Others	13,900	2.33	13.24	22.58	4.51
	<b>Total</b>	<b>5,95,133</b>	<b>100.00</b>			

### Organisation-wise number of participants

As mentioned earlier, since organisation-wise distribution of participants is not available for Uttar Pradesh 2,82,535 participants taking part in 10,872 centres will not be included for discussion under any of the organisations.

*Nehru Yuva Kendra* : As explained earlier, there are a little more than 238 Nehru Yuva Kendras having 41,573 participants. This organisation is available in 14 States and Union Territories. Madhya Pradesh has indicated the largest number of these Kendras and has the largest number of participants also, 14,201 (34.2%). Women constitute 22.5% of the total number of participants. There are 9,888 (23.8%) participants belonging to Scheduled Castes and Scheduled Tribes. Women participants from these communities constitute 24.0%.

*Gramin Vidyapith* : Only 24 such organisations are available in 5 States of which Tripura alone has 17 such centres. But, the number of participants is only 970 of whom 524 (57.0%) are in Tripura alone. Nearly 9.8% of the participants are women. 301 (32.0%) participants belong to Scheduled Castes and Scheduled Tribes.

*Adult Education Centres* : By far the largest number of centres 13,071 and the largest number of participants, 4,44,977 are in this category. Women constitute 32.4% of the total participants. The percentage of participants belonging to Scheduled Castes and Scheduled Tribes is about 18%.

Maharashtra not only has the largest number of centres (6,606), but also the largest number of participants : 2,79,450 (62.8%). West Bengal also contributes a fairly large number of participants, 63,285 (14.2%).

*Young Farmers Club* : This is the second largest organisation with 2,502 centres (14.0%) arranging programmes for the age-group beyond 15+ and 55,948 participants are associated in this programme. Women constitute 7% of the participants. The participants belonging to Scheduled Castes and Scheduled Tribes

constitute only 13.5% and there is a negligible proportion of women in this category.

While Maharashtra has 25,623 (45.8%) participants, Karnataka contributes 8,375 (15.0%) participants.

*Youth Clubs* : These are prevalent in 6 States and the Union Territory of A. & N. Islands. There are 5,928 participants in 245 youth clubs of whom 5,754 (97.1%) are males. Scheduled Castes and Scheduled Tribes participants constitute only 6.8% of whom the number of women is negligible, and none among the Scheduled Tribes. Karnataka alone contributes to 65.2% of the participants.

*Farmers Functional Literacy Centres* : In 429 centres in this group, there are 14,630 participants. This is organised in 8 states. Though Madhya Pradesh has just 54 such centres as against Kerala's 107, the participants in Madhya Pradesh constitute about 31.2% of the total compared to the latter whose participants are just 22.6%. Karnataka's 101 centres contribute 9.6% of the participants.

Women participants number 2,267 (15.5%) while Scheduled Castes and Scheduled Tribes constitute only 15.9% of them. The representation of women from these communities is also negligible.

*Mahila Mandals* : Such mandals numbering 429 with 2,924 participants are found in four States only. Himachal Pradesh (234) has the largest number of such mandals with a little more than two third (68.7%) of the total participants. Scheduled Castes and Scheduled Tribes constitute 9.4% only.

*Social Welfare Centres* : These centres are operative in five States and the Union Territories of Arunachal Pradesh and Chandigarh but the number of participants in Meghalaya and Chandigarh is not available. The total number of participants in other States and the Union territory of Arunachal Pradesh is 13,282 of whom women constitute about 78.9%. Scheduled Castes and Scheduled Tribes constitute 13.1% but

women (62.7%) out-number men in this category also.

**Sports Centres :** Only Gujarat has 6 personnel organising this activity with 1001 participants including 99 (9.9%) women. Scheduled Castes and Scheduled Tribes constitute about 10% of the total participants.

**Others :** These are found in the States of Kerala, Madhya Pradesh, Maharashtra and Tripura. They account for 843 centres. Kerala has not reported the number of participants : Maharashtra with 711 (84.3%) centres accounts for 10,264 (73.8%) participants while Tripura contributes another 3,616 (26.0%) participants, thus reducing the share of participants of other states to a mere 0.2%. Only 13.0% women participate in these centres. Scheduled Castes constituted 22.6% of the total number of participants whereas Scheduled Tribes only 4.5%.

Although 20 States and Union Territories are organising some programmes or the other, while furnishing information about personnel involved, it is observed that some states in certain cases have not supplied complete information. Therefore, the comparison between the number of personnel involved and the number of participants in the activities of a centre is limited only to those States and Union Territories who have supplied information on both the aspects.

There are 77,912 personnel, literate and illiterate, involved in organising these programmes and activities in various centres. The maximum are in Uttar Pradesh where 57,473 (73.8%) persons are involved followed by Maharashtra with 9,276 (11.9%) and West Bengal with 2,478 (3.2%). Apart from these states, in Himachal Pradesh, Madhya Pradesh, Meghalaya, Orissa, Punjab, Rajasthan and Tripura, there are more than 500 personnel involved in organising the programmes/activities. There are 48,413 personnel having formal academic qualifications ranging from below matriculation to M.A./M.Sc. and others who are organising various programmes and activities in different areas under non-formal education. In addition, there are 29,499 personnel who are associated with these centres but do not possess any formal education. The proportion of literate personnel to participants is

around 1 : 18. The academic qualifications of these personnel are :

<i>Academic level</i>	<i>No. of Personnel</i>	<i>Percentage</i>
Under Matric	15,906	32.9
Matric	15,279	31.6
Hr. Sec./Inter	9,168	18.9
B.A./B.Sc.	4,516	9.3
M.A./M.Sc.	3,490	7.2
Others	54	0.1
<b>Total</b>	<b>48,413</b>	<b>100.0</b>

Taking into consideration the qualifications of the personnel involved, it is observed that about one-third each are under matric (32.9%) and matriculates (31.6%) while those with Hr. Sec./Inter constitute 18.9%. Those with qualification of a degree and above account for another 16.5% while 0.1% of the personnel have other qualifications.

Of course 29,499 persons without formal qualifications may be participating in the programmes and activities involving work experience.

The centre-wise distribution of personnel involved in Uttar Pradesh is not known. Excluding these, the distribution of personnel involved with formal qualifications in various centres is given below :

<i>Activity/Centre</i>	<i>Number of Personnel involved</i>	<i>Percentage</i>
Nehru Yuva Kendras	1,472	8.2
Gramin Vidyapiths	70	0.4
Young Farmers Clubs	2,134	11.8
Adult Education Centres	13,644	75.6
Youth Clubs	137	0.8
Mahila Mandals	3	0.0
Farmer's Functional Literacy Centres	223	1.2
Social Welfare Centres	204	1.1
Sports Centres	6	0.0
Others	149	0.8
<b>Total</b>	<b>18,044</b>	<b>99.9</b>

Adult education centres involve the maximum number, 13,644 (75.6%) of personnel while Mahila Mandals have the smallest number of personnel, 3.

#### Qualifications of personnel involved in different centres

*Nehru Yuva Kendra* : Orissa has not reported the number of participants in its 5 Kendras involving 5 persons while Karnataka, Madhya Pradesh, Rajasthan and A. & N. Islands have not reported the number of personnel. Excluding these States, the ratio between the number of personnel involved and the number of participants is 1 : 14. Out of 1,472 persons involved under matriculates constituted 29.6% while matriculates including higher secondary and intermediate account for another 55.6%. 14.7% are graduates and above.

*Gramin Vidyapiths* : Information from Karnataka and Rajasthan is incomplete. The remaining four States, Gujarat, Himachal Pradesh, Tamil Nadu and Tripura involved 72 personnel for 865 participants working out to 12 participants per person. A sizable proportion (43.1%) has qualifications of a degree and above and only 36.1% are under matric.

*Adult Education Centres* : Out of twenty states and union territories which have these centres, information on the number of personnel involved is not available in case of six while one has not reported the number of participants. Excluding these seven states and union territories there are 13,640 personnel for 4,17,063 beneficiaries. Thus, the ratio between the personnel involved and the beneficiaries is 1 : 31. About one-third personnel numbering 4,531 (33.2%) are under matric. Another 8,728 (64%) are under graduates while the remaining 2.8% are graduates and above. A small number of 4 personnel have other qualifications. Maharashtra appears to be running these centres in a big way involving 7,251 (53.2%) personnel followed by West Bengal 2,418 (17.7%) and Rajasthan 1,337 (9.8%). Thus, these three states share among themselves 80.7% of personnel.

*Young Farmers' Clubs* : This is the second largest type of centre after Adult Education Centres

followed by Nehru Yuva Kendra involving 2,134 personnel and 37,968 participants in nine of the States and Union Territories who have supplied information on both the points. On an average, there are 18 participants to one person in charge of organising the programme. Out of 2,134 personnel 825 (38.7%) are under matric, 1,238 (58.0%) under-graduates while graduates and above constitute only 3.3%.

*Youth Clubs* : Out of seven States and Union Territories having these clubs, complete information both on number of personnel involved and the number of participants is available in the case of three States only. As pointed out earlier the estimates may therefore be wide off the mark. These states are Andhra Pradesh, Gujarat and Madhya Pradesh who employ 104 personnel for 801 participants. This works out to 8 participants per person involved. Out of 104 persons involved 55 (52.9%) are undergraduates. 8 (7.7%) are graduates, 11 (10.6%) have other qualifications while the remaining 30 (28.8%) are under matric.

*Farmers' Functional Literacy Centres* : The emphasis being on functional literacy, no illiterates are involved in running the programmes in these Centres. In Gujarat, Kerala, Orissa and Punjab who have supplied information on both points, there are 223 personnel and 5,871 participants. The personnel-participant ratio is 1 : 26. A large majority, 188 (84.3%) of these personnel are matriculates. Graduates numbering 25 account for about 11.2% while the remaining 10 are under matric.

*Mahila Mandals* : These Mandals are found in Himachal Pradesh, Karnataka, Madhya Pradesh and Rajasthan only. In Madhya Pradesh from where full information is available, there are 3 personnel for 30 participants. Two of them are matriculates while the third is higher secondary.

*Social Welfare Centres* : Although seven States and Union Territories have these centres, information on both personnel and participants is available in respect of Andhra Pradesh, Tamil Nadu and Arunachal Pradesh only who employ 204 personnel for 3,341

participants. Thus, there is on an average one person for 17 participants organising these centres. About 56.4% (115) of the organisers are under matric, 56 (27.5%) are undergraduates, 26 (12.7%) are graduates and post-graduates while the remaining 7 (3.4%) have other qualifications.

*Sports Centres:* These centres found only in Gujarat have 6 personnel for 1,001 participants, i.e. about 167 participants per person involved. One person is matriculate, four have higher secondary or intermediate qualifications while the remaining one has other qualifications.

*Other Centres:* Comparison between personnel involved and the participants can be made in case of Madhya Pradesh and Tripura only who together have 149 personnel for 3,636 participants. Madhya Pradesh has 3 organisers for 20 participants while the remaining 146 work for 3,616 participants of Tripura. They together share 25 participants for every organiser.

#### Programmes Run By Different Centres

*Programmes:* The following four important programmes are run by various centres :

- (1) Adult Classes
- (2) Functional literacy classes
- (3) Charcha Mandals
- (4) Non-formal Educational Projects

Besides, there are several other programmes clubbed together. Judged by the number of participants in these programmes the above mentioned four appear to be the major ones, as out of 8,77,668 participants in various centres, 6,00,800 (68.5%) attend these programmes.

The statement below shows the number of individuals and the percentage benefitted through different programmes.

<i>Programme</i>	<i>Total number of benefi- ciaries</i>	<i>% of benefi- ciaries</i>
1. Adult classes	4,14,649	69.0
2. Functional literacy classes	1,01,677	16.9
3. Charcha Mandals	68,073	11.3
4. Non-formal Educational Projects	962	0.2
5. Others	15,439	2.6
Total	6,00,800	100.0

This does not include the 2,82,535 participants in Uttar Pradesh whose classification is not available.

Of the 6,00,800 participants in different States 31.6% are women. Maharashtra has the largest proportion of participants, 61%. This is followed by West Bengal whose participants constitute 13.7% of the total. Thus, the two States together account for about three-fourths of the total participants. While women constitute about 36.8% amongst Maharashtra participants, the figure for West Bengal is 19.5%. Scheduled Castes constitute 13.4% while Scheduled Tribes are only 4.4%

#### Adult Education Classes

Among the 4,14,649 participants in these classes, 1,40,061 (33.78%) are women. Scheduled Castes constitute about 13.3% while Scheduled Tribes were only 4.5%. Maharashtra (67.4%) and West Bengal (15.26%) together provide for 82.7% of participants. This is the single largest programme benefiting 69% of all the participants.

#### Functional Literacy Classes

This is the second largest programme catering to 16.92% of the participants. In this case also women participants constitute about one-third (30.9%) of the total participants. The percentages of Scheduled Castes and Scheduled Tribes participants are 12.9 and 3.2

respectively. About four-fifths of the participants belong to Maharashtra (73.4%) and Karnataka (7.2%).

#### Charcha Mandals

Women constitute about 23.8% of the participants in these 'Mandals' while Scheduled Castes and Scheduled Tribes constitute 11.8% and 5.3% respectively. Amongst the States, West Bengal provided for 25.9% of the participants. Further, the largest number of Scheduled Castes (50%) and Scheduled Tribes (66.9%) participants belong to this State.

#### Non-formal Education Project

Only Rajasthan organised this project with a total of 962 participants, 13.9% of whom were women. The percentage of Scheduled Castes is 34.3 while that of Scheduled Tribes is 8.7.

#### Others

The States of Maharashtra, Orissa and Tripura have other types of programmes covering 15,439 persons of whom 13.0% are women, 23.2% belong to Scheduled Castes and 5.6% to Scheduled Tribes.

#### Centres Promoting Health Education

Ten different types of organisations run 2,944 centres in different States to provide health education. The statement below gives the distribution of these centres.

<i>Type of organisation</i>	<i>No. of Centres</i>	<i>% of Centres</i>
1. Health Centres	379	12.86
2. Nutrition Centres	50	1.70
3. Family Planning Centres	151	5.13
4. Social Welfare Centres	120	4.08
5. Information Centres	46	1.56
6. Film Projecting Units	1	0.03
7. Hospitals	7	0.24
8. Sports Centres	17	0.58
9. Maternity and Child Welfare Centres	24	0.82
10. Youth Clubs	2,149	73.00
	<hr/> 2,944	<hr/> 100.00

Only 11 out of 30 States and Union Territories have reported on these programmes and a little more than three-fourths (75.5%) of centres running such programmes belong to Madhya Pradesh, most of these, 96.6%, being Youth Clubs. Andhra Pradesh has 387 (12.1%) centres. Taking as a whole Youth Clubs constitute 73.0% of the total and as pointed above they are run mainly in Madhya Pradesh. Out of 2,944 Centres, 379 (12.9%) are health centres. Andhra Pradesh has the largest number of such centres (170) followed by Karnataka (91) and Gujarat (69).

#### Centres Conducting Activities for Women's Education

Six main types of activities for education of women have been identified in 18 States and Union Territories. There are several other types of centres, but information received in this regard is partial. While some States have given the number of participants and not of the centres, in other States the situation is just the opposite. The following statement shows the number of such centres, typewise :

<i>Type of Centre</i>	<i>No. of Centres</i>	<i>% of Centres</i>
1. Condensed courses for women on home management	632	4.59
2. Educational groups for child welfare	789	5.73
3. Mahila Mandals	4,959	36.03
4. Cooking classes	4,039	29.34
5. Sewing classes	1,562	11.35
6. Knitting classes	1,784	12.96
Total	<hr/> 13,765	<hr/> 100.00

From the above statement, it is observed that Mahila Mandals and cooking classes account about two-thirds of the centres while sewing and knitting classes together account about one-fourth. The rest are condensed courses for women on home management and educational groups for child welfare.

Of the 632 condensed courses for women on home management, 104 (16.5%) are in Tamil Nadu while Maharashtra and Pondicherry have 90 each (14.2%)



each). The minimum number, one centre, is in Arunachal Pradesh.

Andhra Pradesh has the largest number of educational groups for child welfare accounting for 22.8% of their total followed by Tamil Nadu (16.6%) and Pondicherry (13.1%). Only one such centre is in Chandigarh.

As regards Mahila Mandals, Andhra Pradesh has 20.0% of them and Maharashtra 18.6%. Chandigarh has only 10 centres.

About one-third of the sewing classes are in West Bengal while Kerala has the next largest proportion (12.0%). The smallest number of such classes has been reported from Punjab and Rajasthan (6 each).

Cooking classes appear to be the most popular in Kerala which accounts for 26.6% of such classes followed by Andhra Pradesh (19.1%). Rajasthan has the least number of such classes (6 only).

Knitting classes appear to be popular among women in Pondicherry which has 42.0% of such classes while the next higher proportion 10.1% is found in Tamil Nadu. A. & N. Islands have the least number (4) of such classes.

#### **Concluding remarks**

Taking the country as a whole, a large proportion of the nation's out-of-school children and youth is still outside any programme of non-formal education. The survey reveals that only 0.05% of the child population of the age group 2+ to 14+ has so far been covered by some form of educational programme of the non-

formal type. Only 8,77,668 young people of the age group 15 and above have so far been getting the benefit of one or other form of out-of-school education. Thus, barely a fringe of the population has been touched by the various government and voluntary agencies through out-of-school education programmes. How effective and fruitful these programmes have been remains to be assessed. To what extent these programmes have promoted functional literacy and citizenship, or increased vocational competency, gainful self-employment and productivity, whether or not they have been able to result in multiple entry into the formal system, to what extent the non-formal arrangements have adequately reached the weaker and socially-handicapped sections of the community are aspects of an evaluative survey which may be taken up in the future even on a small scale. This micro-level survey is likely to act as a feed-back to the programme that is already in hand. Now, that we are in possession of a more or less crystalized concept of non-formal education in all its operational and organisational dimensions and that we have gained some experience in the field, particularly in curriculum development and teaching-learning technology specially suited to non-formal education it may be possible for the agencies labouring in the field to launch with determination a massive programme of non-formal education in all the States. It is expected that a resource-based work-oriented and vocation-centred non-formal education, when implemented with the earnestness it deserves, can substantially contribute towards mass education in this country. Some States have already taken bold steps in this direction. Others may utilise their experiences and go ahead.



# **T A B L E S**



TABLE I

## CENTRES RUN BY DIFFERENT AGENCIES FOR AGE-GROUP 2 + TO 14 +

Sl. No.	State/Union Territory	Govt. & Govt. Sponsored Agencies		Non-Govt. Agencies		Total
		Number	Percentage	Number	Percentage	
1.	Andhra Pradesh	543	100.00	—	0.00	543
2.	Gujarat	9	13.04	60	86.96	69
3.	Himachal Pradesh	9	100.00	—	0.00	9
4.	Karnataka	81	28.72	201	71.28	282
5.	Kerala	—	0.00	58	100.00	58
6.	Madhya Pradesh	161	93.06	12	6.94	173
7.	Maharashtra	—	0.00	3	100.00	3
8.	Meghalaya	—	0.00	2	100.00	2
9.	Orissa	150	11.88	1113	88.12	1263
10.	Punjab	120	72.73	45	27.27	165
11.	Rajasthan	16	20.25	63	79.75	79
12.	Tamil Nadu	223	96.96	7	3.04	230
13.	Tripura	79	100.00	—	0.00	79
14.	West Bengal	16	100.00	—	0.00	16
15.	A. & N. Islands	49	100.00	—	0.00	49
16.	Arunachal Pradesh	18	100.00	—	0.00	18
17.	Chandigarh	13	81.25	3	18.75	16
18.	Pondicherry	32	100.00	—	0.00	32
Total		1519	49.22	1567	50.78	3086

TABLE 2<sup>a</sup>

TYPES OF CENTRES RUN BY GOVERNMENTAL AND NON-GOVERNMENTAL AGENCIES  
FOR AGE-GROUP 2 + TO 14 +

Sl. No.	Types of Centres	Govt. & Govt. sponsored Agencies	Non-Government Agencies	Total
1.	Balvadies/Balvihars etc.	601	162	763
2.	Child Benefit Centres	18	10	28
3.	Women's Welfare Branches, Mahila Mandals	150	14	164
4.	Mahavir Shishu Gyan Kendra etc.	—	6	6
5.	Nehru Yuva/Prodh Kendra	—	17	17
6.	Creches	122	—	122
7.	Adult education / Literacy centres	4	82	86
8.	Hobby clubs	80	—	80
9.	Vimalaya	—	1	1
10.	Bharti Sports Association	1	1	2
11.	Sports and Literacy Association	1	9	10
12.	Nehru Youth Club	1	31	32
13.	Pre-School Training	220	3	223
14.	Swastre Elementary School	—	1	1
15.	Middle School	—	2	2
16.	P.J.C. Centre	16	—	16
17.	Welfare Extension Project Centre	2	6	8
18.	Supervisory Study Centre	31	6	37
19.	Social Education & Sewing centre	2	—	2
20.	Balika Ashram	106	1113	1219
21.	Health Talks	—	57	57
22.	N.F.C.	30	—	30
23.	Ashram School	13	—	13
24.	Jawaharlal Bal Bhawan	1	—	1
25.	Any other	120	46	166
Total		1519	1567	3086

TABLE 3

ACTIVITY-WISE NUMBER OF CHILDREN IN THE AGE-GROUP  
2 + TO 14 + BENEFITED IN DIFFERENT STATES

State/U.T.	EDUCATIONAL								
	Total			S.C.			S.T.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Andhra Pradesh	40	20	60	20	10	30	—	—	—
2. Gujarat	2736	829	3565	201	87	288	38	11	49
3. Himachal Pradesh	117	117	234	29	19	48	—	—	—
4. Karnataka	4964	1893	6857	230	29	259	119	28	147
5. Kerala	399	417	816	32	26	58	—	—	—
6. Madhya Pradesh	1188	649	1837	—	—	—	139	73	212
7. Maharashtra	1237	1558	2795	44	42	86	—	—	—
8. Meghalaya	37	81	118	—	—	—	37	81	118
9. Rajasthan	2349	771	3120	553	110	663	336	108	444
10. Tamil Nadu	119	30	149	—	—	—	—	—	—
11. A. & N. Islands	903	966	1869	—	—	—	44	41	85
12. Pondicherry	574	382	956	80	52	132	—	—	—
Total	14663	7713	22376	1189	375	1564	713	342	1055

## CRAFT TEACHING

State/U.T.	CRAFT TEACHING								
	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Gujarat	10	43	53	—	2	2	—	—	—
2. Kerala	—	292	292	—	10	10	—	15	15
3. Madhya Pradesh	—	10	10	—	5	5	—	—	—
4. Punjab	1030	1772	2802	208	422	630	—	—	—
Total	1040	2117	3157	208	439	647	—	15	15

## SPORTS AND GAMES

State/U.T.	SPORTS AND GAMES								
	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Gujarat	618	192	810	59	64	123	52	26	78
2. Madhya Pradesh	37	43	80	4	5	9	—	—	—
3. Tamil Nadu	14	6	20	4	1	5	—	3	3
Total	669	241	910	67	70	137	52	29	81

## RECREATIONAL AND CULTURAL

State/U.T.	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Tamil Nadu	96	50	146	10	3	13	4	—	4
2. Tripura	1068	1196	2264	294	329	623	299	250	549
3. Pondicherry	186	143	329	—	—	—	—	—	—
4. Punjab	124	38	162	60	10	70	—	—	—
Total	1474	1427	2901	364	342	706	303	250	553

## CHILD WELFARE INCLUDING NUTRITIONAL PROGRAMME AND FEEDING

State/U.T.	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Karnataka	187	—	187	—	—	—	—	—	—
2. Madhya Pradesh	186	146	332	2	2	4	100	52	152
3. Maharashtra	760	—	760	—	—	—	—	—	—
4. West Bengal	225	150	375	180	110	290	—	—	—
5. Chandigarh	421	280	701	87	58	145	77	50	127
Total	1779	576	2355	269	170	439	177	102	279

## PRE-SCHOOL EDUCATION

State/U.T.	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Andhra Pradesh	590	594	1184	502	497	999	40	41	81
2. Orissa	21304	15766	37070	3542	2127	5669	4725	2102	6827
3. Tamil Nadu	7984	6021	14005	685	555	1240	19	32	51
Total	29878	22381	52259	4729	3179	7908	4784	2175	6959



## FARM MANAGEMENT AND DEVELOPMENT OF CIVIC SENSE

State/U.T.	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Karnataka	40	—	40	—	—	—	—	—	—
2. Madhya Pradesh	295	119	414	10	3	13	1	2	3
3. Punjab	1	900	901	—	13	13	—	—	—
Total	336	1019	1355	10	16	26	1	2	3

## LIBRARY

State/U.T.	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Gujarat	522	52	574	26	10	36	22	8	30
2. Tamil Nadu	25	10	35	7	2	9	1	—	1
Total	547	62	609	33	12	45	23	8	31

## OTHERS

State/U.T.	Total			S.C.			S.T.		
	B	G	T	B	G	T	B	G	T
1. Andhra Pradesh	150	250	400	85	140	225	65	110	175
2. Arunachal Pradesh	776	651	1427	3	3	6	773	648	1421
3. Chandigarh	58	64	122	—	1	1	—	—	—
Total	984	965	1949	88	144	232	838	758	1596

TABLE 4

## STATE-WISE NUMBER OF CHILDREN IN THE AGE-GROUP 2+ TO 14+ BENEFITED

State/U.T.	Total			S.C.			S.T.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Andhra Pradesh	780	864	1644	607	647	1254	105	151	256
2. Assam									
3. Bihar									
4. Gujarat	3886	1116	5002	286	163	449	112	45	157
5. Haryana									
6. Himachal Pradesh	117	117	234	29	19	48	—	—	—
7. Jammu & Kashmir									
8. Karnataka	5191	1893	7084	230	29	259	119	28	147
9. Kerala	399	709	1108	32	36	68	—	15	15
10. Madhya Pradesh	1706	967	2673	16	15	31	240	127	367
11. Maharashtra	1997	1558	3555	44	42	86	—	—	—
12. Manipur									
13. Meghalaya	37	81	118	—	—	—	37	81	118
14. Nagaland									
15. Orissa	21304	15766	37070	3542	2127	5669	4725	2102	6827
16. Punjab	1155	2710	3865	268	445	713	—	—	—
17. Rajasthan	2349	771	3120	553	110	663	336	108	444
18. Tamil Nadu	8238	6117	14355	706	561	1267	24	35	59
19. Tripura	1068	1196	2264	294	329	623	299	250	549
20. Uttar Pradesh									
21. West Bengal	225	150	375	180	110	290	—	—	—
22. A. & N. Islands	903	966	1869	—	—	—	44	41	85
23. Arunachal Pradesh	776	651	1427	3	3	6	773	648	1421
24. Chandigarh	479	344	823	87	59	146	77	50	127
25. Dadra & Nagar Haveli									
26. Delhi									
27. Goa, Daman & Diu									
28. L.M. & A. Islands									
29. Mizoram									
30. Pondicherry	760	525	1285	80	52	132	—	—	—
	51370	36501	87871	6957	4747	11704	6891	3681	10572

TABLE 5

## ACTIVITY-WISE NUMBER OF CHILDREN IN AGE-GROUP 2+ TO 14+ BENEFITED

Activity	TOTAL			S. C.			S. T.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Education	14663	7713	22376	1189	375	1564	713	342	1055
2. Crafts Teaching	1040	2117	3157	208	439	647	—	15	15
3. Sports & Games	669	241	910	67	70	137	52	29	81
4. Recreational & Cultural	1474	1427	2901	364	342	706	303	250	553
5. Child Welfare including Nutritional Programme & Feeding	1779	576	2355	269	170	439	177	102	279
6. Pre-School Education	29878	22381	52259	4729	3179	7908	4784	2175	6959
7. Farm Management & Development of Civic Sense	336	1019	1355	10	16	26	1	2	3
8. Library	547	62	609	33	12	45	23	8	31
9. Others	984	965	1949	88	144	232	838	758	1596
<b>Total</b>	<b>51370</b>	<b>36501</b>	<b>87871</b>	<b>6957</b>	<b>4747</b>	<b>11704</b>	<b>6891</b>	<b>3681</b>	<b>10572</b>

TABLE 6

STATE-WISE QUALIFICATIONS OF PERSONNEL WORKING IN THE CENTRES FOR EDUCATION  
OUTSIDE SCHOOL FOR AGE-GROUP 2+ TO 14+

## NURSERY TEACHERS

Sl. No.	State/ Union Territory	Below Middle	Middle	High/Higher Secondary	Intermediate	Graduate & above	Any other		
							Nursery Teacher Trained	High Grade Train- ing	Expert
1.	Andhra Pradesh	—	20	—	—	—	24	6	—
2.	Gujarat	—	—	6	—	—	—	—	5
3.	Karnataka	—	1	137	—	—	—	—	—
4.	Madhya Pradesh	—	15	1	—	—	—	—	—
5.	Maharashtra	—	—	26	—	—	—	—	—
6.	Orissa	—	1227	55	—	—	—	—	—
7.	Rajasthan	—	6	—	—	—	—	—	—
8.	Tamil Nadu	—	192	39	—	—	—	—	—
9.	West Bengal	—	16	—	—	—	—	—	—
10.	A. & N. Islands	—	70	—	—	—	—	—	—
Total		—	1547	264	—	—	24	6	5

## TEACHERS/INSTRUCTORS

Sl. No.	State/Union Territory	Below Middle	Middle	High/ Hr. Sec.	Inter- mediate	Graduation & above	ANY OTHER							
							Diploma in Subject	Expert/ Trained or C.P.Ed.	D.P. Ed. C.P.Ed.	Ed. Trg.	Handi- craft Trg.	B.Sc./ B.Ed. T.E.	K.G. T.E.	M.A.
1.	Andhra Pradesh	—	1	—	4	—	—	—	—	—	—	—	—	—
2.	Gujarat	—	—	7	—	15	4	5	23	—	—	—	—	—
3.	Karnataka	—	—	1	—	—	—	—	—	—	—	—	—	—
4.	Kerala*	—	—	—	—	—	—	—	—	—	—	—	—	—
5.	Madhya Pradesh	—	17	9	—	2	—	2	—	—	—	—	—	—
6.	Meghalaya	—	24	—	—	—	—	—	—	—	—	—	—	—
7.	Punjab	—	—	29	—	12	—	—	—	—	—	—	—	—
8.	Rajasthan	—	—	33	—	7	—	—	—	—	—	—	—	—
9.	Tamil Nadu	—	—	3	—	—	—	—	—	3	—	1	22	—
10.	West Bengal	—	—	60	—	—	—	—	—	—	—	—	—	—
11.	Chandigarh*	—	—	—	—	—	—	—	—	—	—	—	—	—
12.	Pondicherry	—	—	31	—	—	—	—	1	—	—	—	—	—
Total		—	42	173	4	36	4	7	24	—	3	—	1	22

\* Instructors or Teachers are not given.

## CRAFT TEACHERS

Sl. No.	State/Union Territory	Below Middle	Middle	High/Hr. Sec.	Inter-mediate	Graduation & above	ANY OTHER			
							Certificate in			
							Music	Arts	Draw-ing	Diploma-holders in subject
1.	Gujarat	—	—	—	—	—	—	—	5	
2.	Himachal Pradesh	—	—	4	—	—	—	—	—	
3.	Kerala*	—	—	—	—	—	—	—	—	
4.	Punjab	—	—	42	—	—	—	—	—	
5.	Pondicherry	—	—	—	—	—	1	1	1	
Total		—	—	46	—	—	1	1	1	5

\* Number of craft teachers is not given.

## LIBRARIANS

Sl. No.	State/Union Territory	Below Middle	Middle	High/Hr. Sec.	Inter-mediate	Graduation & above	ANY OTHER	
							Diploma in	
							Library	Music
1.	Gujarat	—	—	—	—	—	—	1
2.	Pondicherry	—	—	—	—	—	1	—
Total		—	—	—	—	—	1	1

## SOCIAL EDUCATIONAL WORKERS/ORGANISERS

Sl. No.	State/Union Territory	Below Middle	Middle	High/Hr. Sec.	Inter-mediate	Graduation & above	ANY OTHER				
							Expert Prabhakar	Rattan	B.Sc. M.A. (Agri.)		
1.	Andhra Pradesh	8	4	1	—	—	—	—	—	—	
2.	Gujarat	—	—	—	—	22	5	1	1	—	
3.	Himachal Pradesh	—	—	1	—	—	—	—	—	—	
4.	Karnataka	2	—	1	—	—	—	—	—	3	
5.	Tamil Nadu	—	—	3	—	—	—	—	—	—	
6.	Rajasthan	—	—	—	—	2	—	—	—	1	
7.	Tripura	—	119	46	—	—	—	—	—	—	
8.	Pondicherry	—	—	—	—	1	—	—	—	—	
Total		10	123	52	—	25	5	1	1	3	1

## GRAM SEVIKAS/SOCIAL VILLAGE WELFARE WORKERS

Sl. No.	State/ Union Territory	Below Middle	Middle	High/ Hr. Sec.	Inter- mediate	Graduation & above	ANY OTHER	
							Montessory Training	
1.	Gujarat	—	—	2	—	—	—	—
2.	Himachal Pradesh	—	—	6	—	—	—	—
3.	Karnataka	—	—	1	—	—	—	—
4.	Madhya Pradesh	—	69	—	—	—	—	7
5.	Punjab	—	—	58	—	—	—	—
6.	Tripura	—	5	2	—	—	—	—
7.	Arunachal Pradesh	—	18	1	—	—	—	—
Total		—	92	70	—	—	—	7

## PEONS/AYAS/DAIS

Sl. No.	State/ Union Territory	Below Middle	Middle	High/ Hr. Sec.	Inter- mediate	Graduation & above	ANY OTHER		
							Diploma in subject	Expert	D.P. Ed. or C.P. Ed.
1.	Himachal Pradesh	5	—	—	—	—	—	—	
2.	Kerala*	—	—	—	—	—	—	—	
3.	Madhya Pradesh	10	—	—	—	—	—	—	
4.	Arunachal Pradesh	15	—	—	—	—	—	—	
Total		30	—	—	—	—	—	—	

\* Number of workers is not given.

## OTHERS

Sl. No.	State/ Union Territory	Below Middle	Middle	High/ Hr. Sec.	Inter- mediate	Graduation & above	Diploma in subjects	Expert	D.P. Ed. or C.P. Ed.
2.	Maharashtra*	—	—	—	—	—	—	—	—
3.	Rajasthan	—	5	—	—	—	—	—	—
4.	Punjab	—	—	14	—	—	—	—	—
Total		—	5	14	—	1	—	2	1

\* Number of other workers is not given.

TABLE 7

PERSONNEL WORKING IN CENTRES FOR AGE-GROUP 2+ TO 14+  
ACCORDING TO THEIR QUALIFICATION

	ANY OTHER																			TOTAL				
	Below Middle	Middle	High/Hr. Sec.	Intermediate	Graduation & above	Nursery Teacher Training	Higher Grade Training	Expert	Dip. in subject	B.Ed.	Dip./Cert. in Music	K.G. Training	M.A.	B.Sc. Ag.	S.T.C.	D.P. Ed. or C.P. Ed.	Handicraft Training	Certificate in						
																		Arts	Library	Drawing	Prabhakar	Rattan		
Nursery Teachers	—	1547	264	—	—	24	6	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1846
Teachers/Instructors	—	42	173	4	36	—	—	7	4	3	—	—	1	—	22	24	—	—	—	—	—	—	—	316
Craft Teachers	—	—	46	—	—	—	—	—	5	—	1	—	—	—	—	—	—	1	—	1	—	—	—	54
Librarians	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	1	—	—	—	—	2
Social Education Workers/Organisers	10	123	52	—	25	—	—	5	—	—	—	—	1	3	—	—	—	—	—	—	—	1	1	221
Gramsevikas/Social Village Welfare Workers	—	92	70	—	—	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	169
Peons/Ayas/Dais	30	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	30
Others	—	5	14	—	1	—	—	2	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	23
Grand Total	40	1809	619	4	62	31	6	19	9	3	2	—	2	3	22	25	—	1	1	1	1	1	1	2661

TABLE 8

STATE-WISE PERSONNEL WORKING IN THE CENTRES FOR EDUCATION OUTSIDE SCHOOL FOR THE AGE-GROUP 2 + TO 14 + AND THEIR QUALIFICATIONS

Sl. No.	State/Union Territory	Below Middle	Middle	High/Hr. Sec.	Intermediate	Graduation & above	ANY OTHER															Total		
							Nursery Teacher Training	High Grade Training	Expert	Dip. in subject	D.P. Ed. or C.P. Ed.	Handicraft Training	B.Ed.	K. G. Training	M. A.	S. T. C.	Music	Arts	Drawing	Certificate in				
																				B.Sc. Ag.	Library		Prabhakar	Rattan
1.	Andhra Pradesh	8	25	1	4	—	24	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	68	
2.	Gujarat	—	—	15	—	38	—	—	17	10	24	—	—	—	—	—	—	—	—	—	—	—	104	
3.	Himachal Pradesh	5	—	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	16	
4.	Karnataka	2	1	140	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	—	—	146	
5.	Kerala*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
6.	Madhya Pradesh	10	101	10	—	2	7	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	132	
7.	Maharashtra	—	—	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	26	
8.	Meghalaya	—	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24	
9.	Orissa	—	1227	55	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1282	
10.	Punjab	—	—	143	—	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	155	
11.	Rajasthan	—	11	33	—	9	—	—	—	—	—	—	3	—	2	22	—	—	—	—	—	—	80	
12.	Tamil Nadu	—	192	45	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	237	
13.	Tripura	—	124	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	172	
14.	West Bengal	—	16	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	76	
15.	A. & N. Islands	—	70	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	70	
16.	Arunachal Pradesh	15	18	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	34	
17.	Chandigarh*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
18.	Pondicherry	—	—	31	—	1	—	—	—	1	—	—	—	—	—	—	1	1	1	—	1	1	1	39
TOTAL		40	1809	619	4	62	31	6	19	9	25	—	3	—	2	22	1	1	1	3	1	1	1	2661

\* Number of workers is not given.



TABLE 9

STATE-WISE CENTRES FOR NON-FORMAL EDUCATION OUTSIDE SCHOOL  
FOR THE AGE-GROUP 15 AND ABOVE

Sl. No.	State/Union Territory	Nehru Yuva Kendras	Gramin Vidyapiths	Adult Education Centres	Young Farmer's Clubs	Youth Clubs	Farmer's Functional Literacy Centres	Mahila Mandals	Social Welfare Centres	Sports Centres	Others
1.	Andhra Pradesh	19 <sup>4</sup>	—	63	2	5	60	—	50	—	—
2.	Assam	—	—	—	—	—	—	—	—	—	—
3.	Bihar	—	—	—	—	—	—	—	—	—	—
4.	Gujarat	1	1	79	1	3	25	—	6	14	—
5.	Haryana	—	—	275	—	—	—	—	—	—	—
6.	Himachal Pradesh	6	2	534	350	—	—	234	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—	—	—	—	—
8.	Karnataka <sup>1</sup>	1 <sup>2</sup>	3	698	808	143	101	16	—	—	—
9.	Kerala	—	—	48	3	—	107	—	—	—	1
10.	Madhya Pradesh	113	—	576	53	3	54	3	—	—	2
11.	Maharashtra	2	—	6606	878	—	—	—	—	—	711
12.	Manipur	—	—	—	—	—	—	—	—	—	—
13.	Meghalaya	—	—	75	—	9	—	—	22	—	—
14.	Nagaland	—	—	—	—	—	—	—	—	—	—
15.	Orissa	5	—	375	240	—	22	—	—	—	—
16.	Punjab	NR <sup>5</sup>	—	392	31	56	30	—	180	—	—
17.	Rajasthan	79	—	561	14	—	30	38	—	—	—
18.	Tamil Nadu	10	1	19	24	—	—	—	1	—	—
19.	Tripura	—	17	547	—	—	—	—	—	—	129
20.	Uttar Pradesh <sup>3</sup>	—	—	—	—	—	—	—	—	—	10872
21.	West Bengal	—	—	1938	60	—	—	—	—	—	—
22.	A. & N. Islands	1	—	17	—	26	—	—	—	—	—
23.	Arunachal Pradesh	—	—	18	—	—	—	—	2	—	—
24.	Chandigarh	NR <sup>6</sup>	—	4	2	—	—	—	—	—	—
25.	Lakshadweep	—	—	—	—	—	—	—	—	—	—
26.	Delhi	—	—	—	—	—	—	—	—	—	—
27.	Goa, Daman & Diu	1	—	213	—	—	—	—	—	—	—
28.	Dadra & Nagar Haveli	—	—	—	—	—	—	—	—	—	—
29.	Mizoram	—	—	—	—	—	—	—	—	—	—
30.	Pondicherry	NR <sup>7</sup>	—	33	36	—	—	—	—	—	—
Total		238	24	13071	2502	245	429	291	261	14	11715

(1) Information was received from eight districts only.

(2) Among these eight districts Nehru Yuva Kendras were found in Bijapur and Belgaum. There was one Nehru Yuva Kendra in Bijapur while number of such Kendras in Belgaum is not known.

(3) Break up of 10872 centres is not given.

(4) Excluding District Chittor, the number of centres is not known.

(5) (6) (7) Number of Nehru Yuva Kendras is not known.

TABLE 10

**PARTICIPANTS IN CENTRES/INSTITUTIONS FOR EDUCATION OUTSIDE SCHOOL  
FOR THE AGE-GROUP 15 AND ABOVE  
NEHRU YUVA KENDRAS**

State/ Union Territory	Total		Scheduled Castes			Scheduled Tribes			
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Andhra Pradesh	790	670	1460	355	80	435	15	10	25
2. Gujarat	1026	761	1787	75	28	103	5	3	8
3. Himachal Pradesh	1527	209	1736	60	22	82	—	—	—
4. Karnataka	2654	1358	4012	630	200	830	40	25	65
5. Madhya Pradesh	10407	3794	14201	1178	250	1428	1965	1055	3020
6. Orissa	Not given								
7. Punjab	5838	520	6358	740	162	902	—	—	—
8. Rajasthan	2921	456	3377	385	59	444	48	3	51
9. Tamil Nadu	1873	192	2065	902	122	1024	525	53	578
10. A. & N. Islands	150	—	150	—	—	—	—	—	—
11. Chandigarh	4000	1000	5000	400	200	600	—	—	—
12. Goa, Daman & Diu	150	80	230	—	—	—	—	—	—
13. Pondicherry	851	254	1105	186	92	278	—	—	—
14. Maharashtra	47	45	92	10	5	15	—	—	—
<b>Total</b>	<b>32234</b>	<b>9339</b>	<b>41573</b>	<b>4921</b>	<b>1220</b>	<b>6141</b>	<b>2598</b>	<b>1149</b>	<b>3747</b>

**GRAMIN VIDYAPITHS**

State/ Union Territory	Total		Scheduled Castes			Scheduled Tribes			
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Gujarat	178	—	178	21	—	21	51	—	51
2. Himachal Pradesh	25	—	25	—	—	—	—	—	—
3. Karnataka	105	—	105	1	—	1	—	—	—
4. Tamil Nadu	138	—	138	—	—	—	—	—	—
5. Tripura	429	95	524	140	8	148	80	—	80
<b>Total</b>	<b>875</b>	<b>95</b>	<b>970</b>	<b>162</b>	<b>8</b>	<b>170</b>	<b>131</b>	<b>—</b>	<b>131</b>

## ADULT EDUCATION CENTRES

State/ Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Femal	Total	Male	Femal	Total	Male	Female	Total
1. Andhra Pradesh	1705	541	2246	709	246	955	261	127	388
2. Gujarat	25	1975	2000	7	75	82	—	—	—
3. Haryana	4989	1459	6448	204	153	357	—	—	—
4. Himachal Pradesh	3299	2607	5906	525	425	950	437	318	755
5. Karnataka	14198	2782	16980	1114	350	1464	65	44	109
6. Kerala	1010	406	1416	210	125	335	15	10	25
7. Madhya Pradesh	8876	3567	12443	1948	346	2294	1678	275	1953
8. Maharashtra	173644	105806	279450	9768	7655	17423	2481	1581	4062
9. Meghalaya	804	459	1263	—	—	—	804	459	1263
10. Orissa	7500	—	7500	1629	—	1629	1320	—	1320
11. Punjab	7191	1490	8681	544	240	784	—	—	—
12. Rajasthan	11580	2158	13738	629	214	843	4561	1210	5771
13. Tamil Nadu	2315	293	2608	520	6	526	8	—	8
14. Tripura	6459	6004	12463	1557	1974	3531	1914	1661	3575
15. West Bengal	51294	11991	63285	20624	4454	25078	3239	863	4102
16. A. & N. Islands	259	117	376	—	—	—	—	—	—
17. Arunachal Pradesh	242	164	406	—	—	—	242	164	406
18. Chandigarh	Not given								
19. Goa, Daman & Diu	4847	2292	7139	—	—	—	—	—	—
20. Pondicherry	589	40	629	287	—	287	—	—	—
<b>Total</b>	<b>300826</b>	<b>144151</b>	<b>444977</b>	<b>40275</b>	<b>16263</b>	<b>56538</b>	<b>17025</b>	<b>6712</b>	<b>28737</b>

## YOUNG FARMER'S CLUB

State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Andhra Pradesh	68	—	68	—	—	—	—	—	—
2. Gujarat	201	297	498	—	—	—	—	—	—
3. Himachal Pradesh	3575	146	3721	562	1	563	67	—	67
4. Karnataka	7728	647	8375	635	80	715	35	—	35
5. Kerala	—	150	150	—	—	—	—	—	—
6. Madhya Pradesh	1316	250	1566	10	—	10	—	—	—
7. Maharashtra	23821	1802	25623	1735	249	1984	176	30	206
8. Orissa	7200	—	7200	439	—	439	745	—	745
9. Punjab	248	210	458	45	30	75	—	—	—
10. Rajasthan	285	320	605	30	103	133	150	—	150
11. Tamil Nadu	5104	25	5129	772	2	774	80	—	80
12. West Bengal	1500	—	1500	1200	—	1200	160	—	160
13. Chandigarh	60	—	60	20	—	20	—	—	—
14. Pondicherry	920	75	995	186	—	186	—	—	—
<b>Total</b>	<b>52026</b>	<b>3922</b>	<b>55948</b>	<b>5634</b>	<b>465</b>	<b>6099</b>	<b>1413</b>	<b>30</b>	<b>1443</b>

## YOUTH CLUBS

State/ Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Andhra Pradesh	190	—	190	—	—	—	—	—	—
2. Gujarat	391	15	406	20	15	35	10	—	10
3. Karnataka	3867	—	3867	19	—	19	—	—	—
4. Madhya Pradesh	190	15	205	—	—	—	131	—	131
5. Meghalaya	Not given								
6. Punjab	721	144	865	127	21	148	—	—	—
7. A. & N. Islands	395	—	395	—	—	—	60	—	60
<b>Total</b>	<b>5754</b>	<b>174</b>	<b>5928</b>	<b>166</b>	<b>36</b>	<b>202</b>	<b>201</b>	<b>—</b>	<b>201</b>

## FARMERS' FUNCTIONAL LITERACY CENTRES

State/ Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Andhra Pradesh	1631	191	1822	497	46	543	—	—	—
2. Gujarat	848	—	848	90	—	90	—	—	—
3. Karnataka	1263	142	1405	71	—	71	—	—	—
4. Kerala	2963	350	3313	683	56	739	330	10	340
5. Madhya Pradesh	3120	1450	4570	—	—	—	—	—	—
6. Orissa	690	—	690	92	—	92	31	—	31
7. Punjab	1020	—	1020	—	—	—	—	—	—
8. Rajasthan	828	134	962	60	24	84	300	30	330
<b>Total</b>	<b>12363</b>	<b>2267</b>	<b>14630</b>	<b>1493</b>	<b>126</b>	<b>1619</b>	<b>661</b>	<b>40</b>	<b>701</b>

## MAHILA MANDALS

State/ Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Himachal Pradesh	—	2010	2010	—	195	195	—	80	80
2. Karnataka	—	430	430	—	—	—	—	—	—
3. Madhya Pradesh	—	30	30	—	—	—	—	—	—
4. Rajasthan	—	454	454	—	—	—	—	—	—
<b>Total</b>	<b>—</b>	<b>2924</b>	<b>2924</b>	<b>—</b>	<b>195</b>	<b>195</b>	<b>—</b>	<b>80</b>	<b>80</b>

**SOCIAL WELFARE CENTRES**

State/U.T.	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Andhra Pradesh	2549	759	3308	577	184	761	44	9	53
2. Gujarat	257	235	492	15	8	23	15	—	15
3. Meghalaya	Not given								
4. Punjab	—	9349	9349	—	822	822	—	—	—
5. Tamil Nadu	—	67	67	—	5	5	—	—	—
6. Arunachal Pradesh	—	66	66	—	—	—	—	66	66
7. Chandigarh	Not given								
<b>Total</b>	<b>2806</b>	<b>10476</b>	<b>13282</b>	<b>592</b>	<b>1019</b>	<b>1611</b>	<b>59</b>	<b>75</b>	<b>134</b>

**SPORTS CENTRES**

State/ Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gujarat	902	99	1001	81	9	90	10	—	10
<b>Total</b>	<b>902</b>	<b>99</b>	<b>1001</b>	<b>81</b>	<b>9</b>	<b>90</b>	<b>10</b>	<b>—</b>	<b>10</b>

**OTHERS**

State/ Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Kerala	Not given								
2. Madhya Pradesh	7	13	20	—	—	—	—	—	—
3. Maharashtra	9354	910	10264	1548	57	1605	81	6	87
4. Tripura	2698	918	3616	1454	79	1533	363	177	540
<b>Total</b>	<b>12059</b>	<b>1841</b>	<b>13900</b>	<b>3002</b>	<b>136</b>	<b>3138</b>	<b>444</b>	<b>183</b>	<b>627</b>

TABLE 11

STATE-WISE NUMBER ON PARTICIPANTS IN THE CENTRES FOR EDUCATION  
OUTSIDE SCHOOL FOR AGE-GROUP 15 AND ABOVE

State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Andhra Pradesh	6933	2161	9094	2138	556	2694	320	146	466
2. Assam									
3. Bihar									
4. Gujarat	3828	3382	7210	309	135	444	91	3	94
5. Haryana	4989	1459	6448	204	153	357	—	—	—
6. Himachal Pradesh	8426	4972	13398	1147	643	1790	504	398	902
7. Jammu and Kashmir									
8. Karnataka	29815	5359	35174	2470	630	3100	140	69	209
9. Kerala	3973	906	4879	893	181	1074	345	20	365
10. Madhya Pradesh	23916	9119	33035	3136	596	3732	3774	1330	5104
11. Maharashtra	206866	108563	315429	13061	7966	21027	2738	1617	4355
12. Manipur									
13. Meghalaya	804	459	1263	—	—	—	804	459	1263
14. Nagaland									
15. Orissa	15390	—	15390	2160	—	2160	2096	—	2096
16. Punjab	15018	11713	26731	1456	1275	2731	—	—	—
17. Rajasthan	15614	3522	19136	1104	400	1504	5059	1243	6302
18. Tamil Nadu	9430	577	10007	2194	135	2329	613	53	666
19. Tripura	9586	7017	16603	3151	2061	5212	2357	1838	4195
20. Uttar Pradesh	275769	6766	282535	86593	1459	88052	2304	167	2471
21. West Bengal	52794	11991	64785	21824	4454	26278	3399	863	4262
22. A. & N. Islands	804	117	921	—	—	—	60	—	60
23. Arunachal Pradesh	242	230	472	—	—	—	242	230	472
24. Chandigarh	4060	1000	5060	420	200	620	—	—	—
25. Dadra & Nagar Haveli									
26. Delhi									
27. Goa, Daman & Diu	4997	2372	7369	—	—	—	—	—	—
28. Lakshadweep									
29. Mizoram									
30. Pondicherry	2360	369	2729	659	92	751	—	—	—
Total	695614	182054	877668	142919	20936	163855	24846	8436	33282

**TABLE 12**  
**PARTICIPANTS IN CENTRES FOR EDUCATION OUTSIDE SCHOOL**  
**FOR AGE-GROUP 15 AND ABOVE**

Sl. No.	Name of the Centre	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Nehru Yuva Kendras	32234	9339	41573	4921	1220	6141	2598	1149	3747
2.	Gramin Vidyapiths	875	95	970	162	8	170	131	—	131
3.	Adult Education Centres	300826	144151	444977	40275	16263	56538	17025	6712	23737
4.	Young Farmers Clubs	52026	3922	55948	5634	465	6099	1413	30	1443
5.	Youth Clubs	5754	174	5928	166	36	202	201	—	201
6.	Farmers Functional Literacy Centres	12363	2267	14630	1493	126	1619	661	40	701
8.	Mahila Mandals	—	2924	2924	—	195	195	—	80	80
9.	Social Welfare Centres	2806	10476	13282	592	1019	1611	59	75	134
10.	Sports	902	99	1001	81	9	90	10	—	10
11.	Others	12059	1841	13900	3002	136	3138	444	183	627
Total*		695614	182054	877668	142919	20936	163855	24846	8436	33282

\* Includes 282535 participants from Uttar Pradesh.

**TABLE 13**  
**PERSONNEL INVOLVED IN THE PROGRAMME OF OUT-OF-SCHOOL EDUCATION FOR AGE-GROUP**  
**15 AND ABOVE RUN BY DIFFERENT ORGANISATIONS ACCORDING TO THEIR QUALIFICATIONS**

**NEHRU YUVA KENDRAS**

Sl. No.	State/ Union Territory	Number of persons with qualifications							
		Illiterate	Under Matric	Matric	Hr. Sec./ Inter	B.A./ B.Sc.	M.A./ M.Sc.	Ph.D.	Others
1.	Andhra Pradesh	100	23	1	4	1	1	—	—
2.	Gujarat	—	32	8	—	—	—	—	—
3.	Himachal Pradesh	147	142	226	98	70	3	—	—
4.	Karnataka*	—	—	—	—	—	—	—	—
5.	Madhya Pradesh*	—	—	—	—	—	—	—	—
6.	Maharashtra	—	—	—	—	2	—	—	2
7.	Orissa	—	3	2	—	—	—	—	—
8.	Punjab	260	201	313	100	87	21	—	—
9.	Rajasthan*	—	—	—	—	—	—	—	—
10.	Tamil Nadu	2	10	15	3	10	1	—	—
11.	A. & N. Islands*	—	—	—	—	—	—	—	—
12.	Chandigarh	5	10	20	20	10	5	—	—
13.	Goa, Daman & Diu	—	—	—	—	2	—	—	—
14.	Pondicherry	—	14	3	5	3	1	—	—
Total		514	435	588	230	185	32	—	2

\* Information is not available.

## GRAMIN VIDHYAPITHS

Sl. State/ No. Union Territory	Number of persons with qualifications							
	Illiterate	Under Matric	Matric	Hr. Sec./ Inter	B.A./ B. Sc.	M.A./ M. Sc.	Ph.D.	Others
1. Gujarat	—	8	5	—	14	14	—	—
2. Himachal Pradesh	20	5	—	—	—	—	—	—
3. Karnataka*	—	—	—	—	—	—	—	—
4. Tamil Nadu	—	—	3	—	1	—	—	—
5. Tripura	—	13	5	2	2	—	—	—
6. Rajasthan*	—	—	—	—	—	—	—	—
<b>Total</b>	<b>20</b>	<b>26</b>	<b>13</b>	<b>2</b>	<b>17</b>	<b>14</b>	<b>—</b>	<b>—</b>

\* Information is not available.

## ADULT EDUCATION CENTRES

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Hr. Sec., Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Andhra Pradesh*	—	—	—	—	—	—	—
2. Gujarat*	—	—	—	—	—	—	—
3. Haryana	—	13	262	—	1	—	—
4. Himachal Pradesh*	—	—	—	—	—	—	—
5. Karnataka*	—	—	—	—	—	—	—
6. Kerala	—	—	46	6	3	5	4
7. Madhya Pradesh	58	480	80	40	14	6	—
8. Maharashtra	77	1579	5422	134	80	36	—
9. Meghalaya	133	89	32	1	6	—	—
10. Orissa	—	218	157	—	—	—	—
11. Punjab	907	193	—	5	1	1	—
12. Rajasthan	—	943	235	114	31	14	—
13. Tamil Nadu	3	12	20	4	8	2	—
14. Tripura	—	334	42	245	22	—	—
15. West Bengal	—	480	973	823	142	—	—
16. A. & N. Islands*	—	—	—	—	—	—	—
17. Arunachal Pradesh*	—	—	—	—	—	—	—
18. Chandigarh	—	—	1	2	1	—	—
19. Goa, Daman & Diu	—	189	24	30	5	1	—
20. Pondicherry	—	1	27	3	2	—	—
<b>Total</b>	<b>1178</b>	<b>4531</b>	<b>7321</b>	<b>1407</b>	<b>316</b>	<b>65</b>	<b>4</b>

\* Information is not available.



## YOUNG FARMER'S CLUBS

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Higher Sec- ondary/Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Andhra Pradesh	—	—	2	—	—	—	—
2. Gujarat	—	—	—	—	2	2	—
3. Himachal Pradesh*							
4. Karnataka*							
5. Kerala							
6. Madhya Pradesh	—	—	1	—	—	—	—
7. Maharashtra	229	613	967	89	46	—	—
8. Orissa	—	189	31	20	—	—	—
9. Punjab*							
10. Rajasthan*							
11. Tamil Nadu	27	19	23	7	15	1	—
12. West Bengal	—	—	—	60	—	—	—
13. Chandigarh	2	4	2	2	2	—	—
14. Pondicherry	—	—	—	34	2	1	—
Total	258	825	1026	212	67	4	—

\* Information is not available.

## YOUTH CLUBS

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Higher Sec- ondary/Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Andhra Pradesh	—	14	24	2	1	—	11
2. Gujarat	10	5	28	3	7	—	—
3. Karnataka*							
4. Madhya Pradesh	—	11*	5	3	—	—	—
5. Meghalaya	45	30	3	—	—	—	—
6. Punjab*							
7. A. & N. Islands*							
Total	55	60	50	8	8	—	11

\* Information is not available.

## FARMER'S FUNCTIONAL LITERACY CENTRES

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Higher Sec- ondary/Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Andhra Pradesh*							
2. Gujarat	—	—	—	—	25	—	—
3. Karnataka*							
4. Kerala	—	—	108	—	—	—	—
5. Madhya Pradesh*							
6. Orissa	—	10	12	—	—	—	—
7. Punjab	—	—	68	—	—	—	—
8. Rajasthan*							
Total	—	10	188	—	25	—	—

\* Information is not available.

## MAHILA MANDALS

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Higher Sec- ondary/Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Himachal Pradesh*							
2. Karnataka*							
3. Madhya Pradesh	—	—	2	1	—	—	—
4. Rajasthan*							
Total	—	—	2	1	—	—	—

\* Information is not available.

## SOCIAL WELFARE CENTRES

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Hr. Sec./ Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Andhra Pradesh	30	57	30	15	17	2	7
2. Gujarat*							
3. Meghalaya	338	56	8	—	1	—	—
4. Punjab*							
5. Tamil Nadu	1	—	3	—	6	—	—
6. Arunachal Pradesh	—	2	—	—	—	—	—
7. Chandigarh*							
Total	369	115	41	15	24	2	7

\* Information is not available.

## SPORTS \*

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Hr. Sec./ Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Gujarat	—	—	1	4	—	—	1
Total	—	—	1	4	—	—	1

## OTHERS

Sl. State/ No. Union Territory	Number of persons with qualifications						
	Illiterate	Under Matric	Matric	Hr. Sec./ Inter	B.A./ B.Sc.	M.A./ M.Sc.	Others
1. Kerala*							
2. Madhya Pradesh	—	—	—	1	1	1	—
3. Maharashtra*							
4. Tripura	1	92	9	37	7	1	—
Total	1	92	9	38	8	2	—

\* Information is not available.

**TABLE 14**  
STATE-WISE NUMBER OF PERSONNEL INVOLVED IN OUT-OF-SCHOOL EDUCATION  
FOR AGE-GROUP 15 AND ABOVE ACCORDING TO THEIR QUALIFICATIONS

Sl. No. State/ Union territory	Number of personnel with qualifications								Total
	Illiterate	Under Matric	Matric	Hr. Sec./ Inter	B.A./ B.Sc.	M.A./ M.Sc.	Ph.D.	Others	
1. Andhra Pradesh	130	94	47	21	19	3	—	18	332
2. Gujarat	10	45	42	7	48	16	—	1	169
3. Haryana	—	13	262	—	1	—	—	—	276
4. Himachal Pradesh	167	147	226	98	70	3	—	—	711
5. Karnataka	Information is not available								
6. Kerala	—	—	154	6	3	5	—	4	172
7. Madhya Pradesh	58	491	88	45	15	7	—	—	704
8. Maharashtra	306	2192	6389	223	128	36	—	2	9276
9. Meghalaya	516	175	43	1	7	—	—	—	742
10. Orissa	—	420	202	20	—	—	—	—	642
11. Punjab	1167	394	381	105	88	22	—	—	2157
12. Rajasthan	—	943	235	114	31	14	—	—	1337
13. Tamil Nadu	33	41	64	14	40	4	—	—	196
14. Tripura	1	439	56	284	31	1	—	—	812
15. Uttar Pradesh	27104	9812	6040	7251	3866	3371	—	29	57473
16. West Bengal	—	480	973	883	143	—	—	—	2478
17. A. & N. Islands	Information is not available								
18. Arunachal Pradesh	—	2	—	—	—	—	—	—	2
19. Chandigarh	7	14	23	24	13	5	—	—	86
20. Goa, Daman & Diu	—	189	24	30	7	1	—	—	251
21. Pondicherry	—	15	30	42	7	2	—	—	96
<b>Total</b>	<b>29499</b>	<b>15906</b>	<b>15279</b>	<b>9168</b>	<b>4516</b>	<b>3490</b>	<b>—</b>	<b>54</b>	<b>77912</b>

**TABLE 15**  
PERSONNEL INVOLVED IN THE PROGRAMMES IN DIFFERENT ORGANISATIONS  
WITH THEIR QUALIFICATIONS

Sl. No. Organisation	Number of personnel with minimum qualifications								Total
	Illiterate	Under Matric	Matric	Hr. Sec./ Inter	B.A./ B.Sc.	M.A./ M.Sc.	Ph.D.	Other	
1. Nehru Yuva Kendras	514	435	588	230	185	32	—	2	1986
2. Gramin Vidhya Peeth	20	26	13	2	17	14	—	—	92
3. Young Farmer's Clubs	258	825	1026	212	67	4	—	—	2392
4. Adult Education Centres	1178	4531	7321	1407	316	65	—	4	14822
5. Youth Clubs	55	60	50	8	8	—	—	11	192
6. Mahila Mandals	—	—	2	1	—	—	—	—	3
7. Farmer's Functional Literacy Centres	—	10	188	—	25	—	—	—	223
8. Social Welfare Centres	369	115	41	15	24	2	—	7	573
9. Sports	—	—	1	4	—	—	—	1	6
10. Others	1	92	9	38	8	2	—	—	150
<b>Total*</b>	<b>2395</b>	<b>6094</b>	<b>9239</b>	<b>1917</b>	<b>650</b>	<b>119</b>	<b>—</b>	<b>25</b>	<b>20439</b>

\*This excludes personnel from Uttar Pradesh shown in Table 14 whose centre-wise break-up is not known.

TABLE 16

**NUMBER OF BENEFICIARIES UNDER DIFFERENT PROGRAMMES FOR  
AGE-GROUP 15 AND ABOVE**

**ADULT CLASSES**

Sl. No.	State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	505	53	558	52	6	58	7	7	14
2.	Haryana	4989	1459	6448	204	153	357	—	—	—
3.	Himachal Pradesh	3059	3108	6167	613	483	1096	452	398	850
4.	Karnataka	5175	1469	6644	904	266	1170	79	47	126
5.	Kerala	1010	406	1416	210	125	335	15	10	25
6.	Madhya Pradesh	8681	3908	12589	2143	346	2489	1665	293	1958
7.	Maharashtra	173644	105806	279450	9768	7655	17423	2481	1581	4062
8.	Meghalaya	804	459	1263	—	—	—	804	459	1263
9.	Orissa	7500	—	7500	2117	—	2117	2020	—	2020
10.	Punjab	976	1907	2883	363	195	558	—	—	—
11.	Rajasthan	3738	647	4385	432	140	572	35	3	38
12.	Tamil Nadu	512	50	562	143	14	157	7	—	7
13.	Tripura	6459	6004	12463	1557	1974	3531	1914	1661	3575
14.	West Bengal	51294	11991	63285	20624	4454	25078	3239	863	4102
15.	A & N Islands	409	117	526	—	—	—	—	—	—
16.	Arunachal Pradesh	262	265	527	—	—	—	262	265	527
17.	Chandigarh	35	80	115	5	40	45	—	—	—
18.	Goa, Daman & Diu	4847	2292	7139	—	—	—	—	—	—
19.	Pondicherry	689	40	729	317	—	317	—	—	—
<b>Total</b>		<b>274588</b>	<b>140061</b>	<b>414649</b>	<b>39452</b>	<b>15851</b>	<b>55303</b>	<b>12980</b>	<b>5587</b>	<b>18567</b>

**FUNCTIONAL LITERACY CLASSES**

Sl. No.	State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	1140	480	1620	655	240	895	240	120	360
2.	Haryana	1494	—	1494	43	—	43	—	—	—
3.	Himachal Pradesh	392	347	739	192	57	249	—	—	—
4.	Karnataka	6594	724	7318	1054	38	1092	20	20	40
5.	Kerala	2963	350	3313	683	56	739	330	10	340
6.	Madhya Pradesh	109	936	1045	10	—	10	10	—	10
7.	Maharashtra	46916	27711	74627	5503	2924	8427	1340	914	2254
8.	Punjab	2186	246	2432	—	—	—	—	—	—
9.	Rajasthan	2706	219	2925	—	—	—	—	—	—
10.	Tamil Nadu	2235	—	2235	279	—	279	46	—	46
11.	Tripura	404	—	404	69	—	69	—	—	—
12.	West Bengal	1500	—	1500	1200	—	1200	160	—	160
13.	Chandigarh	30	—	30	25	—	25	—	—	—
14.	Goa, Daman & Diu	981	58	1039	—	—	—	—	—	—
15.	Pondicherry	574	382	956	80	52	132	—	—	—
<b>Total</b>		<b>70224</b>	<b>31453</b>	<b>101677</b>	<b>9793</b>	<b>3367</b>	<b>13160</b>	<b>2146</b>	<b>1064</b>	<b>3210</b>

## CHARCHA MANDALS

Sl. No.	State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	2549	759	3308	577	184	761	44	9	53
2.	Himachal Pradesh	1035	577	1612	199	60	259	99	5	104
3.	Karnataka	6836	3097	9933	—	—	—	—	—	—
4.	Kerala	60	30	90	21	2	23	—	—	—
5.	Madhya Pradesh	8125	1152	9277	822	50	872	409	50	459
6.	Maharashtra	1775	297	2072	80	20	100	—	—	—
7.	Orissa	7549	—	7549	1835	—	1835	432	—	432
8.	Punjab	3415	5060	8475	—	—	—	—	—	—
9.	Rajasthan	1320	160	1480	30	—	30	150	—	150
10.	West Bengal	13542	4055	17597	3510	515	4025	2110	315	2425
11.	A. & N. Islands	395	—	395	—	—	—	—	—	—
12.	Chandigarh	300	100	400	100	40	140	—	—	—
13.	Goa, Daman & Dju	30	15	45	—	—	—	—	—	—
14.	Pondicherry	4920	920	5840	—	—	—	—	—	—
Total		51851	16222	68073	7174	871	8045	3244	379	3623

## NON-FORMAL EDUCATION PROJECT

Sl. No.	State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Rajasthan	828	134	962	60	24	84	300	30	330
Total		828	134	962	60	24	84	300	30	330

## OTHERS

Sl. No.	State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Maharashtra	9354	910	10264	1548	57	1605	81	6	87
2.	Orissa	690	—	690	92	—	92	31	—	31
3.	Tripura	3388	1097	4485	1677	212	1889	538	206	744
Total		13432	2007	15439	3317	269	3586	650	212	862

TABLE 17

## STATE-WISE NUMBER OF BENEFICIARIES UNDER DIFFERENT PROGRAMMES FOR AGE-GROUP 15 AND ABOVE

Sl. No.	State/Union Territory	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	4194	1292	5486	1284	430	1714	291	136	387
2.	Haryana	6483	1459	7942	247	153	400	—	—	—
3.	Himachal Pradesh	4486	4032	8518	1004	600	1604	551	403	954
4.	Karnataka	18605	5290	23895	1958	304	2262	99	67	166
5.	Kerala	4033	786	4819	914	183	1097	345	20	365
6.	Madhya Pradesh	16915	5996	22911	2975	396	3371	2084	343	2427
7.	Maharashtra	231689	134724	366413	16899	10656	27555	3902	2501	6403
8.	Meghalaya	804	459	1263	—	—	—	804	459	1263
9.	Orissa	15739	—	15739	4044	—	4044	2483	—	2483
10.	Punjab	6577	7213	13790	363	195	358	—	—	—
11.	Rajasthan	8592	1160	9752	522	164	686	485	33	518
12.	Tamil Nadu	2747	50	2797	422	14	436	53	—	53
13.	Tripura	10251	7101	17352	3303	2186	5489	2452	1867	4319
14.	West Bengal	66336	16046	82382	25334	4969	30303	5509	1178	6687
15.	A. & N. Islands	804	117	921	—	—	—	—	—	—
16.	Arunachal Pradesh	262	265	527	—	—	—	262	265	527
17.	Chandigarh	365	180	545	130	80	210	—	—	—
18.	Goa, Daman & Diu	5858	2365	8223	—	—	—	—	—	—
19.	Pondicherry	6183	3142	7525	397	52	449	—	—	—
Total		410923	189877	600800	59796	20382	80178	19320	7272	26592

TABLE 18

## NUMBER OF BENEFICIARIES UNDER DIFFERENT PROGRAMMES

Sl. No.	Programme	Total			Scheduled Castes			Scheduled Tribes		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Adult classes	274588	140061	414649	39452	15851	55303	12980	5587	18567
2.	Functional Literacy classes	70224	31453	101677	9793	3367	13160	2146	1064	3210
3.	Charcha Mandals	51851	16222	68073	7174	871	8045	3244	379	3623
4.	Non-formal Educational Project	828	134	962	60	24	84	300	30	330
5.	Others	13432	2007	15439	3317	269	3586	650	212	862
Total		410923	189877	600800	59796	20382	80178	19320	7272	26592

**TABLE 19**  
**DISTRIBUTION OF CENTRES/CLASSES CONDUCTING ACTIVITIES FOR**  
**WOMEN EDUCATION**

Sl. No.	State/Union Territory	Condensed courses for women on home management		Educational groups for child welfare		Mahila Mandals		Cooking classes		Sewing classes		Knitting classes	
		No. of women benefited	No. of centres/classes	No. of women benefited	No. of centres/classes	No. of women benefited	No. of centres/classes	No. of women benefited	No. of centres/classes	No. of women benefited	No. of centres/classes	No. of women benefited	No. of centres/classes
1.	Andhra Pradesh	1073	53	5641	180	24788	994	11332	770	4613	142	1807	53
2.	Gujarat	—	—	—	—	N.R.	132	N.R.	2	N.R.	62	N.R.	40
3.	Haryana	N.R.	13	N.R.	14	N.R.	78	N.R.	13	N.R.	13	N.R.	13
4.	Himachal Pradesh	N.R.	61	N.R.	25	N.R.	264	N.R.	79	N.R.	69	N.R.	83
5.	Karnataka	134	12	492	22	3597	163	1232	26	812	33	630	90
6.	Kerala	N.R.	48	N.R.	39	N.R.	618	N.R.	1073	N.R.	187	N.R.	50
7.	Madhya Pradesh	N.R.	3	N.R.	6	N.R.	388	N.R.	20	N.R.	15	N.R.	51
8.	Maharashtra	2509	90	2230	98	30470	923	6364	373	2234	112	2028	147
9.	Meghalaya	N.R.	27	N.R.	46	N.R.	85	N.R.	35	N.R.	9	N.R.	23
10.	Punjab	615	78	372	37	6440	282	4029	156	110	6	663	81
11.	Rajasthan	120	2	50	3	2225	108	40	6	40	6	40	6
12.	Tamil Nadu	N.R.	104	N.R.	131	N.R.	283	N.R.	173	N.R.	181	N.R.	180
13.	Tripura	N.R.	20	N.R.	42	N.R.	64	N.R.	31	N.R.	33	N.R.	31
14.	West Bengal	N.R.	30	N.R.	42	N.R.	534	N.R.	532	N.R.	534	N.R.	176
15.	A. & N. Islands	—	—	—	—	N.R.	15	—	—	—	—	N.R.	6
16.	Arunachal Pradesh	N.R.	1	—	—	—	—	—	—	—	—	N.R.	4
17.	Chandigarh	—	—	N.R.	1	N.R.	10	—	—	N.R.	9	—	—
18.	Pondicherry	N.R.	90	N.R.	103	N.R.	18	N.R.	750	1	151	N.R.	750
Total		4451	632	8785	789	67520	4959	22997	4039	7809	1562	5168	1784

**TABLE 20**  
**CENTRES PROMOTING HEALTH EDUCATION**

Sl. No.	State/Union Territory	Number of centres										
		Health centres	Nutrition centres	Family Planning centres	Social Welfare centres	Information centres	Film Projecting Unit	Hospitals	Sports	Maternity & child Welfare	Youth clubs	Total
1.	Andhra Pradesh	170	30	147	29	10	1	—	—	—	—	387
2.	Gujarat	69	—	—	—	—	—	—	—	—	—	69
3.	Haryana	15	—	2	—	—	—	6	1	2	—	26
4.	Himachal Pradesh	5	—	1	52	36	—	—	—	—	—	94
5.	Karnataka	91	—	—	—	—	—	—	—	—	—	91
6.	Kerala	4	—	—	1	—	—	—	—	—	—	5
7.	Madhya Pradesh	—	—	—	38	—	—	—	16	22	2149	2225
8.	Meghalaya	1	20	—	—	—	—	1	—	—	—	22
9.	Tripura	—	—	—	1	—	—	—	—	—	—	1
10.	Chandigarh	12	—	—	—	—	—	—	—	—	—	12
11.	Pondicherry	12	—	—	—	—	—	—	—	—	—	12
Total		379	50	151	120	46	1	7	17	24	2149	2944

**TABLE 21**  
**OTHER PROGRAMMES FOR EDUCATION OUTSIDE SCHOOL**

Sl. No.	State/Union Territory	Number of each State									Total	
		Night Study	Sports	Survey centres	Youth clubs	Free thinking Forums	Weaving centres	Other Local programmes	Poultry	Food preservation		Film shows & Exhibitions
1.	Gujarat	6	118	—	—	—	—	—	—	—	—	124
2.	Himachal Pradesh	—	—	6	2	1	—	—	—	—	—	9
3.	Tripura	—	—	—	1	—	1	—	—	—	—	2
4.	*Uttar Pradesh	—	—	—	—	—	—	3991	—	—	—	3991
5.	Chandigarh	—	—	—	—	—	—	—	—	1	3	4
6.	Pondicherry	1	—	—	—	—	—	—	1	—	—	2
Total		7	118	6	3	1	1	3991	1	1	3	4132

\* The names of activities or programmes have not been specified.



## APPENDICES



## APPENDIX I

ORGANIZING AGENCIES FOR EDUCATION OUTSIDE SCHOOL  
FOR THE AGE-GROUP 2+ to 14+

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Organizing agencies</i>	<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Organizing agencies</i>
1.	Andhra Pradesh	1. W.W. & Child Welfare Department 2. Panchayat Samiti 3. Council for Child Welfare/Distt. Council for Child Welfare. 4. Nehru Yuva Kendra 5. Applied Nutrition Programme 6. Saurashtra Council for Child Welfare	7.	Maharashtra	34. Sane Guruji Kathamala Madyawarti Samiti, Bombay 35. Kasturba Trust 36. Rashtrabhashe 37. Social Welfare Organization 38. Panchayat Samiti 39. T.R.W. Deptt. 40. Voluntary Organization
2.	Gujarat	7. Mahila Samaj 8. Yuvak Mandal 9. Sarvajanik Trust Mandal 10. Gujarat Social Service Board 11. Youth Yuvak Mandal 12. Jain Udhog Mandal 13. Gujarat Labour Welfare Society 14. Western Railway Centre 15. Social Welfare 16. Development block	8.	Meghalaya	41. Nehru Yuva Kendra 42. Development Deptt. 43. Education Deptt. 44. Lady Craft Centres
3.	Himachal Pradesh	17. Mahila Mandal 18. Yuvak Mandal 19. Women's Welfare 20. Educational Groups for Child Welfare 21. Adult Education 22. Social Welfare Deptt.	9.	Orissa	45. Family & Child Welfare Project 46. Terapanthi Jain Sampraday 47. Bohra Samaj 48. Rajasthan Vidyapeeth 49. Sevamandir Youth Coordinator 50. Adult Association
4.	Karnataka	23. Mahila Samaj 24. The Daughter of the Heart of Mary	10.	Punjab	51. Nehru Yuva Kendra 52. Social Welfare Deptt. 53. Saurashtra Elementary Night School 54. Don Bosco Middle School 55. Panchayat Union 56. Education Deptt. 57. Adult Education Centres 58. Nehru Youth Club 59. Young Farmer's Club
5.	Kerala	25. Janpada Panchayat 26. Gram Panchayat 27. Mahila Samiti 28. Vivekanand Shiksha Samiti 29. Distt. Panchayat Social Welfare 30. Development Deptt. 31. Bhartiya Gram Mahila Sangh 32. Panchayat & Social Welfare Deptt. 33. Family & Child Welfare Scheme	11.	Rajasthan	60. Project Implementation Committee 61. Community Development Block 62. Project Community Committee 63. Council of Child Welfare 64. Bharat Sewak Samaj 65. Indra Holiday Home 66. B.D.O.'s office 67. Education Deptt.
6.	Madhya Pradesh		12.	Tamil Nadu	
			13.	Tripura	
			14.	Uttar Pradesh	
			15.	West Bengal	
			16.	A.&N. Islands	
			17.	Arunachal Pradesh	
			18.	Chandigarh	
			19.	Pondicherry	

## APPENDIX II

CLASSIFICATION OF ORGANIZING AGENCIES FOR EDUCATION OUTSIDE SCHOOL  
FOR THE AGE-GROUP 2+ to 14+

- |  |  |
|--|--|
| 1. Govt., Education Deptt.—43, 48, 56 and 67                                     | 13. Yuvak Mandal/Seva Samiti/Youth Coordinator—8, 11, 18, 49 |
| 2. Council for Child Welfare—3, 6, 63  | 14. Bharat Sewak Samaj—64                                    |
| 3. Social Welfare Deptt., Women's & Child Welfare Centres 1, 10, 22, 29, 52      | 15. Indra Holiday Home—65                                    |
| 4. Panchayat Samiti/Janpada Panchayat/Gram Panchayat 2 25, 26, 32, 38, 55        | 16. Nehru Yuva Kendra—4, 41, 51, 58                          |
| 5. Applied Nutrition programme—5   | 17. Project Implementation Committee—60                      |
| 6. Family Child Welfare Project—33, 45   | 18. Don Bosco Middle School—54                               |
| 7. Social Welfare organization—15, 37  | 19. Saurashtra Elementary Night School—53                    |
| 8. Dev. Deptt./Block B.D.O's office/Comm. Dev. Block 16, 30, 42, 59, 61, 62, 66  | 20. Women's Welfare—19                                       |
| 9. T.W.R. Deptt.—39  | 21. Education Groups for Child Care—20                       |
| 10. Mahila Mandal/Samaj Samiti, Bhartiya Gram Mahila Sangh 7, 17, 23, 24, 27, 31 | 22. Voluntary Organ. & Private enterprise—40                 |
| 11. Vivekanand Shiksha Samiti—28   | 23. Lady Craft Centres—44                                    |
| 12. Adult Association/Adult Education—21, 50, 57                                 | 24. Terapanthi Jain Sumpraday, Bohra Samaj—46, 47            |
|  | 25. Others—9, 12, 13, 14, 34, 35, 36.                        |

## APPENDIX III

DIFFERENT TYPES OF CENTRES FOR EDUCATION OUTSIDE SCHOOL FOR  
THE AGE-GROUP 2+ to 14+

<i>Sl. State/Union No. Territory</i>	<i>Type of Centre</i>	<i>Sl. State/Union No. Territory</i>	<i>Type of Centre</i>	
1. Andhra Pradesh	1. W.W. Branch	3. Himachal Pradesh	17. Blind School	
	2. Balvihar/Shishu Vihar		18. Welfare centres	
	3. Cretches		19. Social Education & Sewing Centres	
	4. Balwadies/Child Welfare Centre		20. Balika Ashram	
	5. Adult Education Centre		21. Nursery Centres	
	2. Gujarat		6. Bal Bhavan	22. Balwadi Centres
			7. Mahila Samaj	23. Mahila Mandals
			8. Snatika Milan	24. Balwadis
			9. Vyam Mandir	25. Women's welfare
			10. Yuvak Mandal	26. Health talks
			11. Yyayam Shala	27. Adult Education
12. Night study circle		28. N.E.C.		
13. Family & Child Welfare Centre		29. Ashram school		
14. Children's Library		30. Balwadi		
15. Balvadi		31. Vimalalaya		
16. Coaching Classes	32. Adult Literacy Centre	4. Karnataka		
		5. Kerala		

<i>Sl. State/ No. Union Territory</i>	<i>Type of Centre</i>	<i>Sl. State/ No. Union Territory</i>	<i>Type of Centre</i>
6. Madhya Pradesh	33. Balwadi	12. Tamil Nadu	48. Bharati Sports Association
	34. Hobby Club		49. Sports & Library Association
7. Maharashtra	35. Pre-primary Education		50. Nehru Youth Club
8. Meghalaya	36. Nursery school		51. Pre-school training
9. Orissa	37. Balwadi		52. Saurashtra Elementary School
	38. Chatsali		53. Middle school
10. Punjab	39. Nehru Yuva Kendra	13. Tripura	54. Shishuranga
	40. Development Deptt.	14. West Bengal	55. Balwadi
	41. Education Deptt.	15. A. & N. Islands	56. Balwadi
	42. Lady Craft Centres	16. Arunachal Pradesh	57. P.E.C. Centre
	43. Balvikas/Sramik Kendra		58. Welfare Extension Project Centre
	44. Mahavirshishu Gyan Kendra	17. Chandigarh	59. Balwadies
11. Rajasthan	45. Madarsa Taheria		60. Bal Bhavan
	46. Children Benefitted	18. Pondicherry	61. Supervisory study centre
	47. Nehru Yuva/Prodh Shiksha		62. Jawahar Lai Bal Bhavan

## APPENDIX IV

### CLASSIFICATION OF DIFFERENT TYPES OF CENTRES FOR EDUCATION OUTSIDE SCHOOL FOR THE AGE-GROUP 2 + TO 14 + INTO VARIOUS CATEGORIES

- |  |   |
|--|---|
| 1. Balwadi/Child Welfare Centre, Balvikas/Samajik Kendra/Balvihar/Sishuvihar/Nursery school/Shishu Ranjan—2, 4, 6, 15, 21, 22, 24, 30, 33, 36, 37, 43, 54, 55, 56, 35, 59, 60. | 12. Nehru Youth Club—10, 50                 |
| 2. Children Welfare/Benefitted—13, 14, 46  | 13. Pre-school training—51                  |
| 3. Women's Welfare Branch/Mahila Mandal—1, 7, 23, 25   | 14. Saurashtra Elementary School—52         |
| 4. Mahavir Shishu Gyan Kendra/Madrasa Jahira 44,45   | 15. Middle School—53                        |
| 5. Nehru Yuva/Prodh Shiksha—47   | 16. P.E.C. Centre—57                        |
| 6. Cretches—3  | 17. Welfare Extension Project Centre—58, 18 |
| 7. Adult Education/Literacy Centre—5, 8, 27, 32  | 18. Supervisory Study Centre—61, 12, 16     |
| 8. Hobby Clubs—34  | 19. Social Education & Sewing Centres—19    |
| 9. Vimalaya—31   | 20. Balika Ashram, & Chatsali—20, 38        |
| 10. Bharti Sports Association—48   | 21. Health Club—26                          |
| 11. Sports & Literacy Association—9, 11, 49  | 22. N.F.C—28                                |
|  | 23. Ashram Schools—29                       |
|  | 24. Jawahar Lal Bal Bhavan—62               |
|  | 25. Others—17, 39, 40, 41, 42               |

## APPENDIX V

## LIST OF ACTIVITIES ORGANISED BY DIFFERENT CENTRES FOR CHILDREN IN THE AGE-GROUP 2 + TO 14 FOR THEIR EDUCATION OUTSIDE SCHOOL

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Type of Centres</i>	<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Type of Centres</i>
1.	Andhra Pradesh	1. Balwadi/Pre-basic Classes Sishu-char			39. Alphabetic Knowledge & arousing curiosity of things around
		2. Primary Education			40. Habits & Civic sense development
		3. Baba Sabha			41. Sports & Cultural activities
2.	Gujarat	4. Education & Cultural activities	7.	Maharashtra	42. Story telling & Essay writing
		5. Tailoring class			43. Activities for education
		6. Yogashan class			44. Activities pertaining to children & family welfare
		7. Drawing class	8.	Meghalaya	45. Reading, writing & recreation
		8. Group study	9.	Orissa	46, 47. Pre-School education
		9. Physical Education	10.	Punjab	48. Adult Education
		10. Imparting Education			49. Crafts, Cooking, Gardening, Small-Saving
		11. Games & activities for children			50. Farm Management
		12. Library	11.	Rajasthan	51. Crafts
		13. Study circle	12.	Tamil Nadu	52, 53, 54, 55, 56. To literate
		14. 15, 16 Education			57. Library
		17, 18 Games & Cultural Activities			58. Youth Clubs
3.	Himachal Pradesh	19, 20, 21, 22 Reading & Writing			59. Sports
4.	Karnataka	23. To literate			60. Pre-School Education
		24. Training in agriculture			61. School Education
		25. Literary, acting & songs			62. School Education
		26. Literary class			63. Volunteer centres
		27. Baby shows			64. Pre-School Education
		28. Nutrition programme	13.	Tripura	65. Music, Dance & Drama
		29. Health talks	14.	Uttar Pradesh	66. Adult Education
		30. Radio Listening, Nursery class, Children's Education, Songs & Games, Reading, Writing talks etc.			67. Youth Club
5.	Kerala	31. Teaching	15.	West Bangal	68. Farmer's Club
		32. Handicrafts	16.	A. & N. Islands	69. Child care feeding programme
		33. Adult Literacy & Knitting class	17.	Arunachal Pradesh	70. Literacy
6.	Madhya Pradesh	34. Writing work	18.	Chandigarh	71. Social Welfare Advisory Board
		35. Imparting knowledge of alphabets			72. Child Welfare
		36. Sewing Embroidery & Weaving			73. Bharat Sewak Samaj
		37. Child development	19.	Pondicherry	74. Indira Holiday Home
		38. Educational			75. Academic
					76. Recreation Centre

## APPENDIX VI

CLASSIFICATION OF DIFFERENT TYPES OF ACTIVITIES INTO VARIOUS CATEGORIES  
FOR THE AGE-GROUP 2+ to 14+

<i>Sl. State/Union No. Territory</i>	<i>Organizing Agencies</i>	<i>Sl. State/Union No. Territory</i>	<i>Organizing Agencies</i>
<b>I. EDUCATIONAL</b>			11. Games & activities for children
1. Gujarat	8. Group Study		17-18. Games & Cultural Activities
	10. Imparting Education	2. Madhya Pradesh	41. Sports & Cultural Activities
	14. to 16. Education	3. Tamil Nadu	58. Sports
	4. Education & cultural activities	<b>IV. RECREATIONAL &amp; CULTURAL</b>	
2. Andhra Pradesh	2. Primary Education	1. Tamil Nadu	59. Youth clubs
	19-22. Reading & writing		63. Volunteer centres
3. Himachal Pradesh	23. To literate	2. Tripura	65. Music, Dance, & Drama
4. Karnataka	25. Literacy	3. Pondicherry	66. Recreation Centre
	26. Literacy class	<b>V. CHILD WELFARE INCLUDING NUTRITIOANAL PROGRAMME</b>	
	30. Radio Listening	1. Karnataka	27. Baby show
5. Kerala	31. Teaching		28. Nutritions programme
6. Madhya Pradesh	34. Writing work		29. Health talks
	35. Imparting knowledge of alphabets	2. Madhya Pradesh	37. Child development
	38. Educational	3. Maharashtra	44. Activities pertaining to children
	39. Alphabetical knowledge & arousing curiosity of things around	4. West Bengal	69. Childcare feeding programme
		5. Chandigarh	72. Child welfare
7. Maharashtra	42. Story telling and Essay writing	<b>VI. PRE-SCHOOL EDUCATION</b>	
	43. Activities for education	1. Andhra Pradesh	1. Balwadi/Pre-school classes
8. Meghalya	45. Reading, writing & recreation	2. Orissa	46-47. Pre-school Education
9. Rajasthan	52. to 56. To literate	3. Tamil Nadu	64. Pre-school Education
10. Tamil Nadu	61. School Education	<b>VII. LIBRARY</b>	
	62. School Education	1. Gujarat	12. Library
11. A. & N. Islands	70. Academic		13. Study circle
12. Pondicherry	73. Academic	2. Tamil Nadu	57. Library
<b>II. CRAFT TEACHING</b>		<b>VIII. FARM MANAGEMENT &amp; DEVELOPMENT OF CIVIC SENSE</b>	
1. Gujarat	25. Tailoring class	1. Madhya Pradesh	40. Habits & civic sense development
	7. Drawing class	2. Punjab	50. Farm Management
2. Kerala	32. Handicrafts	3. Karnataka	24. Training in Agriculture
	33. Adult Literacy & Knitting class	<b>IX. OTHERS</b>	
3. Madhya Pradesh	36. Sewing, embroidery & weaving	1. Andhra Pradesh	3. Bal Sabha
4. Punjab	49. Crafts, cooking, gardening & small-saving	2. Uttar Pradesh	66. Adult Education
	51. Crafts	3. Arunachal Pradesh	71. Social Welfare Advisory Board
<b>III. SPORTS &amp; GAMES</b>		4. Chandigarh	73. Bharat Sewak Samaj
1. Gujarat	6. Yogashan class		74. Indira Holiday Home
	10. Physical Education	5. Punjab	77. Adult Education Centre

## APPENDIX VII

DIFFERENT TYPES OF PERSONNEL WORKING IN THE CENTRES FOR  
AGE-GROUP 2 + TO 14 +

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Personnel</i>	<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Personnel</i>
1.	Andhra Pradesh	1. Women Welfare Organizers 2. Cretches Teachers 3. Balwadi Teachers 4. Nursery school teachers 5. New Balwadi Teachers 6. Teachers 7. High grade Teacher 8. V.D.O. 9. E.O.W. & C.W.			45. Gram Laxmi 46. Shikshika/Adyapika 47. Shikshika 48. Aya 49. Peon 50. Balsevika 51. Honorary worker 52. Montessory trained teacher 53. Teacher 54. Sevika for Balwadi 55. Sevika & Teachers for chatashali 56. Volunteer Youth Members 57. Lecturer 58. Gram Sevika 59. Craft teachers 60. Instructor 61. Balsevika 62. Mistress/Teacher 63. Molvi/Jain Pandit 64. Instructor 65. Supervisor 66. Senior Supervisor 67. Pre-school teacher 68. Assistants 69. Headmasters 70. Balsevika 71. Gram Sevika 72. Social Education Worker 73. Balwadi Teacher 74. Farmers' Functional Literacy Teacher 75. Teachers (Balwadi) 76. Gram Sevika 77. Dai 78. Helpers 79. Teachers 80. Secondary grade teachers 81. Artist 82. Science Asstt. 83. P.E.T. 84. Drawing Teacher 85. Asstt. Librarian
2.	Gujarat	10. Teachers / Instructors 11. Chief Sevika 12. Secretary Mahila Samaj Snatika 13. Milan & Vyam Mandir 14. Member Vyam Mandir 15. Organiser of Yuvak Mandal 16. Instructors in Vyamshala 17. Supervisor in Night Study circle 18. Balsevikas 19. Greha Sevika 20. Asstt. Teacher Yuvak Mandal 21. Teacher 22. Organizer 23. Lady Teacher for Bal Mandir 24. Sewing Teacher 25. Librarian 26. Music Teacher Nil	8.	Maharashtra	
3.	Haryana		9.	Meghalaya	
4.	Himachal Pradesh	27. Social Education Worker 28. Gramsevika 29. Sewing Mistress 30. Helpers 31. Superintendent 32. Agriculture Officer 33. Asstt. Agr. Officer 34. Women Welfare Organizers 35. Ashram School Teacher 36. Kusal Balwadi Teacher 37. Balasevika 38. Mukhya Sevika 39. Instructors/Teachers 40. Helpers 41. Adult Literacy Instructor 42. Sewing Mistress	10.	Orissa	
5.	Karnataka		11.	Punjab	
6.	Kerala	43. Balwadi Shikahika 44. Gramsevika	12.	Rajasthan	
7.	Madhya Pradesh		13.	Tamil Nadu	
			14.	Tripura	
			15.	Uttar Pradesh	
			16.	West Bengal	
			17.	A. & N. Islands	
			18.	Arunachal Pradesh	
			19.	Chandigarh	
			20.	Goa, Daman & Diu	
			21.	Pondicherry	



## APPENDIX VIII

CLASSIFICATION OF DIFFERENT TYPES OF PERSONNEL WORKING IN CENTRES  
FOR EDUCATION OUTSIDE SCHOOL INTO VARIOUS CATEGORIES FOR  
AGE-GROUP 2+ TO 14+

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Personnel</i>	<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Personnel</i>
<b>I. NURSERY TEACHERS</b>			<b>III. CRAFT TEACHERS</b>		
1.	Andhra Pradesh	2. Cretche Teacher	1.	Gujarat	24. Sewing Teacher
		3. Balwadi Teachers			26. Music Teacher
		4. Nursery school Teachers	2.	Himachal Pradesh	29. Sewing Mistress
		5. New Balwadi Teachers	3.	Kerala	42. Sewing Mistress
2.	Gujarat	18. Balsevika	4.	Punjab	59. Craft Teacher
		23. Lady Teachers for Bal Mandir	5.	Pondicherry	81. Artist
3.	Karnataka	36. Kusual Balwadi Teacher			84. Drawing Teachers
		37. Bal Sevika	<b>IV. LIBRARIAN</b>		
4.	Madhya Pradesh	43. Balwadi Shikshika	1.	Gujarat	25. Librarian
		50. Bal Sevika	2.	Pondicherry	85. Asstt. Librarian
5.	Maharashtra	52. Montessory trained teachers	<b>V. SOCIAL EDUCATION WORKERS/ORGANISER ETC.</b>		
6.	Orissa	54. Sevika for Balwadi	1.	Andhra Pradesh	8. V.D.O.
		55. Sevika & Teachers for Chatashali			1. Women Welfare Organisers
7.	Rajasthan	61. Balsevika	2.	Gujarat	9. E.O.W. & C.W.
8.	Tamil Nadu	67. Pre-school Teacher			15. Organiser of Yuvak Mandal
		73. Balsevika			22. Organiser
9.	West Bengal	73. Balwadi Teachers			17. Supervisor in Night Study Circle
10.	A. & N. Islands	75. Teachers (Balwadi)	3.	Himachal Pradesh	27. Social Educational workers
<b>II. TEACHERS/INSTRUCTORS ETC.</b>					31. Superintendents
1.	Andhra Pradesh	6. Teachers	4.	Karnataka	32. Agriculture officer
		7. High grade Teachers			33. Asstt. Agriculture Officer
2.	Gujarat	20. Asstt. Teacher Yuvak Mandal			34. Women Welfare Organiser
		21. Teacher	5.	Tripura	72. Social Educational worker
		10. Teacher / Instructor	6.	Rajasthan	65. Supervisor
		16. Instructor in Vyamshala			66. Senior supervisor
3.	Karnataka	35. Ashram school teacher	7.	Pondicherry	82. Science Assistant
4.	Kerala	41. Adult Literacy Instructor	8.	Tamil Nadu	68. Assistant
		39. Instructors/Teachers	<b>VI. GRAM SEVIKA/SOCIAL VILLAGE WELFARE WORKER</b>		
	Madhya Pradesh	46. Shikshika/Adyapika	1.	Gujarat	11. Chief Sevika
		47. Shikshika			19. Grah Sevika
6.	Meghalaya	53. Teacher	2.	Himachal Pradesh	28. Gram Sevika
7.	Punjab	57. Lecturer	3.	Karnataka	38. Mukhya Sevika
		60. Instructor	4.	Madhya Pradesh	44. Gram Sevika
8.	Rajasthan	62. Mistress/Teacher			45. Gram Laxmi
		64. Instructor	5.	Punjab	58. Gram Sevika
9.	Tamil Nadu	69. Headmaster	6.	Tripura	71. Gram Sevika
10.	Chandigarh	79. Teachers	7.	Arunachal Pradesh	76. Gram Sevika
11.	Pondicherry	83. P.E.T.	<b>VII. ANY OTHER</b>		
		80. Secondary grade Teacher	1.	Gujarat	13. Milan & Vyam Mandir
12.	West Bengal	74. Farmer's Functional Literacy Teacher			14. Member Vyam Mandir
					12. Secretary Mahila Samaj Snatika

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Personnel</i>	<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Personnel</i>
2.	Maharashtra	51. Honorary worker	3.	Madhya Pradesh	48. Aya
3.	Punjab	56. Volunteer Youth Members			49. Peon
4.	Rajasthan	63. Molvi/Pandit	4.	Arunachal Pradesh	77. Dai
VIII. PEON/AYA/DAI ETC.					
1.	Himachal Pradesh	30. Helpers			78. Helpers
2.	Kerala	40. Helpers			

## APPENDIX IX

### DIFFERENT TYPES OF CENTRES FOR EDUCATION OUTSIDE SCHOOL FOR AGE-GROUP 15+ AND ABOVE

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Organizing agencies</i>	<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Organising agencies</i>
1.	Andhra Pradesh	1. Nehru Yuva Kendra (N.Y.K.) 2. Gramin Vidya Peeth (G.V.P.) 3. Adult Education Centres (A.E.C.) 4. Young Farmers Clubs (Y.F.C.) 5. Youth Clubs 6. Farmers Functional Literacy Centres 7. Charcha Mandals	6.	Kerala	32. Village Volunteer 33. Mahila Mandal 34. Vimalalayam 35. A.E.C. 36. Farmer's Club 37. Functional Literacy Classes 38. N.Y.K. 39. Krashak Prashikshan Kendra 40. Krishi Karm Shala 41. A.E.C. 42. Vigyan Mandir 43. Y.F.C. 44. Govt. Udyan Prashikshan Kendra 45. Navyuwak Mandal 46. Nav Jagran Ladies Tailoring Centre 47. Community Canning Centre 48. Vishal Tailoring Centre 49. A.E.C. 50. Y.F.C. 51. Others 52. A.E.C. 53. Youth Club 54. Women's Social Welfare Organisation 55. N.Y.K. 56. A.E.C. 57. Y.F.C. 58. Land Reform Training (Others) 59. N.Y.K. 60. A.E.C. 61. Y.F.C. 62. Education Department
2.	Gujarat	8. N.Y.K. 9. G.V.P. 10. A.E.C. 11. Young Farmers Club 12. Social Institution 13. Gymkhana 14. Village Sports Centres 15. Night Study Circle 16. Playway 17. Vyayam Shala 18. Sports Council 19. Yuvak Mandals	7.	Madhya Pradesh	
3.	Haryana	20. Adult Education Centres	8.	Maharashtra	
4.	Himachal Pradesh	21. N.Y.K. 22. G.V.P. 23. A.E.C. 24. Y.F.C. 25. Others (Mahila Mandals)	9.	Meghalaya	
5.	Karnataka	26. N.Y.K. 27. G.V.P. 28. A.E.C. 29. Y.F.C. 30. Yuva Mandal 31. Agriculture School	10.	Orissa	
			11.	Punjab	

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Organizing agencies</i>	<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Organizing agencies</i>
		63. Development Deptt.	16.	West Bengal	79. A.E.C.
		64. Youth Club			80. Y.F.C.
12.	Rajasthan	65. N.Y.K.	17.	A. & N. Islands	81. N.Y.K.
		66. A.E.C.			82. A.E.C.
		67. Y.F.C.			83. Youth Clubs
		68. Non-formal Education Project	18.	Arunachal Pradesh	84. A.E.C.
		69. Mahila Mandals			85. Welfare Extension Project
13.	Tamil Nadu	70. N.Y.C.	19.	Chandigarh	86. N.Y.K.
		71. G.V.P.			87. A.E.C.
		72. A.E.C.			88. Y.F.C.
		73. Y.F.C.			89. Y.M.C.A.
		74. Seva Shraman	20.	Goa, Daman & Diu	90. N.Y.K.
14.	Tripura	75. G.V.P.			91. A.E.C.
		76. A.E.C.	21.	Pondicherry	92. N.Y.K.
		77. Others			93. A.E.C.
15.	Uttar Pradesh	78. Not Specified			94. Y.F.C.

## APPENDIX X

### CLASSIFICATION OF DIFFERENT TYPES OF CENTRES FOR THE AGE-GROUP 15+ AND ABOVE INTO VARIOUS CATEGORIES

- |  |   |
|--|---|
| 1. <b>NEHRU YUVA KENDRA</b><br>1, 8, 21, 26, 38, 55, 59, 65, 70, 81, 86, 90, 92                                    | 7. <b>MAHILA MANDALS</b><br>25, 33, 46, 69                        |
| 2. <b>GRAMIN VIDHYA PEETH</b><br>9, 22, 27, 71, 75   | 8. <b>SOCIAL WELFARE CENTRES</b><br>7, 12, 13, 54, 62, 74, 85, 89 |
| 3. <b>ADULT EDUCATION CENTRES</b><br>3, 10, 20, 23, 28, 35, 41, 49, 52, 56, 60, 66, 72, 76, 79, 82, 84, 87, 91, 93 | 9. <b>SPORTS/CRAFTS CENTRES</b><br>14, 16, 17, 18                 |
| 4. <b>YOUNG FARMER'S CLUB</b><br>4, 11, 24, 29, 36, 43, 50, 57, 61, 67, 73, 80, 88, 94                             | 10. <b>OTHERS</b>   |
| 5. <b>YOUTH CLUBS</b><br>5, 19, 30, 45, 53, 64, 83   | 34. Vimalalayam   |
| 6. <b>FARMER'S FUNCTIONAL LITERACY CENTRES</b><br>6, 15, 31, 32, 37, 39, 40, 42, 44, 58, 63, 68                    | 47. Community Canning Centres                                     |
|  | 48. Vishal Tailoring Centre                                       |
|  | 51. Others  |
|  | 77. Others  |
|  | 78. Not Specified   |

## APPENDIX XI

E O S

## National Council of Educational Research &amp; Training

THIRD ALL-INDIA EDUCATIONAL SURVEY

Information Blank for Education Outside School

14

1. State/Union Territory \_\_\_\_\_
2. District \_\_\_\_\_

Part A : For Age-group 2+ to 14+

3. (a) Are there any centres outside the school where educational activities are organized/classes are held for the children ?
- (i) Yes ( )
- (ii) No ( )
- (b) If yes, give the following information.

Organizing Agency	Title of the centre	Number of centres	Educational Activities	Children benefited					
				Total		S. C.		S. T.	
				B	G	B	G	B	G
1	2	3	4	5	6	7	8	9	10

S.C. = Scheduled Castes ; B = Boys

S.T. = Scheduled Tribes ; G = Girls

4. Give information about the personnel handling these classes :

	<u>Designation</u>	<u>Number</u>	<u>Qualifications</u>
(i)			
(ii)			
(iii)			
(iv)			
(v)			
(vi)			
(vii)			
(viii)			

**Part B : For Age-groups 15 + and above**

1. Give the following information for your district for education outside school system for the above age-groups:

Name of the institution	Number	Number of participants					
		Total		Scheduled Castes		Scheduled Tribes	
		Male	Female	Male	Female	Male	Female
Nehru Yuva Kendra							
Gramina Vidya Peeth							
Adult Education Centres							
Young Farmer's Clubs							

2. Provide a list of activities organized by such institutions (which contribute towards the education of this age-group directly or indirectly) :

Name of the Institution	Activities	Number of participants
i. Nehru Yuva Kendra		
ii. Gramina Vidya Peeth		
iii. Adult Education Centre		

iv. Young Farmer's club


v.


vi.


vii.


3. Give the number of personnel involved in this programme in different organizations with their qualifications :

Institution	No. of persons						
	Illiterate	Under Matric	Matric	Hr. Sec./ Inter- mediate	B.A./ B. Sc.	M.A./ M.Sc./	Others
Nehru Yuva Kendra							
Gramin Vidya Peeth							
Adult Education Centres							
Young Farmer's Clubs							

4. Give the following information for your districts :

Programme	Number of Centres	Member of Instructors/Workers	Beneficiaries						Activities
			Total		S. C.		S. T.		
			M	F	M	F	M	F	
Adult classes									
Functional literacy classes									
Charcha Mandals									

M = Male      S.C. = Scheduled Castes  
 F = Female    S.T. = Scheduled Tribes

5. (a) Are there any centres or classes outside the school in your district for the promotion of women education ?

- (i) Yes ( )  
 (ii) No ( )

(b) If yes, give the number of centres/classes conducting the following activities :

<u>Activities</u>	<u>Number of centres/classes</u>
(i) Condensed courses for women on home management	
(ii) Educational groups for child care	
(iii) Mahila Mandals	
(iv) Cooking classes	
(v) Sewing classes	
(vi) Knitting classes	
(vii) _____	
(viii) _____	

6. Give below information in respect of the following activities :

Activity	Number of Instructors/ workers involved	Women benefited
Condensed courses for home management		
Educational group for child care		
Mahila classes		
Cooking classes		
Sewing classes		
Knitting classes		

7. (a) Are there any groups/centres in your district organizing activities for the promotion of health education?

(i) Yes

( )

(ii) No

( )

(b) If yes, give the following information

<i>Name of the Centre</i>	<i>Number</i>
_____	_____
_____	_____
_____	_____
_____	_____

8. (a) Do you have any other local programme (not covered above) for education outside the school system which need mention?

(i) Yes

( )

(ii) No

( )

(b) If yes, give details :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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