

Universalisation of  
Elementary Education

**EXPERIMENTAL NON-FORMAL  
EDUCATION CENTRES  
OF THE NCERT**

(1978-82)

*A Survey Report*

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NIEPA DC



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## FOREWORD

In 1978 the then Ministry of Education, Government of India launched an experimental Non-formal Education (NFE) scheme in nine educationally backward States. The NCERT was given the responsibility of providing academic guidance and support to State Departments/Directorates of Education in these States. Since this was the first ever attempt on the part of the NCERT to organise programmes of NFE, it was considered necessary to acquire first-hand experience in this area. Consequently, the NCERT set up NFE centres in different States through the Regional Colleges of Education and the Field Advisers' offices of the NCERT in the concerned States.

The overall responsibility of coordinating this programme was given to the NFE group in the NCERT. A report of this experiment was prepared by the then NFE group under the overall direction of Dr T.N. Dhar, the then Joint Director in the Council.

Although the report was written in 1985, there is some relevance of making it available even at this late stage, specially in view of the importance of Non-formal Education in the context of the National Policy on Education and the revised Programme of Action. It is hoped that this report will be of value to the State Councils of Educational Research and Training, District Institutes of Educational Training and other educational institutions connected with Non-formal Education.

DR K. GOPALAN  
*Director*

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## PREFACE

The Department of Non-formal Education and Education of SC/ST at the NCERT came into being in 1988 when the Ministry of Human Resource Development initiated its scheme of Non-formal Education in 1988. The Department was designated as the National Resource Centre for this programme. Before the establishment of a full-fledged Department, a small Non-formal Education group existed in the Council for a number of years initially under the charge of the then Joint Director and subsequently as part of the Department of Pre-School and Elementary Education (DPSEE).

The NFE group was actively associated with the 1978 scheme of the Govt. of India under which experimental NFE centres were organised in nine educationally backward States. At that time the NCERT, through the NFE group, initiated experimental centres of Non-formal Education run by the Regional Colleges of Education as well as the offices of Field Advisers in the concerned States. The NFE group under the direction of Dr T.N. Dhar, and in collaboration with RCEs and Field Advisers' offices, compiled a report on the functioning of these experimental NFE centres. The report was written in 1985 but had remained unpublished until now.

In addition to the report writers (Dr H.L. Sharma, Dr Neerja Shukla, and Dr Nagender Singh and many others) other faculty members and individuals have assisted in the writing of this document. Particular mention must be made of Prof. K.G. Rastogi, who was looking after the Non-formal Education group in DPSEE and Prof. P.N. Dave the then Head of DPSEE, and Prof. N.K. Ambast of the NFE group who assisted the authors in the editorial work. Mr. R.P. Rathee, Mr. P.K. Aniyani, Mrs. Kamal Sharma assisted with the typing of the manuscripts and Mr. N. Prasad of the Times of India assisted with the language editing.

It has fallen to my lot to write the preface in my capacity as the current Head of the Department of Non-formal Education. The document obviously has historical value and perhaps also has topical value since Non-formal Education has become an essential ingredient in the National effort to universalize elementary education. The report will probably provide interesting hindsight concerning the first ever effort in Non-formal Education in the country.

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*Head*

Department of Non-Formal Education and  
Education of SC/ST



## GANDHIJI'S TALISMAN

“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away.”

*M.K. Gandhi*

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## CHAPTER I

# PROLOGUE

### **The Non-Formal Education (NFE) Scheme**

A few Action Research Projects undertaken by the NCERT as early as 1975 at Blumiadhar (Nainital, U.P.) Barauli (Aligarh, U.P.) Mankodi (Chhotaudaipur, Gujarat), Bariarpur (Munger, Bihar) and Kilokri (Delhi) and their experiences and reports had established the viability of the concept of non-formal education for out-of-school children in the country. These projects came as precursors to a large programme that followed. On 30 June, 1978, the Ministry of Education and Culture, Government of India, circulated the scheme of non-formal education to the nine educationally backward States viz. Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. In this scheme, the role of the NCERT was identified as follows:

The role of the Ministry of Education at the Centre in this programme would mainly be the overall administration of the scheme, keeping a watch over its implementation and utilization of funds and coordination of the activities of the various agencies. The programme will be implemented by the Ministry through the NCERT at the Centre which shall provide the academic guidance and support to the State Department/Directorate of Education and the SCERTs in the States.

### **Objectives of the NCERT's NFE Experimental Programme**

As it was a new programme, the NCERT decided to launch the experimental non-formal education programme with the following objectives.

1. To develop the NCERT's expertise in non-formal education (for out-of-school children).
2. To develop strategies and prototype materials for non-formal education.



A period of six months upto December, 1978, was spent on making necessary preparations for the programme. The offices of the Field Advisers (FAOs) and Regional Colleges of Education (RCEs) started opening the NFE centres in different socio-economic and geographical regions of the country from December, 1978. Till February, 1981, two hundred and twenty-eight centres were established in different States. These centres have worked from one to three years. The main thrust of the programme during the period of three years was to develop the non-formal education programme at the lower primary level i.e. from Class I to Class V.

### Objectives of the Survey

At the end of three years, it was thought desirable to study the process and the result of the experiment. Therefore, the survey of NFE Centres was conducted by the NCERT with the following objectives:

1. To identify approaches and strategies in respect of the following aspects of the NFE programme:
  - (i) Perspective and development of the NFE programme.
  - (ii) Curriculum for non-formal education.
  - (iii) Teachers and supervisors of NFE.
  - (iv) Instructional materials.
  - (v) Instructional programme.
  - (vi) Evaluation of the programme
2. To study the practical aspect of the NFE programme vis-a-vis the constraints of manpower and materials.
3. To identify the strengths and weaknesses of the NFE programme.

The survey of the NFE Centres includes the following tasks:

### Tasks in the Survey

#### (A) COLLECTION OF DATA

##### (a) *Analysis of official documents*

The official documents include the minutes of the meeting of the Central Advisory Board of Education, letters of the Central Ministry addressed to the States, the minutes of the meeting of the High Level Group constituted by the Director, NCERT, the meeting of the Coordination Committee on non-formal education in the NCERT and the circulars of the NCERT issued to different departments, especially FAOs and RCEs, regarding the programme of non-formal education, the reports of seminars, workshops and group meetings of NFE held during the last three years. The purpose of the analysis of the official documents was to collect information regarding the scheme and programme of non-formal education.

##### (b) *Collection of data through questionnaires*

The data were collected from 226 NFE Centres run by RCEs and FAOs with the help of the questionnaires formulated by the NFE Group (Appendix-7).

The questionnaires sent to the NFE centres for the collection of the data are as follows:

1. Identification data.
2. Instructional materials and instructional methodology.
3. Cost incurred on NFE centres from April to November, 1980.
4. Enrolment of children at the NFE Centres and their achievement.
5. Centres' teachers, teaching methods and strengths and weaknesses of the programme.
6. Expenditure from April to March, 1981.

1. *Identification data*: The first questionnaire was sent to the teachers of the NFE Centres. Through this questionnaire, the data on the following points were collected.

- (i) Name of the centres and the month and year of its establishment.
- (ii) Names of the members of the Local Committee.
- (iii) Information about the conveners, teachers and Supervisors of NFE Centres.
- (iv) The number of SC/ST boys and girls attending the NFE Centres.

2. *Instructional material and instructional methodology*: The second questionnaire, which was sent to the Supervisors of NFE Centres was meant to collect the data on the following points:

- (i) Books being used by the children at the centres and those read by them during leisure time for literacy, numeracy, environmental awareness, etc.
- (ii) Teaching aids, including charts, toys, etc. developed locally or secured from elsewhere.
- (iii) Use of the local-specific syllabus and the instructional material.
- (iv) Activities performed by the Supervisors, including supervision, guidance of field workers and contact with the local community.

3. *Cost incurred on NFE Centres from April to November, 1980*: The third questionnaire was sent to the Conveners of the programme in RCEs and FAOs. Through this questionnaire, information about expenditure incurred on NFE Centres from April, 1980, to November, 1980, was collected with regard to the following points.

- (i) Establishment.
- (ii) Contingency.
- (iii) Craft.
- (iv) Library.
- (v) Advisory Committee Meeting and local level meeting.
- (vi) Training of Field Supervisors.
- (vii) Publication printed/cyclostyled.

4. *Enrolment of children in NFE Centres and their achievement* : The fourth questionnaire was sent to the centre teachers. Through this questionnaire, the data regarding the children and their achievements were collected on the following points:

- (i) Academic achievement of SC/ST children and others.

- (ii) Kinds of tools used to assess the achievement of children.
- (iii) Improvement in personal and social habits and the tools to measure it.
- (iv) Benefits derived by the children from the NFE programme.

5. *Centre teachers, teaching methods, strengths, and weaknesses of the programme:* Tool No. 5 was sent to the conveners of the non-formal education programme. It has four parts. The first part is concerned with the information regarding the qualification, age, sex, native place, etc. of the centre teachers. The second part is related to the teaching methods adopted by the centre teachers. The third part is meant to collect information regarding the shortcomings of the NCERT's NFE experimental programme on various aspects. The fourth part is meant to know opinions on and the rationale--philosophical, academic, technical, social and economic--to continue the NFE programme.

6. *Actual expenditure from April to March, 1981:* Tool No. 6 was sent to the conveners of the NFE programme to collect information on the expenditure incurred on the non-formal education programme during 1981-82 in terms of the following items:

- (A)
  1. Building.
  2. Light.
  3. Furniture.
  4. Library.
  5. Physical facilities.
  6. Textual material for children.
  7. Craft (raw materials), etc.
  8. Extra-curricular programmes.
- (B)
  1. Salary of centre teachers.
  2. TA/DA (if any).
  3. Guidance materials.
  4. Contingencies.
  5. Any other.
- (C)
  1. Salary of Field Supervisors.
  2. TA/DA.
  3. Secretarial assistance.
  4. Guidance material given to Field Supervisors.
  5. Contingencies.
  6. Any other.
- (D)
  1. Training/orientation of the Centre teacher (instructor).
  2. Training/orientation of Field Supervisors.
  3. Meetings.
  4. Functions.
  5. Material of general nature supplied to NFE Centres.
  6. Workshops, seminars and meetings conducted for the production of material.
  7. Any other.
  8. Visits.

**(B) ANALYSIS AND PRESENTATION OF DATA**

The official documents and the questionnaires were analyzed keeping in view the objectives of the survey. The official documents are important from the point of view of policy decisions and the proposals and resolutions passed at different stages of the implementation of the NFE programme. The NFE experimental programme was started by the NCERT keeping in view the role of the NCERT identified in the scheme of the Central Ministry of Education. But it also adopted directions which were reflected in both the general and specific proposals, and the resolutions of the different committees. Therefore, these policy decisions, resolutions and proposals have been presented in the report in a meaningful sequence to assist the readers in understanding and appreciating the NFE programme in a proper perspective. The relevant portions of the documents have been quoted in the report and the documents have been included in references.

Another type of data which have been reported in the survey have been derived from the questionnaires. Again, these data have been collected on the following aspects of the programme.

1. NFE Centres in terms of their locations, students, local committees, etc.
2. Materials--conceptual, instructional, supplementary, training and other related material.
3. Centre teachers and Supervisors--their qualifications, experiences, age, social group, etc.
4. Instructional programme--general and specific methodology pertaining to literacy, numeracy, craft and SUPW.
5. Evaluation of the programme--approaches and strategies adopted with regard to different aspects of the programme, achievement of students and the cooperation of the community and developmental agencies of the government.

These data are of two types--factual and also, in the form of experiences and opinions of the workers involved in conducting the experiment. The factual data have been presented in the form of tables. The data regarding the experiences and opinions have been collected from the NFE Conveners, the Supervisors and the centre teachers. The purpose of these data is to test the assumption which were available in the form of policy decisions, proposals and resolutions. The factual data have been collected and presented with regard to the number of centres per block per State, number of children per centre, the instructional material and the methodology used, developed and reviewed, cost of education per child per centre in respect of different items of the programme, number of children who joined the formal schools and/or passed the Class V examination conducted by the district authorities of the formal education system.

The data regarding the experiences and opinions have been collected and presented with respect to the suitability of teachers in respect of age, qualifications, sex, residence, etc., suitability of instructional materials for different purposes, introduction of craft and establishment of a library at the NFE Centre. Both these

types of data regarding the same dimensions of the programme have been presented in the same chapter. The first Chapter of the report is Prologue. The second chapter presents the perspective of the programme, and also about the scheme of the Central Ministry of Education and the establishment of NFE Experimental Centres by the NCERT. The third chapter deals with the instructor (centre teachers) and the Field Supervisors. The materials developed reviewed and used at the NFE Centres. The fourth chapter deals with the instructional methodology and procedure, both general and specific. It also throws light on the cooperation of the community and the developmental agencies in running the programme. In the sixth chapter, the NFE programme has been evaluated which includes pupils' achievement, teachers' performance, instructional materials, awareness in society. The conclusion of the report mentions the strengths and weaknesses of the programme and points out the difficulties and problems encountered in running the NFE experimental programme. It also throws light on the implications of this experiment for the NFE programme being coordinated by the Ministry of Education and implemented by the States, and makes suggestions for the improvement of future programmes.

### **Perspective of the Non-formal Education Experimental Programme**

In spite of the Constitutional Directive under Article 45 to provide free and compulsory education to children upto the age of 14 within a period of 10 years after the adoption of the Constitution, it had not been possible for us to achieve the target even till date. Therefore, the Central Government assigned a very high priority to universalization of elementary education in the Sixth Five-Year Plan. It was felt that it was not possible to achieve the desired goal through the formal system of education. Therefore, other strategies have been worked out to cover the non-school-going children of the age group 6-14 (Appendix-1). The non-formal education programme started gaining momentum since the resolution was passed by CAME in its meeting held in 1974. The resolution reads as follows:

"The board is convinced that the goal of universal education cannot be achieved through exclusive reliance on the formal system of education with its single point-entry, sequential character and full-time professional teachers. The board, therefore, recommended that a radical reconstitution of the existing system should be carried out through the adoption of the multiple-entry system and a large scale programme of part-time education for those children who cannot attend school, for some reasons or the other. Programmes for such reconstitution should, therefore, be drawn up on a full time basis in all States, and their implementation should begin from the next academic year at the latest. A massive programme of developing public opinion in favour of these changes should be launched by the Central Government, States Departments of Education, State Institutes of Education, the Inspectorate and the teaching community. The State Departments of Education should make special efforts to orient the teachers to meet the new challenges. The curricula needed for the purpose, the teaching

and learning materials and techniques will have to be immediately prepared by the State Institutes of Education. The Union Education Minister announced on 5 April, 1977, in the Parliament, that universal literacy would be attained in the country within a definite time-frame of not more than 10 years. This objective has two main components, first universal elementary education for all children of the 6-14 age group, and adult education for persons of the 15-35 age group. With regard to the first component, to prepare a feasible plan for universalizing elementary education at the instance of the Planning Commission, a working group on Universalization of Elementary Education was set up in September, 1977. In the interim report (February 1978) of the Working Group, it was estimated that there were 452 lakh non-enrolled children who were to be brought into the school system by 1982-83 in order to achieve the goal of universalization of elementary education. The feasible target by the end of 1982-83 was to enrol 320 lakh additional children in Classes I-VII."

A major policy decision recommended by the Working Group was: "Every child shall continue to learn in the age group 6-14 on a full-time basis if possible and on a part-time basis if necessary."

In view of the above, the Working Group recommended a target of 160 lakh non-enrolled children or 50 per cent of the target for 1982-83 to be covered by non-formal education, comprising 120 lakhs at the primary stage (Classes I-V) and 40 lakh at the middle stage (Classes VI-VIII).

The Working Group identified the following nine educationally backward States:

1. Andhra Pradesh
2. Assam
3. Bihar
4. Jammu and Kashmir
5. Madhya Pradesh
6. Orissa
7. Rajasthan
8. Uttar Pradesh
9. West Bengal

In these States, the number of non-enrolled children is disproportionately large. These together cover more than three-fourths of the total non-enrolled children in the country. The problem of universalisation of elementary education is thus essentially a problem of these States which will require special support for implementing it. The Working Group accordingly recommended the scheme of special support to the educationally backward States in the Central sector of the medium term plan, with a provision of Rs. 50 crore out of the total medium term plan allocation of Rs. 900 crore for elementary education. The amount of Rs. 50 crore was later reduced to Rs. 25 crore.

The Union Ministry of Education and Culture advised each of the nine educationally backward States to start 500 experimental NFE Centres. The NCERT was asked to assist the Ministry of Education and the States in developing the instructional

strategies and programmes for these centres. Accordingly, a plan was prepared in collaboration with Literacy House, Lucknow, to develop instructional strategies and procedures. The two meetings of the NCERT's representatives and Literacy House with some representatives of the States were held at Literacy House, Lucknow (Appendix-2), the first in July, 1978 and the second from 23-29 August, 1978. In these meetings, the programme for developing the instructional strategies and materials was chalked out. The NCERT and Literacy House continued working together for about eight months. Later there was a change in the policy of establishing 500 Experimental NFE Centres in different States. However, the NCERT was expected to help the Ministry of Education and the States technically and academically in the implementation of the non-formal education programme. Therefore, the NCERT devised a plan for starting its own experimental NFE Centres. Each Field Adviser's Office and Regional College of Education (RCE) was asked to start 10 NFE Experimental Centres in each of the respective States.

The FAOs and RCEs were busy making preparations for starting NFE Centres, while the NFE Group was busy in finalizing the materials already prepared and getting them printed. In the Field Office, the FA was the Convener and the AFA was the Assistant Convener of the NFE programme. But in the RCEs, the Principals appointed Conveners and Assistant Conveners. In addition, some other staff members of the RCEs were also asked to help them in running the programme. The procedure adopted by the FAOs/RCEs for opening the NFE Centres included the following three steps:

1. Preliminary selection of villages.
2. Survey of the villages.
3. Final selection of the villages for opening the centres.

Specific procedures and criteria were developed for making a preliminary selection of villages, conducting the survey and finalizing the location of the centres. Further, selection committees were formed at the FAO/RCE level and also at the village level to select the supervisors and teachers respectively for the NFE Centres. From August, 1978 onwards the process of identifying the villages, selecting the teachers and starting the centres was on.

A number of NFE Centres were gradually opened in different States. This process started in the month of December, 1978, and continued upto May, 1982. On 24 and 25 May, 1979, a conference of the Conveners and Assistant Conveners of the NFE programme of the FAOs and RCEs was held at the NIE Campus to exchange views and experiences.

The objectives of the conference were as follows:

1. To prepare the framework and guidelines for the future programme of non-formal education.
2. To discuss the sample instructional materials for the non-formal education programme.

The salient points which emerged from the discussion in the conference were as follows:

- (i) The NFE programme was originally conceived by the NCERT as an experimental programme.
- (ii) In the NFE programme, priority should be given to re-entry into the main-stream of education. If that is not possible, a parallel system for qualitative improvement of life should be provided through NFE.
- (iii) It was considered that too much centralization of the NFE programme may not be useful.
- (iv) It was proposed that if materials prepared by the then Primary Curriculum Development Cell (PCDC) are found suitable, they could be utilized in the NFE Centres run by the NCERT.

Accordingly, the programme of preparation of materials by the NFE Group in collaboration with FAOs, RCEs and other voluntary agencies was almost suspended.

In response to an earlier circular of the NCERT, several departments of the NCERT had taken up programmes in the area of non-formal education. It was felt that there was some overlapping and duplication of work in the programmes being run by different departments, therefore a Coordination Committee (Appendix-3) on non-formal education with Dr. C.H.K. Mishra as Convener was formed by the Director, NCERT, vide letter No. F. 26-1/79/Prog. dated 10 September, 1979, with the following objectives:

- (a) to identify priority areas of research and development;
- (b) to indicate the type of programmes that the various departments should take up;
- (c) to ensure that there is no duplication in the programmes undertaken by various departments;
- (d) to develop a mechanism of interaction with Regional Colleges of Education and such State level institutions as SCERTs, SIEs; and
- (e) to periodically review and evaluate the departmental programmes.

The recommendations made by the Coordination Committee on NFE in its first meeting held on 5 October, 1979, were as follows:

1. The work of collection of information at the CAPE Unit could be extended to include all other activities at the level of the Council, its constituent units and that of the State.
2. The material prepared by the Field Advisors Offices and Regional Colleges of Education under the non-formal education programme as also materials prepared at the State level by various projects supported by UNICEF were to be listed and circulated to all the concerned departments.

The main point that emerged from the discussion in the conference held on 24 and 25 May, 1979, and the first meeting of the Coordination Committee was that the programme and the development of instructional materials could be decentralized keeping in view the importance of the local problems and the needs of the people of the area in which the NFE Centres were located. Therefore, it was decided that the programmes of preparing the materials might be organized at the following three levels:



- (a) Village or block level
- (b) FAO/RCE level
- (c) Central level

As a result of this development, the tasks assigned to the NFE Group, RCEs and FAOs were as follows:

I. *NFE Group at the NIE*

- 1. To monitor and coordinate the NFE experimental programme.
- 2. To conduct research projects.
- 3. To develop general materials.
- 4. To develop instructional materials in Urdu.
- 5. To review the materials available in the market useful for NFE.
- 6. To orient and train the State level resource persons.
- 7. To participate in the programmes being organized by the RCEs and FAOs and the States.
- 8. To provide consultancy to the States.
- 9. To coordinate all NFE programmes taken up by the departments of the NCERT.

II. *Regional Colleges of Education (RCEs)*

- 1. To organize the NFE Centres.
- 2. To develop teachers' guides, language readers, mathematics books, etc. for different socio-cultural regions.
- 3. To review the available material.
- 4. To develop the local-specific material.
- 5. To train village level workers. (NFE Centre Teachers)
- 6. To provide consultancy to the States.

III. *Field Advisors Offices. (FAOs)*

- 1. To organize NFE Centres.
- 2. To develop the local-specific material.
- 3. To train the Field Supervisors and village level workers and NFE Centre teachers)
- 4. To provide consultancy to the States.

As the programme developed, the Ministry of Education, the State Departments of Education and the NCERT had different expectations from each other. It was, therefore, decided to form a high level committee to chalk out the role of the NCERT vis-a-vis the NFE programme in the States. The Director, NCERT, constituted a High Level Group to identify, in specific terms, the role of the NCERT in implementing the NFE programme (Appendix-4).

The Group, in its first meeting held on 5 November, 1979, identified the role of the NCERT as per the following suggestions:

- 1. As suggested in the note, the role of the NCERT in respect of its academic support to the States was accepted (Appendix-5). It was however, felt that there were certain other activities which the NCERT could undertake. These would include:

- (a) development of literature on the subject of non-formal education programmes for drop-out children which would help in explaining the concept of non-formal education for the children in the age-group 6-14 years;
  - (b) preparation of guidelines which will help the States to prepare and evaluate the instructional materials produced for the non-formal education programme in their respective States;
  - (c) development of a handbook on training which will explain the methodology for training of personnel at different levels in the non-formal education programmes of the States;
  - (d) development of prototypes of multimedia package in key areas (e.g. health, nutrition, agriculture, crafts, etc.) which the States can adapt/adopt for use.
  - (e) dissemination of information on the experiences of States and other agencies in implementing non-formal education programme.
2. Mass production of instructional materials required for non-formal education would be undertaken by the State Governments.
  3. The NCERT would assist the States in organizing the training of key personnel who, in turn, will undertake the training of grassroot level workers.

A workshop-cum-seminar was organized at Chitrakut from 15-20 February, 1980, wherein the experiences of workers, including their problems and difficulties, were discussed. The recommendation of the workshop-cum-seminar are as follows:

1. In order to plan an effective strategy for the NFE programmes and to provide guidance on matters relating to finance, instructional material, problems of the centres, etc., a suitable mechanism should be evolved to coordinate the work on Non-Formal Education Experimental Centres being run by RCEs and FAOs, apart from the Coordination Committee set up at NIE.
2. A Steering Committee including the Central Team representatives of RCEs and FAOs and village-level workers may be formed to work out the details and strategies to be followed for the implementation of the NFE programme.
3. For closer attention, supervision and organizational work, the NFE units in the RCEs and FAOs may be strengthened.
4. It was recommended that the FAOs and RCEs should be given the substantial freedom to plan work regarding the NFE programme. The discretion to reappropriate the funds allotted for different items of NFE programme to the maximum of 25% of the budget could also be given to them.
5. It was realised in the workshop that the effective planning of non-formal education experimental centres depends upon reliable and sufficient data. It was, therefore, suggested that the base line and time data regarding the

NFE centres could be collected at intervals. Accordingly a small group consisting of representatives of RCE, Ajmer and Bhopal and FAO, Madhya Pradesh was formed to develop the necessary proforma for collecting the data.

6. The NCERT should ensure that all workers involved in non-formal education activities are adequately trained. Training/orientation programmes may be organized for the following groups.
  - (a) Senior policy makers, curriculum developers, researchers engaged in NFE activities and incharge of the NFE projects.
  - (b) Resource persons (second line of resource persons from States, RCEs and FAOs) to train trainers of teachers and Supervisors of non-formal education.
  - (c) Village level workers, (NFE Centre teachers), Supervisors and other staff involved in the project.
7. The NCERT should ensure that workers at every level are made aware of :
  - (a) the practical difficulties in running the centres;
  - (b) the needs, aspirations and resources of local communities by staying there for some time and working as a centre teacher;
  - (c) judging the programme by its relevance to local needs and conditions;
  - (d) feeling the need to be devoted to the national work.

Orientaion programmes should be organized frequently to motivate the workers to perform better and create in them an understanding about the programme.

It was suggested that FAOs and RCEs may plan the training programme jointly.

8. The NCERT should regard a village as one centre for experimentation. Hence, problems relating to children's enrolment, commissioning field workers according to the number of children in a village could be reviewed as such, and solved.
9. To avoid duplication, the instructional materials of general nature could be centrally prepared which may be supplemented by local specific materials prepared by other units. A committee could be formed to screen the instructional materials for NFE to avoid the duplication of work and to minimize the expenditure and time.
10. The RCEs and FAOs may send their programmes for the year 1980-81 to the NCERT with detailed budgets by March 1980, which would be consolidated by the NFE Group for the consideration of the Coordination Committee on non-formal education and Programme Advisory Committee of the Council.
11. In view of the keen desire of the children attending NFE Centres to read books after completing the primers in the first phase, a small library containing about 50 books costing about Rs. 150/- could be established at each centre.
12. FAO's and RCEs could consider introducing craft/vocation at one of the centres being run by them as an experimental measure, particularly with

a view to determining how far they could provide the medium for education.

13. Literature available in the market or prepared by various units of the NCERT and States relevant to the NFE programme should be continuously reviewed. On the basis of the review, an annotated bibliography could be circulated to the users.
14. A comprehensive note on non-formal education reflecting the workable solutions of the problems being faced and its orientation should be prepared for the consideration of the Council.

The second meeting of the Coordination Committee on NFE was held on 8 May, 1980. The meeting was informed that different departments working in the field of NFE had already started exchanging information about the same with each other. Besides this, in a workshop organized at Chitrakut from 15-20 February, 1980, the materials prepared by different departments of the NCERT as well as about 300 books on different aspects of non-formal education available in the market were reviewed.

The Chairman informed the Group that the budget already allocated for the NFE programme might be increased because this was on the priority list of the NCERT as well as that of the Ministry of Education in the Sixth Five-Year Plan.

It was recommended that the Chairman of the Coordination Committee on NFE may be authorised to approve the programmes if they are received in the middle of the session. In all, 27 projects/programmes from different departments were discussed at this meeting. At the meeting of Conveners of the the NFE programme at the RCEs and FAOs held on 28-29 August, 1980 the programmes of RCEs and FAOs for the year 1981-82 were presented which included five types of programmes, namely, developmental, research, training, extension and consultancy. Eighteen projects/programmes were discussed. The RCEs were requested to go through the programmes proposed by the NFE Group and explore the possibility of sharing the programmes.

The third meeting of the Coordination Committee on NFE was held on 30 August, 1980. At the meeting it was pointed out that an important function of this committee should be to develop the coordinated approach to non-formal education. In order to accomplish this task, a Steering Committee, including the heads of the units/departments and Joint Director as its Chairman, should be formed. Fourteen programmes/projects were presented before this committee for its consideration. It was recommended that the NFE Centres should continue during the year 1981-82 and the experiences gained during the first two years may be consolidated and finalised.

It was also suggested that the RCEs and FAOs should first review the material prepared by PCDC and CAPE and also those available in the market and see whether they fulfil the needs of the NFE Centres. It was also pointed out that the methods for developing the instructional materials other than the workshops should be explored. The RCEs and FAOs should take up a small a survey of their NFE Centres and send a report to the NCERT. A comprehensive survey of the NFE Centres should be undertaken by the NFE Group.

The Extension Unit was requested to submit its report on the survey of NFE Centres by 15 September, 1980.

Various programmes/projects from the NFE Group, FAOs and RCEs were discussed. The Chairman made it clear that the programmes were being recommended subject to the continuation of the NFE Centres during 1982-83. The projects not related directly to the continuation of these centres would definitely be taken up.

The NFE Group, the FAOs and the RCEs were running the NFE experimental programme in spite of being short of staff and lacking other necessary facilities, and some other difficulties such as transfers, etc. Therefore, it was felt necessary to have a meeting with the Director and Joint Director to discuss the difficulties and problems with a view to resolving them.

Therefore, a meeting of the NFE Group with the Director and Joint Director was held on 24 January, 1981. The problems of inadequacy of staff, minimum facilities, delay in publication of materials were taken up for consideration. It was also pointed out that the materials prepared by different departments of the NCERT on NFE were not available for use. Therefore, the procedure of preparation of instructional material could be reviewed. Transfers of persons in the Field Offices and RCEs have adversely affected the conduct of the NFE programmes.

The Director, NCERT, indicated that it was necessary for us to evaluate our experience and prepare a research report on NFE Centres being run by the NCERT which should include the achievement realized, the problems encountered and the responsibilities of the States.

The hesitation on the part of the States in accepting the instructors of the NFE Centres run by the NCERT was taken up for consideration and it was made clear that though the instructors were getting Rs. 150/- per month, the per student cost was not high as compared to that of the States and was lower than the norms visualized by the Ministry of Education for this scheme.

The Director, NCERT, instructed the NFE Group to collect and compare information regarding the following.

- (a) States which are planning to set up the NFE Centres on the pattern followed at the centres run by the NCERT.
- (b) States using the materials produced by the NCERT.
- (c) States which requested the NCERT for giving permission for adopting/adapting the NFE materials prepared by NCERT.
- (d) Comparison of the cost of the centres run by the NCERT and the States and/or norms suggested by the Ministry of Education.

The Director asked the NFE Group to write to the DPIs and Education Secretaries in the States requesting them to evaluate the NFE Centres run by the NCERT and explore the possibility of taking them over.

An Orientation-cum-Production Workshop for the Assistant Field Advisors (AFAs) and the Assistant Convenors of the NFE programme in RCEs was organized on the NCERT Campus from 5-7 March, 1981. The objectives of the workshop were as follows:

- (i) to take stock of the work done during 1980-81.
- (ii) to plan the NFE programme for 1981-82.

With regard to the first objective, the participants exchanged views and experiences in the light of certain themes. They also wrote papers on some of the following topics:

- (i) Objectives of non-formal education.
- (ii) Instructional programme being followed at the Non-Formal Education Centres.
- (iii) Preparation and production of instructional material.
- (iv) Orientation of workers.
- (v) Cooperation of the community and the developmental agencies.
- (vi) Introduction of crafts in NFE Centres.
- (vii) Establishment of a library in NFE Centres.

It was emphasized by the Director and the Joint Director, NCERT, that the NFE Centres were being run by the NCERT on an experimental basis. The FAOs and RCEs should establish a dialogue with the Education Departments of the States about the NFE programme. It was also suggested that the following types of materials for non-formal education may be prepared at different levels:

- (a) Conceptual material, including papers on different aspects of the programme, viz. curriculum, instructional material, instructional programme, evaluation procedure, training of functionaries, introduction of crafts, etc.
- (b) Instructional material, including books for literacy and numeracy, science and social sciences.
- (c) Manuals, including teachers' guides for teaching science on the needs and problems of children and social sciences in a functional manner.
- (d) Tools and techniques to evaluate the non-formal education programmes in all its aspects, the progress of centres and students' achievement.

The Group may take up research on a collaborative basis with the departments of education of the universities in their areas. More orientation-cum-production programmes for the NFE workers should be organized by the RCEs and FAOs. National Integration camps may be organized for children studying in NFE Centres at the regional or national levels.

At the instance of the Ministry of Education, a conference of officers in-charge of the non-formal education programme in the States, representatives from the Planning Commission, the Ministry of Education and the departments of the NCERT, working in the area of non-formal education, was organized on 29 June, 1981. The purpose of the meeting was to identify the problems and difficulties encountered by the States in running the NFE programme and to suggest improvements in the scheme of the Ministry of Education. The conclusions emerging from the conference were sent to the Ministry of Education for revision of the scheme in the light of the difficulties encountered by different States in the implementation of the NFE programme (Appendix-5).

The fourth meeting of the Coordination Committee on NFE was held on 17 September, 1981. It was agreed at the meeting that during 1982-83 the NFE Group would plan the preparation of the remaining instructional materials, viz., two language books, two mathematics books, two books on environment studies, two teachers' guides as has been envisaged in the programme based on the analysis of syllabi prescribed in the Hindi speaking States for primary classes i.e. I to V, required for the model.

### **Action Taken on the Recommendations of Different Conferences, Meetings and Seminars**

On the recommendations of the conferences, the following guidelines for the future programme of NFE were framed.

- - The possibility of re-entry of NFE students into the mainstream has been explored and students have been admitted to formal schools at various points. But the number of such cases is not large.
- - For decentralization of the NFE programme, the roles of the NFE Group at NIE, FAOs and RCEs were defined in the paper presented at the third meeting of the Coordination Committee on NFE.
- - To avoid duplication of work and also overlapping of programmes of different NCERT departments, the Coordination Committee on NFE was formed at the NIE level.
- - On the recommendations of the first meeting of the Coordination Committee held on 18 October, 1979, materials produced by PCDC, CAPE, Field Advisor's offices and RCEs and also those prepared at the State level through various projects were collected and reviewed in the seminar-workshop held at Chitrakut from 15 to 22 February, 1981.
- - As a step towards decentralization of the NFE programme, the materials were prepared at three levels, viz. (i) village or block level; (ii) FAO and RCE level; and (iii) Central level.
- - On the suggestions made by the High Level Group in its meeting held on 5 November, 1979, the academic support from the Council was extended to the States.
- - Regarding the guidelines for preparation and evaluation of instructional material, a research project was conducted by the NFE Group.
- - For training of the personnel at different levels, a small training manual had been prepared by the NFE Group. The preparation of a comprehensive training manual was allocated to RCE, Bhubaneswar.
- - Dr. S.C. Verma, Reader at the Centre for Educational Technology was nominated as Convener of the project "Development of Multi-Media Package in Key Areas". The RCE, Bhopal, FAO, Bhopal, FAO, Andhra Pradesh, etc. brought out small reports giving information about the NFE programme run by them.
- - The mass production of instructional materials prepared by the NCERT

in Hindi, Assamese and Telgu was taken up by Bihar, Assam and Andhra Pradesh respectively as per suggestion of the High Level Group.

- - Experts from the NCERT were invited to participate in various training programmes organized by the State of Bihar, Rajasthan and Uttar Pradesh.
- - The details for implementation of the NFE Programme were chalked out in various meetings held at NIE from time to time.
- - FAOs and RCEs were permitted to use their discretion in re-appropriation of funds allotted to different items of the NFE programme to the maximum of 25 per cent of the budget.
- - The training/orientation programmes for persons working in non-formal education at different levels were organized by RCEs and FAOs.
- - A bibliography of the materials of NFE available in the market, which were reviewed at the Chitrakut workshop, was prepared.
- - For the establishment of a library at each centre, an amount of Rs. 150/-per centre was sanctioned. A craft in one of the 10 NFE Centres run by FAO/RCE was also introduced.
- - On the advice of the Director, the NFE Group conducted the survey of NFE Centres and produced the present report.
- - A letter from the Director was sent to different States for evaluating the NFE Centres and exploring the possibility of taking over the NFE Centres run by the NCERT.
- - Training-cum-production programmes were organized by RCEs and FAOs with a view to orient their workers in different areas of NFE and producing local-specific material.

Further, specific and detailed information about the work done under the NFE programme in response to the recommendations and suggestions of different conferences, seminars and workshops has also been given in the following chapters.



## CHAPTER II

# LAUNCHING OF THE NFE PROGRAMME

### **Plan of the Government of India, Ministry of Education and Culture for the Non-formal Education Programme**

The Expenditure Finance Committee of the Government of India accorded its approval to the Centrally sponsored scheme of experimental projects for non-formal education for children of the 9-14 age group under the Universalization of Elementary Education Scheme. Under the approved scheme, the Ministry of Education and Culture had agreed to assist the establishment of three additional centres, provided the State government set up at least five centres from their own resources. The funds required for the strengthening of the Departments of Education, State Institutes of Education and Teacher Training Institutions in the States, and the development of academic programmes are to be fully the concern of the centre. In a letter from the Ministry of Education to the States and other organizations, it was made clear that in case the present provisions fell short of the requirements, readjustment in the plan would be made to ensure that counterpart funds are available under the State sector for the implementation of this scheme. This pattern of sharing expenditure was in accordance with the decision of the National Development Council. To attain the objectives mentioned above, the Ministry of Education and Culture requested various States and organizations working in the field of non-formal education to submit their proposals for assistance under this scheme for the financial year by 31 July, 1979, (Appendix-1). They were requested to indicate the number of non-formal centres to be set up during the current year for finding out the Central provision alongwith the counterpart centres to be funded out of the State's own provision. In doing so, they had to indicate, in brief, the state of preparedness with regard to this programme. The States had to indicate the administrative and academic inputs already provided for by them.

### **NCERT's Plan to Start 10 Experimental Centres**

As pointed out in the earlier chapter, it was decided that the Council and its constituent units should undertake an experimental programme of non-formal education in order to gain experience and develop strategies and the prototype materials. Accordingly, the RCEs and the FAOs took up the programme in each State. A flow chart indicating the financial norms and the tools for collection of bench-mark data developed by a committee under the chairmanship of the Dean (Academic) was used for collecting the initial data. The expenditure involved was met by the provision in the plan budget of the respective offices/colleges. Norms to be followed for implementing the programme as well as other steps to be taken were communicated to the RCEs and FAOs.

### **Procedure for Selecting the Villages for Non-formal Education Centres**

A cluster of 10 continuous villages with a population of at least 5000 or above were selected to ensure that 40-50 children were available in each Non-formal Education Centre. The household surveys of the selected villages were completed by the month of November, 1978, with the help of local teachers and Assistant District Inspectors, Deputy District Inspectors and Sub-Inspectors of Schools of the areas. The surveys indicated the number of drop-outs and non-school going children in the 9-14 age group, apart from giving information about the occupational, educational and other socio-economic levels of the parents. An honorarium was paid to local teachers at the rate of Rs. 25 per village with the number of households upto 100, with an additional 50 paise being paid for each household if the number exceeded 200. The payment was made after the data had been submitted in respect of all the schedules.

### **Appointment of 'Centre-Teachers'**

Field Supervisors and NFE Centre teachers were selected, the criteria for selection being graduation for Field Supervisors and higher secondary school certificate for the teachers. Centre teachers were engaged with a remuneration of Rs. 150 p.m. for each NFE Centre. The remuneration fixed for the Supervisor was Rs. 350 p.m. He/she was expected to supervise a cluster of 10 NFE Centres. Local girls/boys who were matriculates were considered for appointment as teachers. In the case of non-availability of matriculate girls, the qualifications were relaxed. In the case of candidates belonging to Scheduled Castes and Scheduled Tribes, candidates with a minimum of pre-matriculation qualifications were considered. Depending on the local conditions, suitable adjustments for engaging male/female candidates in a particular village for NFE were made. It was invariably ensured that the candidates belonged to that particular locality and were interested in the educational advancement of that village and were acceptable to the people of the locality. Preference was given to boys and girls from the community of the learners. The first important step was to contact the local leaders and the teachers of the formal schools of the villages in

which the centres were to be set up. The village Sarpanchas, Panchas and selected teachers were informed about the nature of the scheme. This was followed by a visit of the Field Adviser, Assistant Field Adviser, District Education Officer and Assistant District Inspector of schools to the villages to assess the feelings of parents about the programme. The Field Supervisor and the centre teacher were assigned the task of contacting all the households in the villages, establishing rapport with the village Mukhia and the parents and encouraging them to send their children to the centres. The centre teachers were particularly asked to observe the children while engaged in their occupational activities, to talk to them individually so as to have a general idea about their special interests and the problems they faced in their daily life. The Field Supervisor has the important function of providing guidance to the centre teachers by regular visits to the centres. In most of the blocks, centre teachers met at the block headquarter weekly and discussed their progress and problems with the Field Supervisor. The Field Supervisor also coordinated the reports and other information received from the centre teachers and from the FAOs. The offices of the Field Adviser/RCEs of the NCERT exercised the overall administrative control over the Supervisors and teachers. The conveners and the Assistant Conveners of non-formal education at the RCEs and the FAOs provided regular academic guidance to the Supervisors and teachers. They also assessed the progress of children at least once a month and oriented the Supervisor and teachers in the instructional materials supplied to the centres from time to time. After taking these preparatory steps, the NFE Centres in different blocks of the nine educationally backward States were established, and started functioning. The centres opened in different States (Appendix-9) under the NFE programme of the NCERT are indicated in Table 2.1.

TABLE 2.1

<i>State</i>	<i>Agencies</i>	<i>Month and Year of Establishment</i>	<i>No. of Centres</i>
1	2	3	4
Tamil Nadu	F.A., Madras	Dec., 1978	6
Andhra Pradesh	F.A., Hyderabad	Dec., 1978	10
Orissa	F.A., Bhubaneswar	Dec., 1978	10
Rajasthan	F.A., Jaipur	Jan., 1979	5
Madhya Pradesh	F.A., Bhopal	Jan., 1979	1
Madhya Pradesh	F.A., Bhopal	Jan., 1979	9
Assam	F.A., Assam	Feb., 1979	10
Gujarat	RCE, Bhopal	Feb., 1979	1
Rajasthan	RCE., Ajmer	Feb., 1979	5
West Bengal	RCE., Bhubaneswar	Feb., 1979	10
Gujarat	RCE., Bhopal	March, 1979	5
Kerala	F.A., Trivandrum	March, 1979	6
Madhya Pradesh	RCE., Bhopal	March, 1979	3
Maharashtra	RCE, Bhopal	March, 1979	1
Assam	RCE, Bhubaneswar	April, 1979	10

1	2	3	4
Karnataka	RCE, Mysore	April, 1979	9
Madhya Pradesh	RCE, Bhopal	April, 1979	3
Maharashtra	RCE, Bhopal	April, 1979	9
Rajasthan	F.A., Jaipur	April, 1979	2
Gujarat	RCE, Bhopal	May, 1979	3
Jammu and Kashmir	RCE, Ajmer	May, 1979	10
Karnataka	RCE, Mysore	May, 1979	1
Uttar Pradesh	RCE, Ajmer	May, 1979	4
Tamil Nadu	F.A., Madras	June, 1979	1
Bihar	RCE, Bhubaneswar	July, 1979	10
Tamil Nadu	F.A., Madras	July, 1979	1
Jammu and Kashmir	F.A., Srinagar	Aug., 1979	6
West Bengal	F.A., West Bengal	March, 1979	10
Orissa	RCE, Bhubaneswar	Aug., 1979	10
Tamil Nadu	F.A., Madras	Oct., 1979	1
Bihar	F.A., Patna	Dec. 23, 1979	10
Gujarat	F.A., Ahmedabad	Feb., 1980	2
Kerala	F.A., Trivandrum	Feb., 1980	3
Kerala	F.A., Trivandrum	March, 1980	1
Madhya Pradesh	RCE, Bhopal	March, 1980	6
Jammu and Kashmir	F.A., Srinagar	May, 1980	1
Punjab	F.A., Chandigarh	July, 1980	3
Rajasthan	F.A., Jaipur	July, 1980	2
Gujarat	F.A., Ahmedabad	Sept. 1980	4
Karnataka	F.A., Bangalore	Oct., 1980	10
Rajasthan	RCE, Ajmer	Oct., 1980	2+1 (1 not existing)
Gujarat	F.A., Ahmedabad	Nov., 1980	2
Gujarat	F.A., Ahmedabad	Dec., 1980	2
Punjab	F.A., Chandigarh	Dec., 1980	5
Gujarat	RCE, Bhopal	Jan., 1981	1
Rajasthan	RCE, Ajmer	Feb., 1981	1
Total			227+1=228

The position on 31 May, 1982 of the enrolment of children in the centres run by the NCERT is presented in the following table.

TABLE 2.2

Enrolment in non-formal education centres run by the Regional Colleges of Education and Field Advisers' Office of the different states (Year 1979-80)

S. No	Name of the states	Total no. of children enrolled
1.	Andhra Pradesh	332
2.	Assam	833

<i>S. No</i>	<i>Name of the states</i>	<i>Total no. of children enrolled</i>
3.	Bihar	367
4.	Gujarat	602
5.	Jammu and Kashmir	590
6.	Karnataka	755
7.	Kerala	342
8.	Madhya Pradesh	435
9.	Maharashtra	255
10.	Orissa	350
11.	Punjab	187
12.	Rajasthan	487
13.	Tamil Nadu	371
14.	Uttar Pradesh	45
15.	West Bengal	637
Total		6588

In the States of Assam, Bihar, Gujarat, Jammu and Kashmir, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Rajasthan and West Bengal, NFE Centres were run by both the FAOs and RCEs. In U.P., only the RCE, Ajmer, had run four centres of non-formal education.

### Organization of Non-formal Education Centres

At the village level there was a Development Local Level Advisory Committee for each centre consisting of the Sarpanch, one Panch, the centre teacher and the Field Supervisor. The committee was expected to meet monthly. It kept a watch over the successful running of the centre and helped in resolving some of the day-to-day problems cropping up in the centres.

At the block level there was a committee with the BDO or SDO as its Chairman and all the Panchas, Field Supervisors, A E D/ADIS of the area, AFA and FA/Convener/ Assistant Conveners of RCEs as its members. This committee coordinated the working of the centres in the block area and helped in securing the participation of the community and the local government officers. At the State level, there was a central planning committee with the DPI as its Chairman. It extended its help at the State level for planning and coordination.

## CHAPTER III

# TEACHERS AND SUPERVISORS OF THE NFE PROGRAMME

### A. THE CENTRE TEACHER

#### **Criteria for Appointment of a Teacher for the Centre**

It was considered better to appoint teachers (field workers) for the NFE Centres from among the locally available persons whose time and energy were not fully utilized in parental or any other vocation. It was, however, assured that the teachers selected were interested in the educational advancement of the people and were acceptable to the local community. Some of the main considerations for selecting the local persons as centre teachers for the NFE centres were:

- Being a local person, he/she is more concerned with the welfare of the people and the village.
- He/she knows the local environment, the population, their needs, requirements and aspirations better.
- He/she is more responsible to the local community for its welfare and would be able to gain their confidence.
- The members of the local community also have confidence in him/her.

The teachers of the centres were appointed by a Selection Committee in consultation with the educational authorities and the block level officers of the State as well as the approval of important persons of the community.

#### *Remuneration of a Centre Teacher*

Under the NCERT's experimental programme, the remuneration for a teacher was fixed at Rs. 150 per month, assuming he would be responsible for a centre having

about 40 children. If a centre had 40 children, at the average cost of Rs. 50 per child per year, the salary of a teacher worked out to be 166.66. This compares favourably with the norms fixed by the Ministry of Education for assisting the States in the establishment of NFE Centres.

TABLE 3.1

## Qualification of Centre teachers

The following table shows the qualifications of the teachers appointed for NCERT NFE Centres

Organizing Agencies	State	Educational qualification/Number of teachers											
		Under matriculation			Matriculation/Inter			Graduate and above			Total		
		M	F	T	M	F	T	M	F	T	M	F	T
1	2	3			4			5			6		
RCE Ajmer	1. Jammu & Kashmir	4	4	8	1	1	2	-	-	-	5	5	10
	2. Uttar Pradesh	4	-	4	-	-	-	-	-	-	4	-	4
	3. Rajasthan	1	1	2	6	-	6	1	-	1	8	1	9
RCE Bhopal	4. Madhya Pradesh	-	-	-	7	-	7	3	2	5	10	2	12
	5. Maharashtra	-	-	-	9	1	10	-	-	-	9	1	10
	6. Gujarat	-	-	-	8	-	8	1	-	1	9	-	9
RCE Bhubaneswar	7. West Bengal	-	-	-	5	2	7	3	-	3	8	2	10
	8. Assam	-	-	-	6	2	8	1	-	1	7	2	9
	9. Bihar	-	-	-	10	-	10	1	-	1	11	-	11
	10. Orissa	-	-	-	9	-	9	-	-	-	9	-	9
RCE Mysore	11. Karnataka	-	-	-	5	-	5	4	1	5	9	1	10
FA Hyderabad	12. Andhra Pradesh	5	-	5	4	-	4	1	-	1	10	-	10
FA Gauhati	13. Assam	-	-	-	10	-	10	-	-	-	10	-	10
FA Patna	14. Bihar	1	-	1	6	-	6	3	-	3	10	-	10
FA Ahmedabad	15. Gujarat	-	2	2	2	2	4	4	-	4	6	4	10
FA Srinagar	16. Jammu & Kashmir	-	-	-	6	1	7	-	-	-	6	1	7
FA Bangalore	17. Karnataka	-	-	-	8	-	8	2	-	2	10	-	10
FA Trivandrum	18. Kerala	-	-	-	6	3	9	-	1	1	6	4	10
FA Bhopal	19. Madhya Pradesh	1	-	1	3	1	4	4	1	5	8	2	10

1	2	3	4	5	6
FA Bhubaneswar	20. Orissa	5 - 5	5 - 5	- - -	10 - 10
FA Chandigarh	21. Punjab	- - -	5 2 7	1 - 1	6 2 8
FA Jaipur	22. Rajasthan	- 1 1	8 - 8	- - -	8 1 9
FA Madras	23. Tamil Nadu	9 - 9	- - -	- - -	9 - 9
FA Calcutta	24. West Bengal	3 2 5	2 1 3	2 - 2	7 3 10
Total		32 10 42	132 15 147	34 5 39	191 29 220

(M=Male; F=Female)

The above table indicates that out of 228 teachers, 42 were non-matriculates, 147 matriculates/intermediates and 39 graduates or persons having higher qualifications. Most of the teachers appointed were females (193 out of 228). The percentages of female teachers work out to 24, 10 and 13 respectively for non-matriculates, matriculates/intermediates and graduates. Out of 228 teachers working in NFE Centres, 27 or about 12 per cent belonged to Scheduled Castes/Scheduled Tribes communities. The bulk of them 25 out of 27 were employed in the centres in Rajasthan, Madhya Pradesh and Orissa. Only 4 out of 27 Scheduled Castes/Scheduled Tribes teachers were females.

### Preference for Local Persons

As indicated earlier, generally, local people were employed as teachers for the NFE Centres. The study attempted to find out the reasons for this preference. Accordingly, Conveners who were responsible for the establishment of the centres were requested to give their opinions. Some of these opinions are noted below:

- (i) "Prefers local teacher, inter (intermediate) trained would be better. The quality of the teacher depends on the abilities of the person and not on the sex. The 20-30 age group is ideal, if we could obtain the services of such a person."
- (ii) "A local teacher would always be perfect as he knows the people and children. He should be preferably high school passed. Higher qualifications may not be necessary for better teaching at the centres. Females have more sympathy towards children. The age group 20-30 is mature enough to work with the children. Teachers at various centres should be of uniform academic qualifications as far as possible. This helps in evolving an appropriate common training programme for all centre teachers, while disparity may create problem."
- (iii) "Prefers outsiders because they are free from village politics. They cannot shirk their duty and will be under the observation of the whole village."



Training according to the needs only, and in no case traditional teacher training. One need not be a degree-holder”.

- (iv) “The local teachers are regularly conducting NFE Centres better than outsiders. Higher secondary is better. Graduates are very much interested in running NFE Centres. They teach better than post-graduates. It was very difficult to get these NFE Centres organized by the female workers during the evening. Teachers of the age-group 25-30 are more enthusiastic than aged teachers. They teach better than aged teachers.”
- (v) “The data is too scanty to allow any meaningful conclusion.”

### Findings

The above tables show the profile of the NFE Centre teachers working in the NCERT's NFE Centres in respect of some dimensions, viz. male-female, Scheduled Caste/Scheduled Tribe/non-Scheduled Caste/ educational qualifications, age, etc. Opinions were sought of the NFE Conveners and Supervisors on the preference for NFE teachers which is indicated in the following tables:

TABLE 3.2

<i>Dimensions</i>	<i>No. giving preference</i>
1. Sex	
(a) Male	7
(b) Female	2
(c) Male/Female	4
2. Age	
(a) 20-30	11
(b) 40-50	1
(c) 60-70	1
3. Local/Outsider	
(a) Local	14
(b) Outsider	1
(c) Neutral	4
4. Qualifications	
(a) Matriculate (Trained)	8
(b) Matriculate (Untrained)	4
(c) Graduate (trained)	1
(d) Graduate (untrained)	1
(e) No opinioa	1

About the sex of the instructors, 13 responses were received, of which seven preferred male teachers, two opted for females and four were neutral.

Out of 13 replies on the age of centre teachers, 11 opted for the age group 20-30 and one each accepted both the age group 40-50 or a retired teacher in the age group 60-70.

On the local/outsider dimension, out of 15 responses 14 preferred the local person and one preferred the outsider.

Regarding educational qualifications, out of 15 responses, eight preferred a trained matriculate, four opted for an untrained matriculate, one opted for a trained graduate, one preferred an untrained graduate and one remained neutral.

### **Training of Teachers**

Training of a worker is the most important aspect of a programme. Training imparts the knowledge about the role and responsibilities of the functionary regarding the programme. It consequently enables a person to perform his tasks more effectively.

#### *Objectives of the Training Programme*

Keeping in view the complexities of the non-formal education programme, the qualifications of his experience and the tasks to be performed by him/her, the objectives of a training programme in non-formal education programme could be as follows:

- To provide information on all aspects of the NFE programme in general.
- To provide information about the NFE programme being implemented by the State.
- To acquaint the teacher with his role and functions as an organizer, an administrator and a teacher.
- To acquaint him with the role and functions of the other functionaries involved in the NFE programme.
- To develop the competence to teach single-handed children of different ages and attainment levels.
- To develop the ability to run the centre with the minimum available facilities in respect of light, proper seating arrangement, books, stationery, etc.
- To acquaint the teacher with the methods of teaching literacy, numeracy, environmental science, health and nutrition, civic and community life, etc.
- To provide knowledge and skill in the methodology of teaching and the capability to use the environment for gaining experience.
- To develop the competence to prepare a variety of local-specific and need-based instructional material.
- To train the teacher in engaging children in indigenous activities, to teach science and technology through improvisation and using the environment and local resources.
- To acquaint the teachers with ways and means for getting local community participation and support.

Keeping in view the requirements of the programme and the expectations from a centre teacher, a model 15-day training programme was prepared by the NFE Group. This training programme was to be followed by a six-day orientation-cum-production

programme. The table below shows the daily programme of the 15-day initial training programme.

### FIFTEEN-DAY INITIAL TRAINING PROGRAMME FOR NFE CENTRE TEACHERS

#### Daily Programme

<i>Date</i>	<i>First Session (9.00 a.m. to 11.00 a.m.)</i>	<i>Second Session (11.15 a.m. to 1.50 p.m.)</i>	<i>Third Session (3.30 p.m. to 4.30 p.m.)</i>
1	2	3	4
First day	Registration and inauguration	Introduction of the scheme, needs, problems, objectives of NFE.	Role of instructors and supervisors of centres.
2nd day	Structure for implementing the NFE education programme (State level)	Clarifying doubts.	Suggestions of participants on the outline of the training programme
3rd day	Visiting a place for organizing a centre.	To be continued.	Group discussion on organization of the centres.
4th day	Consideration of problems related with organization of the centre (in groups of 10 persons each) and preparation of outline	Report of each group (question-answer) method.	Discussion on activities other than teaching, done at the centre.
5th day	Introduction of primers.	Continued	Discussion on language teaching.
6th day	Language teaching	—do—	Discussion on language teaching.
7th day	Preparation of audio—visual materials.	—do—	Use of audio-visual materials.
8th day	Teaching of numeracy (on the basis of primers)	—do—	Educational tour.

1	2	3	4
9th day	Subjects other than primers and numeracy.	—do—	To be continued.
10th day	Selection of related lessons.	—do—	—
11th day	Preparation of lessons based on the local environment.	Continued	
12th day	Discussion on evaluation.	—do—	
13th day	Keeping accounts and other records.	—do—	Continued
14th day	Clarifying doubts with reference to the programme as a whole and reactions of the participants towards the programme.	Discussion of the suggestion of the participants.	—do—

### Orientation/Training Programmes

Considering the non-formal education programme, to be undertaken for implementation, is of an experimental nature, the training programme for teachers of the centres was formulated. Different training programmes tailored to different needs of teachers were organized. Flexibility, relevance, specific needs and requirements have been the basic considerations in developing the training programmes.

After the teachers and Supervisors were selected by the duly constituted selection committees, they were given initial training to run the NFE Centres. After the initial training, they were given training, guidance and orientation through frequent meetings, seminars, visits for supervision by Conveners and Assistant Conveners, training programmes of general and specific nature from time to time.

The orientation/training programmes organized so far have been described below :

### Training Imparted by Conveners

Initial training programmes were organized by the Conveners at their level. The training programme was organized at the village level, at the block level, or at the office of the Conveners. The objective was mainly to expose the trainees to the nature, scope and objectives of the non-formal education programme. Teachers and Supervisors were exposed to the content and methodology of teaching. They were also acquainted with different ways of mobilizing the support of the local community and other

developmental agencies.

As stated earlier, the 15-day training programme was to be followed by a six-day orientation training-cum-production programme. This tentative but flexible programme was undertaken successfully in the beginning.

**SIX-DAY ORIENTATION TRAINING-CUM-PRODUCTION PROGRAMME FOR TEACHERS OF  
NFE CENTRES  
(6.10.80 to 11.10.80)**

*(a) Objectives of the Workshop*

- (i) To produce local-specific and need-based materials for the NFE Centres of forest and agricultural areas of the concerned State, including the district in which the experiment was going on, so that it may be used by the children in addition to the materials already available.
- (ii) To orient the centre teachers in the production of instructional materials based on the local themes.
- (iii) To provide an opportunity to writers, instructors and children of NFE centres to interact with each other so that the former can understand the educational needs of the children.
- (iv) To orient centre teachers and Supervisors of the NFE Centres in teaching techniques through demonstrations, lectures, discussions and other devices and practical use of the materials already available;
- (v) To review the materials produced by the State level agencies and the NCERT, and study the feasibility of their use at the NFE Centres.

*(b) Daily Programme*

First-day

*Morning Session (Combined)* — Inauguration, registration, purpose and objectives of the Programme.

*Evening Session* — Discussion about the nature of local-specific material, salient features of the non-formal education experimental programme in a block.

2nd day

*Morning Session* — (a) *Production Workshop*  
— Identification of topics for the local-specific material. Group formation for the local specific material for the concerned districts.  
(b) *Orientation Programme*  
— Difficulties and problems experienced by the teachers of Non-Formal Education Centres.

- Objectives of the non-formal education programme of the State.
- Evening Session* — Further discussion on topics of local-specific material.  
— Finalizing of topics for the production of local specific material.
- Morning Session* (a) *Orientation Programme*  
— Teaching of regional language  
— Learning through the environment.  
— Methods of organising the non-formal education classes.  
(b) *Production Workshop*  
— District-wise group work on the local-specific material.
- Evening Session (Combined)* — Individual work on the production of local-specific material.
- Late Evening Session* *Orientation programme*  
— Demonstration lessons at the Non-Formal Education Centres.
- 4th day
- Morning Session* (a) *Orientation Programme*  
— Community involvement in non-formal education  
— Minimum levels of learning.  
— Discussion/remedial work based on visits to the NFE Centres.  
(b) *Production Workshop*  
— Individual work on the production of local-specific material.
- Evening Session* (a) *Production Workshop*  
— Presentation of write-ups by the writers.  
— Visit to the museum of the Forest Department.
- Late Evening Session* (a) *Orientation Programme*  
— Some aspects of adult education.  
Use of teaching aids.  
(b) *Production Workshops*  
— Individual work on local-specific material by the writers.  
Visits to NFE Centres
- 5th day
- 6th day
- Morning Session* (a) *Orientation Programme*  
— Cumulative and other records for NFE Centres  
Improvised teaching aids.  
(b) *Production Workshops*  
— Finalizing of local specific materials by the writers.
- Evening Session (Combined)* — Presentation of final lessons of the local-specific materials by the writers.

The above programme, which was a tentative one, was carried out successfully. On the basis of the experiences gained, it was decided that such programmes should be continuous in nature. The other types of training programme were organized in instalments. The centre teacher and Field Supervisors were invited weekly to the FAOs or to the block.

The time spent on various components of the 15-day training programme for teachers and Supervisors is indicated below:

#### FIFTEEN-DAY TRAINING PROGRAMME FOR TEACHERS AND SUPERVISORS

<i>Training</i>	<i>Duration</i>
1. <i>Objectives</i>	
— Aims and objectives of non-formal education	
— Nature of the classroom (grouping and teaching)	8 days
— Establishing a relationship with the community	
2. <i>Training in the methods of teaching</i>	
— Language	20 hours
— Mathematics	4 hours
— Environmental studies	6 hours
3. <i>The preparation of teaching aids</i>	
— Charts	3 days
— Models	2 days
— Puppets and dolls	3 days
— Preparing things with the help of waste materials	1 day
— Language material	20 hours
— Mathematics material	5 hours
— General knowledge material	15 hours
4. <i>Evaluation</i>	
— Setting oral test	1 day
— Setting written test	1 day
— Home assignment and class assignment	1 day
5. <i>Involvement of community cooperation</i>	1 day
Solving problems by themselves	
6. <i>Administration of the centre</i>	1 day
— Supervision	
— Organization	
— Day-to-day problems	

### **Training Programme to be Organized Jointly by Conveners**

The Chitrakut seminar on non-formal education held from 15 to 20 February, 1981 had recommended that "the NCERT should ensure that all workers involved in the NFE programme and activities were adequately trained". It suggested that training/orientation programmes may be organized for the following groups:

- senior policy makers, curriculum developers, researchers engaged in non-formal education activities and persons incharge of non-formal education projects;
- resource persons who train teachers and Supervisors of non-formal education; and
- village-level workers, Supervisors and other staff involved in the project.

The seminar also felt that the NCERT should ensure that workers at various levels are made aware of the practical difficulties of the centres, the needs, aspirations and resources of the local communities (by staying there for some time), and the quality of the programme by its relevance to local needs and conditions.

The seminar suggested that orientation training programmes should be accompanied by training in the production of materials which would be local-specific, need-based and relevant. In subsequent training programmes, therefore, the production of supplementary reading materials, local-specific materials and need-based and evaluation material became essential components of the NFE activity. The visual aids were also prepared in the workshops that were organized later.

The objectives and schedule followed in the Seven Day training-cum-production programme is indicated below:

#### *Objectives*

1. To acquaint the centre teachers and Supervisors with their responsibilities.
2. To discuss how to make use of the literature available at the NFE Centre.
3. To acquaint the trainees with the methods of teaching language, mathematics, environmental studies and socially useful productive work.
4. To discuss the content of the teaching subjects units/chapters and identification of gaps-lesson to be written as per need.
5. To get the lessons written by trainees and language, mathematics, environmental studies and socially useful productive work.
6. To acquaint the trainees with different methods of evaluation and usefulness of continuous evaluation.
7. To acquaint the trainees with the NFE centres being run and UNICEF aided Projects 3 to 5 (DACEP and CAPE).
8. To study the working of NFE Centres—visits to be made by participants.



*Daily Programme*

<i>Date</i>	<i>First Session</i> 9 a.m. to 12 p.m.	<i>Second Session</i> 2 p.m. to 5 p.m.	<i>Night Session</i> 8 p.m. to 10 p.m.
1	2	3	4
1st day	Registration and inauguration.	Progress of the non-formal education programmes at block level problems and their solutions.	
	Introduction to non-formal education, its need and characteristics of non-formal education Discussion on NFE programme being run under UNICEF-assisted projects 3 and 5.	Progress of the non-formal education programme in another block-problems and remedies. Field visit for excursion—preparation for discussion	
2nd day	Observation visits of NFE centres being run under UNICEF projects already made by participants if any. Discussions on the materials and methodology.	Visits to Non-formal Education Centres being run by States.	Cultural programmes
3rd day	Discussion on the role of the non-formal education teacher and the Field Supervisor.	Discussion on the coordination among various agencies involved in community development.	
	How to do supervision during office time.	How to keep the record of the progress of NFE centre	Improvement in the progress report.
	Community participation	Arrangement of grouping of children and their seating arrangement.	Cultural programme.
4th day	<i>Language Teaching</i> Use of supplementary reading material.	Preparation of lesson plans under the guidance of resource persons.	Finalization of lesson plans.

1	2	3	4
	<p>Selection of some of the activities from the curriculum which can be organized at the centres within the limited resources.</p>		
	<p>Teaching methods and evaluation.</p>		
5th day	<p><i>Teaching of Mathematics</i> Some activities from the curriculum which can be organized at the Non-formal Education Centres within the limited resources.</p>	<p>Preparation of lesson plans under the guidance of resource persons.</p>	<p>Finalization of lesson plans.</p>
	<p>Use of supplementary reading materials.</p>		
	<p>To develop the written and oral questions based on the environment of the child.</p>		
	<p>Teaching method and evaluation.</p>		
6th day	<p>Organization, development and progress of non-formal Education Centres of the State, and community participation.</p>	<p>Need for health and nutrition education.</p>	<p>Finalization of lesson plans.</p>
	<p>Use of local resources in classroom teaching.</p>	<p>To prepare lesson plans on health.</p>	
	<p>To impart knowledge of science and social sciences through the environment.</p>		
	<p>Discussion on the teaching of socially useful productive work.</p>		
7th day	<p>Report</p>	<p>Report and valedictory.</p>	

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### Special Training Programme

The Field Supervisors and teachers of the NFE Centres were given training in making puppets and in the use of puppetry for teaching language, mathematics, science and social science in a National Integration Camp held at Chandigarh from 3-11 November 1980. On their return from the camp, the Field Supervisors and centre teachers organized the training courses for their colleagues in making puppets from locally available cheap materials and in using them for teaching different subjects and topics.

### Training the Craft/Vocation

Craft/vocation has been given importance in the NFE curriculum. Efforts were made for introducing it in selected centres. In some centres, like these in Jaipur, Calcutta, Hyderabad, Dawagadi (Orissa), and Multai (Madhya Pradesh), opportunity was given to students to participate in craft work.

A child used to choose an activity according to his interest and the materials available easily in the locality. At the NFE Centres run by the Field Office, Calcutta, for instance, the following crafts were adopted:

- Mat-making from coconut and palm leaves.
- Rope-making from dried banana leaves and palm leaves.
- Rope-making from the fibre of palm leaves.
- Fan-making from coconut and palm leaves.
- Toys and fan-making from thread, cloth and paddy straw.
- Broom-making from cocount and palm leaves.
- Net-making from thread and waste material.
- Tiles and brick-making.
- Bag-making from jute.
- Basket-making from bamboo.

At the centres in Ahmedabad, book-binding was introduced. Bamboo material at Barhu (Bihar), doll-making at Pichouria (Bihar), net-making at Ichapur (Bihar) fan-making at upper Konke (Bihar), agarbathi-making at Duntor Talligowoh and Addi (Bangalore) mat-making, cup-making and plate-making from green sal leaves in Danagadi (Bhubaneswar) were some of the other crafts pursued at the NFE Centres.

A five-day training programme was organized in Basi block in Jaipur for training teachers of NFE Centres in crafts. The objectives were:

- To acquaint teachers with the objectives of craft education in NFE.
- To provide an opportunity to teachers to get acquainted with some crafts.
- To help the centre teachers to prepare items from locally available material.
- To make articles for use in the centres.

During training, the teachers were acquainted with the methods of self-instructional cards. They were given theoretical knowledge about the preparation of *Tomato* and *Amla* and asked to prepare various items like tomato ketchup, tomato chatni, tomato squash, drying technique of tomato, amla jam, carrot pickles, lemon

squash, etc. In addition, training was given in the preparation of washing powder for cleaning urinal and black and white powder for cleaning teeth.

### **Opinions about Training Programmes**

Opinions were invited on different aspects of the training scheme envisaged in the NFE programme. Most of the opinions expressed by the participants pertained to the training and orientation of the centre teachers regarding NFE. The participants opined that they should be properly trained for a considerable period before the programme is launched (pre-service training) and training/orientation programmes in between should be for three weeks instead of one i.e., they should be of a longer duration and that such training should be organized at the regional and national levels.

Teachers of NFE Centres were trained by organizing two orientation programmes, one in the beginning of the project and the other later in the year. Many of the trained centre-teachers left the project to join other jobs. In their place, new hands had to be recruited for whom no training course could be organized.

Further, in their opinion, the centre teachers emphasized the initial pre-training programme, that the training programmes be organized at the headquarters level, that they need training in techniques and methodology of teaching as well as use of the NFE materials developed centrally and supplied to them for use at the centres, that the RCEs are better suited for such training and orientation programmes due to better facilities and resources, and it would be better if such programmes are conducted jointly, that there should be fixed schedules for holding such training programmes, (three such training camps had been organized). Some centre teachers were of the opinion that the training course/programmes/orientation have been adequate, well organized and had been conducted once a month by the Convenors or Assistant Convenors.

### **B. THE FIELD SUPERVISORS**

A Supervisor is expected to be the link between the centre-teachers and the convenor of the NFE programme. He is drawn from the community in order to ensure better coordination among the learners, parents and community on one hand and the centre-teacher and the Convenor on the other. It was felt that, being a person from the community, a Supervisor would have better understanding of the social problems of the community and the capacity to gain people's confidence by helping them in various ways. He/she is also expected to have understanding of the teaching-learning process, the skill to communicate with the people of the community and the capability to assist the NFE Centres in organizing various activities.

### **Selection and Appointment**

One Field Supervisor is appointed for a cluster of 10 NFE Centres. Graduation was proposed as the minimum educational qualification for a Supervisor. He was paid

Rs. 350 per month and Rs. 30 p.m., as travelling allowance. In most of the case, he was drawn from one of the villages in the block and was selected in consultation with the local people and the local State level educational authorities by a properly constituted selection committee. He knew the language and dialect of the area.

A Field Supervisor is supposed to perform the following duties:

- to coordinate the activities of all the centre teachers;
- to help in the enrolment of children in NFE Centres;
- to keep the Convenor informed of the progress and problems of the centres;
- to maintain contact with the local community so as to identify their needs and specific problems and also to locate and mobilize the locally available resources which can be adequately utilized in the effective functioning of the centres;
- to help in solving the day-to-day problems of the centre teachers; and
- to undertake teaching at the NFE Centres when the NFE teacher is not available or is on leave.

Twenty-three Supervisors were appointed for 228 centres set up by the RCEs and the FAOs. All the Supervisors were males. The centres in Jammu and Kashmir (FAO, J and K) were run under the direct control of the Conveners. The distribution of twenty-three Supervisors in respect of educational qualification was as follows:

Trained post-graduate	1
Post-graduate	5
Trained graduate	2
Untrained graudate	12
Intermediate/SSC passed	2
	23

The teaching experience of the Supervisors ranged from 0 to 35 years.

### **Training/Orientation of Supervisors**

Supervisors were trained alongwith the centre teachers of the NFE Centres. A separate training programme, though envisaged in the scheme, could not be organized.

### **Findings**

The opinions on supervision of NFE Centres given by the Conveners and Supervisors of the experimental project included the evaluation of the supervision programme, its frequency, problems and difficulties faced in the supervision of the centres and suggestions to improve the same. Information received indicated that on the whole, supervision of the NFE Centres was effective.

Regarding frequency of the supervision, some preferred once a fortnight, some once a month and a few preferred as and when demanded.

From the opinions of the Supervisors, it is gathered that several problems have been encountered by them. A majority of them opined that effective supervision would not be undertaken due to inadequate staff. This obstacle was followed by non-availability of official conveyance and travelling facilities. Some Supervisors expressed their difficulties in understanding local dialects, hence, supervision could not be effective. Besides, non-availability of boarding and lodging facilities in the villages and the distance/remoteness of the centres from the residence of the Field Supervisor posed some problems.

## CHAPTER IV

# INSTRUCTIONAL MATERIALS FOR THE NFE PROGRAMME

While the RCEs and FAOs were making preparations to establish NFE Centres in different socio-economic and geographical regions of the country, the NFE Group at the NCERT was entrusted with the development of instructional materials and procedures. The exercise was taken up during July - December, 1978, in collaboration with Literacy House, Lucknow, with the help of experts drawn from RCEs, FAOs, State Institutes of Education and Universities. After the finalization of the plan of work at the first meeting held in July, 1978, the first workshop was held at Literacy House from 23 to 29, August 1978, for the purpose of development of the curriculum for Non-formal Education Centres. Two more workshops were organized at RCE, Bhopal, from 21 to 27, September 1978, and at RCE, Ajmer, from 24 to 30, September 1978. Hindi primers for rural children and mathematics books were prepared in the workshop held at RCE, Ajmer, while the primers for tribal and urban children were prepared during the workshop held at RCE, Bhopal. All these materials were finalized at the meeting held at Literacy House, Lucknow, from 17 to 28, October 1978. The development of the non-formal education curriculum represented the starting point and, therefore, provided the basis for all activities regarding the preparation of the conceptual and instructional materials for non-formal education. It was also supported by the experience in the field. While preparing the instructional materials, three points were taken into consideration which included:

- (i) The need for getting materials prepared at the appropriate local level keeping their needs and requirements in view so that they could be need based and in tune with the aspirations of the local people,

- (ii) The need for preparing materials which elaborate the concepts and needs of non-formal education; and finally,
- (iii) The need to adopt a variety of approaches for preparation of the materials i.e. flexibility in approach.

#### **Material Prepared at Various Levels**

The following paragraphs indicate details of the materials prepared under the programme:

- (i) *Local/Village/Block*: The personnel at this level are mainly concerned with the implementation of the programme. It was felt that the involvement of these people in material production would be useful. The material produced at this level was local specific and included training material and also materials related to teaching about the environment. These materials were prepared in training-cum-production workshops organized at the block level.
- (ii) *RCEs/FAOs*: The RCEs and FAOs played an important role in material preparation. Besides preparing local-specific materials, they collaborated with different state agencies like the SIEs/SCERT. The materials prepared at this level included the conceptual, audio-visual, training and instructional materials meant for a particular region/ state.
- (iii) *Central Level*: The NFE Group at the NCERT level took the initiative to get the materials prepared in six languages viz. Hindi, Urdu, Bengali, Oriya, Telugu and Assamese. Conceptual materials as well as instructional materials were prepared in various programmes organized for the orientation of resource persons from the RCEs, FAOs and States.

#### **Conceptual and Training Material**

- (i) *Conceptual Material*: The material which is helpful in understanding the concept, nature and scope of non-formal education or deals with different aspects of it is included in this category.
- (ii) *Training Material for the Guidance of Teachers*: This comprises of two types of material— one which has been prepared alongwith the instructional material to be taught in the classroom, e.g., the instructors' guide and teachers' guide and the other which has been prepared for training of teachers, Supervisors and other NFE functionaries, e.g. the training manual.
- (iii) *Instructional Material for Teaching at the Centres*: This includes the curriculum, primers and readers, supplementary reading materials, pre-primer and post-primer materials, mathematics books and the material for environment and science education.
- (iv) *Evaluation Material*: The evaluation of the programme is as important as its implementation. In the case of non-formal education, the Regional



- College of Education, Bhopal, has prepared tools for evaluating the achievement of children enrolled at various stages in the NFE Centres.
- (v) *Supplementary Material to be Used at the Centres*: This comprises all the material which can be used at the centres to supplement the instructional material. It provides functional motivation for practice in literacy and numeracy.
  - (vi) *Specialised Material*: This category includes local-specific material, environmental vocational material and other such material which is relevant to a particular region.
  - (vii) *Reading Material which is to be Read by Children at Home*: The material available in the market was reviewed in the workshop held in Chitrakut from 25-28 February, 1980. A bibliography of good reading materials on different aspects of non-formal education was prepared.
  - (viii) *Teaching Aids*: Teaching aids including visual and audio-visual aids towards effective teaching in the centres were also developed e.g. charts and models, puppets and toys, slides and film strips, etc.
  - (ix) *Reports*: Some RCEs and FAOs of the NCERT have brought out annual reports which provide detailed information about the programme. Other documents which are informative in nature have also been included in this category.

### **Approaches Adopted for Material Preparation**

In different cases and in different situations, various strategies were adopted for preparing the same type of material. Broadly speaking, the strategies adopted for preparing the material were varied and are as follows:

(a) one of the strategies adopted for preparing the instructional materials was to develop these through workshops in collaboration with other agencies working in the area of non-formal education. The programme of preparing the instructional materials generally included the following steps:

- Preparing the plan of the manuscript.
- Distributing the work to different experts.
- Discussing and finalizing the text prepared by the experts.
- Preparing the pedagogic materials on the text, including exercises, etc.

The utility of material development through workshops is that the contribution of a large group of experts and persons operating in the field is maximized. Secondly, the possibility of individual bias creeping into the materials is minimized. Thirdly, the interaction among different members of the group results in new ideas. Three tasks were accomplished through this strategy. First, a meeting was held at Literacy House, Lucknow, from 23-29 August, 1978, in collaboration with the NCERT and Literacy House with a view to preparing the outline of the programme and curriculum. Secondly, questionnaires for authors for preparing these materials regarding the method and the content of the material were also prepared. Thirdly, teachers were oriented in preparing these instructional materials. In order to accomplish the tasks, workshops were organized at both the NCERT and at the State level. The first step was to produce

sample material.

Initially, the materials were prepared through workshops which helped in training and providing the experience to authors, who are likely to be commissioned in future for preparing the material. Local-specific material was prepared in the orientation-cum-production workshops organized by the FAOs and the RCEs. Participants were teachers and supervisors of the centres. Experts were invited, who provided guidance to them for developing the material. The products of these workshops were cyclostyled/printed and used at the NFE Centres.

A bibliography of material prepared under the programme is given in Appendix-8. Broadly speaking, the material is of the following categories which have been described briefly.

- (i) *Conceptual Material*: The conceptual material prepared for non-formal education has a wide range. It ranges from training of worker's (job-oriented model for training of teachers) to non-formal education as an instrument for rural development and social transformation, etc. This material covers different aspects of the programme and has been helpful in identifying various problems related with it. Since non-formal education for the children in the age group 6-14 or 9-14 is a deviation from the existing formal system, comparative studies of the two with regard to the management of approach have also been made.
- (ii) *Training Material for the Guidance of Teachers*
  - (a) *Training Manual*: The training manual for non-formal education functionaries prepared by the NFE Group has suggested two programmes a six-day training programme for the State level experts and a 15-day programme for non-formal education teachers and supervisors. The manual gives in brief information about the scheme, the instructional material and the instructional strategies. It also gives certain suggestions about the organization of the programme, including a daily programme, the criteria for selecting participants and the sources for collecting additional information. It has been translated into English, Urdu, Bengali, Oriya and Assamese. A comprehensive training manual was planned by the RCE, Bhubaneswar. The RCEs and FAOs of the NCERT organized training-cum-production workshops at their own levels. These workshops adopted different approaches to train teachers and supervisors.
  - (b) *Teachers' Guide*: The teachers' guide I was prepared originally in Hindi. It has been translated into English, Urdu, Bengali, Oriya and Assamese also. The guide has two sections : the first consists of an introduction to the scheme and suggestions for organizing NFE centres; and in the second section, 18 topics have been discussed. The content and method of teaching have been integrated in the presentation of these topics. The fifth chapter of the guide is on evaluation. The teachers' Guide will be helpful to teachers whenever

they want to consult it.

- (c) *Primer Guides*: Primer guides are meant to provide guidance to primary school teachers with regard to teaching of primers. Primers include the material for literacy and numeracy. Both these guides provide suggestions regarding the methodology of teaching literacy and numeracy. The field office, Kerala, has also prepared guidelines for teaching at NFE Centres in the local language, which is a good attempt.

### **Instructional Materials**

Instructional materials prepared for the non-formal education programme range from materials of general use to local-specific materials. They can be classified as follows:

- (i) *Curriculum*: Two main criteria for the development of the curriculum for non-formal education were its linkage with formal education and the functionality of the curriculum from the point of view of improvement in the quality of life. In order to fulfil the first criterion, curricula prescribed for the primary stage of education in different States were analysed and a common base was identified in terms of objectives, contents, instructional methodology and evaluation. To make the curriculum functional, it was made need and problem based. For this purpose, a problem was defined as the result of the interaction between individual needs and social values in an atmosphere created by an interaction between physical and social environment. Therefore, the emphasis in the non-formal education programme was on socio-economic and climatic regions such as tribal, rural, urban, hilly, desert, sea coast, etc., rather than on the administrative units.

Problems and needs provide the content of the non-formal education curriculum. These are related to several aspects of life such as health, vocation, family, citizenship, culture, society, physical environment etc. The non-formal education curriculum specifies several problems and needs but it is not an exhaustive one. Secondly, it includes the common needs and problems and also those which are specific to different socio-cultural and economic groups residing in different climatic regions. The non-formal education curriculum, unlike that of the formal system, adopts an integrated approach. It does not prescribe the course in languages, social sciences, humanities and natural sciences separately. Problems have been elaborated in such a way that we require the help of various content areas in order to identify, understand, analyse and find out their solutions.

- (ii) *Primers and Readers*: Primers and readers have been prepared for specific groups of children. Separate primers and readers have been prepared for rural boys, rural girls, urban children and tribal children. In Urdu, separate readers have been prepared for Jammu and Kashmir (boys and girls) because the needs and problems of these two sets of children are different. The purpose of preparing this material was to concentrate on the life styles and the needs and problems of these specific groups. The subject matter, as well as illustrations, used in each book are in accordance with the life of the children they are meant for.

It is a matter of satisfaction that the Bihar Government has printed all the materials prepared by the NCERT in Hindi which includes Teachers' Guide, Curriculum, Training Manual, Mathematics Book-I and "Hum Bhi Padangen" and the guide for "Hum Bhi Padangen" for mass use. The Government of Andhra Pradesh has published all the three Telugu Readers prepared by the NCERT, besides other books of their own. The Government of Assam has adopted the primer "Siku Aha" prepared by the NCERT.

Besides the above mentioned materials, the FAO, Kerala, has prepared the non-formal education framework for classes I-V (Malayalam). Lesson units are under preparation.

- (iii) *Mathematics Books*: The two books on mathematics in Hindi are Vyavaharik Ganit and Mathematics II. Ganit Gyan is the other book on mathematics which has been prepared by the FAO, Bhopal, for the non-formal education students of Multai block in district, Betul (M.P.). In Telugu, three books have been prepared on Mathematics for three stages.
- (iv) *Pre-primer and Post-primer Materials*: Two other types of materials were prepared for the children enrolled at the NFE Centres. The pre-primer material is meant for building the link between the home language or dialect of the children and that of the primer and, thus, helps preparing them for reading the primer. The post-primer material is meant for those children who have completed the reading of the primers and need some more material to read. The RCE, Bhubaneswar, has prepared local-specific and skill-based post-primer learning material in Bangali for the learners of the NFE centres of West Bengal.
- (v) *Evaluation Material*: The work in this area has just been started. The RCE, Bhopal, and RCE, Ajmer, have prepared tools for the evaluation of the achievement of students of the NFE centres. The project "development of tools and techniques to find out equivalence between the achievement of the students of the NFE Centres and those in formal schools" is being conducted by the RCE, Bhopal.
- (vi) *Supplementary Reading Material*: In this category, only one FAO i.e., Madras, has prepared supplementary reading materials in Tamil.
- (vii) *Specialized Material*: This material includes local-specific material, science education material and also the material related to the environment. This includes the following :
  - (a) *Local-specific material*: Preparation of the local-specific material which forms an integral part of the non-formal education programme has been emphasized. In this category, some local specific material has been developed. The material regarding local traditions and beliefs and also village life and culture has been developed by the FAO, Bhopal. The RCE, Bhopal, has developed material about the State of Maharashtra and its people in collaboration with the SIE, Pune. They have also developed materials for the NFE Centres of the agricultural and forest areas of Vidharbha. For the State of Madhya Pradesh also local specific material

has been developed. This helps children in identifying with the present programme and make them more interested in it, besides giving information about the local situation.

- (b) *Environmental and Science Education* : The FAO, Kerala, has prepared some material for environmental education in Malayalam.

*Supplementary Reading Material* : As has been mentioned earlier in this chapter, about 300 books in Hindi and Urdu available in the market were purchased and reviewed from the view-point of theme, format in relation to formal education, level, total number of pages, price, publisher, etc.

The FAOs in Andhra Pradesh, Orissa, Assam and West Bengal were also asked to purchase the relevant books in the respective languages. All these books have a bearing on one or other aspect of non-formal education. They may have proved to be good reading material for students enrolled in these centres. This material is of three types:

- (i) Some materials are useful for those involved in the preparation of learning materials because they give authentic, relevant and rich information about the subject.
  - (ii) Some materials are helpful to the teachers of the centres in understanding the subject.
  - (iii) The majority of books are in the form of rhymes or short stories or poems which children find interesting to read.
- (viii) *Teaching Aids* : A variety of audio-visual aids have been prepared. An important consideration in the preparation of audio-visual aids was that they should not be very expensive. charts and maps, dolls and educational toys, puppets, film strips, models for wall clocks, etc. were prepared for use in the NFE Centres. Indigenous materials like palm leaves, sal leaves, seeds, jute, grain, sticks and flowers were used for preparing the audio-visual materials. Reading material e.g. flashcards, sentence cards, word building games, pictorial compositions, etc. have also been prepared.
- (ix) *Reports*: With a view to having consolidated information at one place, a directory of the NFE Centers established by the NCERT has been prepared. It gives information about the name of the convener, name of the block with postal address, Field Supervisor, name of the centre with complete address, the month and year of establishment, total number of children, SC and ST, boys/girls, names of the teachers with complete address, age, qualifications/experience, names of the persons contributing to the centres or members of local committee. All the RCEs and FAOs have brought out their annual reports where in different aspects of this programme have been dealt with. They present a complete picture of this programme as run by them.

## CHAPTER V

# INSTRUCTIONAL PROGRAMME

This chapter deals with the general methodology of teaching and the specific methods employed for the teaching of literacy, numeracy, craft, socially useful productive work and other subjects at NFE Centres. The methodology for collecting information regarding the instructional programme has been explained in the first chapter of the report. The NFE Centres generally function for 2-3 hours each day; the actual timings depend upon the local situation, climatic conditions, vocational pursuits and need variations. It is difficult to generalize about the instructional hours and the instructional programme because there is a variety of time-tables and instructional programmes. Some centres are run in the morning, some at noon and some in the evening, depending upon the availability of, and suitability for the children. The timing is also based on the availability of the primary school building. Otherwise, they are held in village halls, panchayatghars, village temples or mosques or houses of some local persons or halls specifically constructed by the locality for non-formal education. The organization of the NFE Centres during the day did not require any arrangement for lighting. Although morning hours usually put a few working children to disadvantage, it appears, that they managed to attend the centres on most of the days before going for their domestic work or other occupations. The centres followed a few routine practices as part of the total instructional programme.

These included:

- Prayer and singing of National Anthem
- Cleaning the centre/safai work
- Reading and writing work/recitation
- News-cutting/news-reading
- Playing local games and singing
- Craft and SUPW.

In most of the cases 45 to 60 minutes each were devoted to literacy and numeracy.

The instructional programme and the instructional materials used at the NFE Centres were also of a wide variety. However, it is very difficult to generalize. Materials meant for the formal scheme as well as local-specific and need-based materials were also used. Teachers were also trained to prepare instructional materials to be used at the centres.

While there was a more or less uniform pattern of financing the activities of the centres, some of them managed to get extra facilities from other projects. For example, five centres run by the Field Office, Rajasthan, by being included in the NCERT's radio-pilot project were equipped with tape-recorders, picture-cards, word-cards for learning Hindi and other guide materials meant for teachers and students.

### **General Methodology**

An analysis of the views obtained through questionnaires, the reports received from the conveners, the formal and informal discussions with the field functionaries and visits to centres revealed that the teaching methods generally included various techniques, such as story-telling, play-way method, oral dictation, supervised study, field trips, craft-centred teaching, learning by doing, production activities, etc. Demonstration of organizing socially useful productive work and craft work was given to develop the desired competency in the students for carrying out these activities. The information which emerges from the responses received in regard to the instructional methodologies used, is described in the following paragraphs.

*Story Telling:* Eleven Conveners have reported the use of this method. The content of the stories is drawn from epics and history, fables and folktales, lives and legends of important social workers, important events and day-to-day life situations etc. Stories selected from ancient mythology, such as the *Ramayana* and the *Mahabharata*, according to the conveners, have more appeal. The purpose of the story telling method, as the conveners indicated, was to develop moral in the pupils, to develop an interest in the cultural heritage and understand the glorious past. Students were exposed to various facts of the cultural heritage of the country. However, some of the Conveners have reported the use of charts, pictures as aids for narrating the stories effectively.

*Play-way:* The use of the play-way method has been reported by seven Conveners. The utility of the play-way method, the conveners felt, was to provide instruction through joyful activities. This was also a useful method whereby social relations were developed because of the interaction among the students. Dramas selected from epics, such as the *Ramayana* and the *Mahabharata* were most appealing. The play-way method was being used effectively in communicating mathematical skills, such as addition, subtraction, multiplication and division.

*Oral Dictation and Composition:* Only five Conveners have reported the use of this method. The text for dictation was taken from the text-books, creative stories and the narrative descriptions of festivals and fairs. Children were later asked to add some more sentences to the composition. It was specially useful when the students were still learning the alphabets, words/sentences. The method was used to develop better listening and comprehension habits and also to encourage the habit of writing.

*Supervised Study-Technique:* The use of this technique has been mentioned by three Conveners. The Conveners have reported that home work was given to the pupils which was personally checked by the teacher. During teaching, the teachers asked some questions on the topics taught in the class. Learners in the higher group supervise the learners in the lower group.

*Field Trips/Picnics, etc:* Eight Conveners have mentioned the use of this method. The centre teachers with the help of the field supervisors and local people organized field trips also. The organization of games, sports and cultural activities and competitions has been reported. Children of the NFE Centres were taken to river banks, ports, gardens, nearby historical places, centres of cottage and heavy industries, museums, exhibitions, *melas*, festivals and cultural programmes. These excursions, picnics and field trips were followed by discussions. This method has been reported to be the most effective method for environmental education. Through field trips, students were given practical experience of agricultural activities such as gardening, transplantation, method of using agro chemicals for crops, and of village craft-work, factories, banks, post-offices and hospital.

*Craft and Work Centred Technique:* Eight Conveners have reported the use of this technique. With this technique, teaching of crafts such as making of fans, envelopes, ropes, bricks and tiles have been reported. The local craft was given priority. An amount of Rs. 2,000 was provided in the scheme for the purchase of raw materials required for the craft/vocation. According to the Conveners demonstrations were held by community members at some centres.

*Learning by Doing:* Four Conveners have sent their views on this technique. A majority of them acquired this technique and have reported the activities performed for the socially useful productive work (SUPW). One Convenir, however, has mentioned the use of this technique for teaching science.

*Demonstration:* Two Conveners have reported the use of the demonstration technique at the NFE Centres. Model demonstration lessons in different subjects were organized by the Conveners, by other staff members of the group and by the officers of the State Education Department and teacher educators. Beside these, the teachers of the NFE Centres also organized demonstration lessons for their colleagues.



*Observation:* Two Conveners have reported the use of this technique for teaching science.

*Group Discussion:* Four Conveners reported the use of this technique. Students were generally divided into different groups from time to time to discuss various topics among themselves.

*Library:* A provision of Rs. 1500 for 10 centres in a block was made for the purchase of books of general interest to children, teachers and also parents. Out of 21 Conveners, only four purchased books for the library. The list of books purchased by the Field Office, Rajasthan, has been appended to indicate the nature of the books purchased. (Appendix-9).

*Specific Methods:* Besides the general method of teaching, specific methods were also adopted at the NFE Centres for teaching of literacy, numeracy, environmental studies and craft. A brief description of the methods is given in the following pages.

*Literacy:* As revealed from the analysis of the data, the objectives of the literacy component of the NFE Centres ranged from acquainting learners with the alphabets of the language of the region to such language skills as listening, speaking, reading and writing. In the later case, effort was made to make the students reach the competence level of Class V. To achieve this, books such as Siku Aha, Amio Siku, Sri Rama Telugue- *Vaehkaun*, Sri Ram Telugue (Book I), Sri Ram Telugue (Book II), Ram Telugue (Book III), *Ham Bhi Padhenge*, *Pahli Kiran*, *Teesari Kiran*, *Dusari Kiran*, *Hindi Dusari Pustak*, *Hindi Teesari Pustak*, *Bal Bharati* (Part I), *Bal Bharati* (Part II), *Bal Bharati* (Part III), *Sahayak Vachan*, *Akshar Gyan* (Part I), *Akshar Sikshaa* (Part I,II,III) *Mo Sahitya* (IV Class), *Mo Sahitya* (Class III), *Bal Bharati* (Part I to V), *Bal Bharati Marathi* (Part I-IV), *Tamil* (Part I to III) were used for teaching at the centres. Some of these books are based on the alphabet method, while others are based on the work and sentence methods. They include those specially prepared for the non-formal education programme and also those which are being taught in formal schools. Specific instructional materials were also prepared which included reading cards for introduction and practice of words and letters and name cards for every learner. Each learner bore the name card while attending the Non-Formal Education Centre, which gave him a feeling of recognition.

Several comments of different types were received from the NFE Centres regarding books. For example, some NFE Centres (Gujarat) have stated that "books prepared by SIE, Gujarat on literacy are being used, and these are supplemented by the special instruction material/programme prepared by the FAO, and emphasis is put on the development of functional literacy. All the possible work is being done for literacy through NFE Centers". As most of the children are illiterate in these centres, the Field Workers acquaint them with the alphabets of the language of the region. Instructional material for imparting literacy such as "books selected from the Adult

Education Centres, books selected from the formal schools' curriculum and instructional materials prepared by the village level workers'' (NFE Centre teachers) are being used. Components of language teaching such as listening, speaking, reading and writing were taught through books such as *Paheli*, *Dusari* and *Teesri Kiran*, *Hum Bhi Padhenge*, *Aao Parhen*. Grasping the main points of the stories, poems, enjoying listening to poems, stories and play were also stressed. Trying to speak correctly and clearly, expressing thoughts, reading hand written materials, writing legibly and correctly were kept in view while imparting literacy.

**Numeracy:** Numeracy was taught in relation to day-to day life and household accounts to be maintained by the students. The course in numeracy ranged from teaching numbers and four fundamental operations in Arithmetics to the syllabus of class V in the States. This was done with the help of "number cards" and by writing out accounts in their notebooks on the basis of the information given by them. Books being used for mathematics teaching were mathematics Primers, *Ganita* (class IV), *Ganita* (class V), *Ganita* (Part III) *Tanka paise Hisaba*, *Mo Ganita* (class III), *Mo Ganita* (class IV), *Anka Bali* (class IV & V), *Maggi pustaka* (multiplication tables), *Mathematics*, *Ganita* (Part III), *Mathematics class I*, *Mathematics class II*, *Adhunika Ganita Siksha*, *Teachers Handbook for maths for classes I, II, III*.

The observations of the Conveners reflect the aims and methodology of teaching mathematics. According to them, the centre teachers are asked to pay more attention to the teaching of mathematics, to emphasize counting of numbers upto 100, adding two or more numbers, subtracting one number from another and multiplying a number by another. Time sense is developed through practical experience regarding the timings of the NFE Centre. Thus, local-specific situations are used to develop mathematical ability among children. They opined that while the practice of addition, subtraction, multiplication and division are given to the advanced students, practice in reading and writing of numbers (digits) in the concerned language is taught to the beginners. The centre teachers also acquaint them with numbers in mathematics and their uses with the help of books followed in the first and second standards of formal schools. Besides books selected from the Adult Education Centres, books for children of the formal schools were also used. It has also been stated by some Conveners that instructional materials prepared under the guidance of the British Council to teach numeracy and instructional materials prepared by the village level workers were also being used at some NFE Centres. Recitation was used for practising mathematical skills in almost all the centres. Teaching was done in a graded manner. Children who mastered numerals upto 100 were given simple sums to work out in the class. Routine techniques of teaching mathematics were used at all the centres for inculcating mathematical skills such as counting numbers upto 100, adding two or more numbers, subtraction and multiplication.

### **Environmental Studies (Natural Sciences and Social Sciences)**

As discussed in the earlier chapters NCERT has developed a curriculum based on

environmental problems and practices. Among others, some of the topics which are dealt with, are growing more trees, animal husbandry, recycling of waste, eradication of superstitions, family welfare, population education, environmental and personal hygiene. Some of these topics have been dealt with in other books also. Books used for teaching were *Soyabeen ki Kheti*, *Dharati Ugale Sona*, *Achha Bhojan*, *Sabjee Ka Raja Alloo*, *Doctary Padi*, *Phoolon Ka Raja*, *Ghar Grahsti Ki Baten*, *Gharelu Dawaiyan*, *Achha Bhojan Paricharcha*. Apart from routine teaching, science teachers and other capable persons were invited to give model lessons at some centres and to give talks on relevant topics. Social workers, officials of the nearby block and medical officers of the local Primary Health Centres were also invited to give talks on the social environment and other aspects like family welfare, population education, etc.

*Craft Teaching — Training at NCERT's Centres:* The need for relating education to productivity has been well realized. The introduction of socially useful productive work (SUPW) in the formal system of education is illustrative of this. In the non-formal education programme, it was a must because the children attending these centres need training in craft/vocation which can help them in raising the standard of their vocation. Introduction of specific craft/vocational education was recommended keeping in view the characteristics of the children attending NFE Centres, their day-to-day activities, the time available to them and the centre teacher, the centre teachers' of competence, availability of raw material, provision of funds, possible utilization of finished products, provision of storage of the raw materials as well as availability of community resources. The question of introduction of craft/vocational education was also examined from the point of view of its introduction as one of the subjects to be taught or as a medium of instruction.

A provision of Rs. 2000 was made for the purchase of raw material. Other things such as equipment, etc. were to be arranged by the community depending upon how resourceful the functionaries were. Introduction of the craft/vocation was tried out by the FAOs, Gauhati, Ahmedabad, Patna, Bangalore, Madras, Calcutta, Jaipur and Mysore. Mat-making from coconut and palm leaves, rope-making from banana and palm leaves and jute, fan-making from plastic bags, carpentry, preparation of tooth-powder and ink were some of the crafts which have been reported.

#### **Comments of the Conveners about Introduction of Craft/Vocations**

The Conveners have expressed divergent opinions regarding the introduction of crafts. While some go to the extreme extent of stating that no effort/attempt to introduce crafts at the NFE Centres has been made, some, like West Bengal, have given a long list of crafts introduced at the NFE Centres.

The conveners have initiated various types of craft work at the NFE Centres taking into account the local situations, the needs and availability of cheap raw materials. Some Conveners have expressed the view that due to shortage of storage facilities, craft could not be introduced. However, from the opinions given it can be concluded that craft has been introduced on a moderate scale in some of the NFE Centres either under craft or SUPW.

## CHAPTER VI

### **BRIEF EVALUATION OF THE NFE PROGRAMME**

The objectives of evaluating any programme are as follows:

- To measure the extent of success of the programme, i.e. how far the objectives of the programme have been achieved.
- To find out the strengths and weaknesses of the programme.
- To identify the implications for the successful implementation of the programme on a broader scale.

In fact, these were the main objectives of evaluating the experimental programme of non-formal education conducted by the NCERT from July, 1978 to May, 1982. The participants of the programme included children, teachers, officers and members of the society. The success of any educational programme can be measured by evaluating the quality of social interaction among all these sections before and after the educational programme is planned and implemented. Further, evaluation should also take care of the interactions among the officers at different levels. Since an educational programme is meant for improving society, it should help in promoting the interaction among the parents, children and community members responsible for the implementation of the programme.

#### SOCIAL INTERACTION IN THE NFE PROGRAMME (Participants of the NFE Programme)

A number of criteria can be adopted for evaluating the programme. Firstly, development of children in the cognitive, affective and psychomotor areas; secondly, the development of teachers in terms of these three aspects, their performance and the status acquired by them in society on the basis of their performance; thirdly, the social acceptance of the programme, which may be evaluated on the basis of the awareness that the programme had created in the people who appreciate the programme and recommend its extension to other places also; and finally, the methods

and materials which have been developed through the experimental programme, provide another criteria for evaluation. The quality and quantity of the methods and materials in respect of usability and adaptability in the mass implementation of the programme are the most important criteria for evaluating a programme.

Questionnaires and interviews were the methods used to collect the data about the experimental programme. In all, six questionnaires were used to collect information about different aspects of the programme. The purpose of the questionnaires was to study the level of achievement of children in their cognitive, affective and psychomotor domain, as also the teachers' performance in respect of children's achievement and social acceptance of the programme, awareness in society, usefulness of the programme for children, parents and community, cost of the NFE programme and the methods and materials developed during the experimental programme.

### Pupil's Achievement

The data about the enrolment of children who attended the centres are available for 15 States. In all, 6588 children were enrolled at 228 centres in different States. The number of SC/ST children at these centres was also significant. The following table shows the number of SC/ST children attending the centre in some of the blocks.

TABLE 6.1  
Enrolment of Pupils in NFE Centres

Name of the Block	Year	SC/ST Children in Classes								Total		Total children	
		I		II		III		IV		V			
		B	G	B	G	B	G	B	G	B	G		
1		2	3	4	5	6	7	8	9	10	11	12	13
Nanjangude Block Karnataka	April 1980 to Jan., 1981	43	17	31	13	14	12	04	00	00	00	134	408
Narstgarh Block Madhya Pradesh	April 1980 to Jan., 1981	66	13	47	11	10	00	10	00	16	01	174	280
St. Thomas Mount Block, Tamil Nadu	April 1980 to Jan., 1981	44	60	39	33	40	23	00	00	00	00	237	367
Multai Block, Madhya Pradesh	April 1980 to Jan., 1981	09	05	11	11	04	02	01	00	05	03	051	340
Egra II Block, West Bengal	April 1980 to Jan., 1981	40	56	33	31	37	17	08	12	00	00	234	301

1		2	3	4	5	6	7	8	9	10	11	12	13
Tamulpur Distt. Block, Kamrup Assam	April 1980 to Jan., 1981	10	47	03	20	00	10	00	07	00	00	097	195
Chandrapur Block, Maharashtra	April 1980 to Jan., 1981	55	39	13	09	41	15	27	08	00	00	202	322
Danagadi Block, Orissa	April 1980 to Jan., 1981	84	16	65	15	24	06	05	00	00	00	215	375

Children who are the direct beneficiaries of this programme were asked to indicate the benefits that they had obtained from the programme. The statements formulated by teachers on the basis of responses of children enrolled in Non-Formal Education Centres in various States are as follows:

- Mysore*
- (1) "We get the knowledge of functional literacy. This helps us to lead our day-to-day life easily".
  - (2) "This programme helps us improve the social attitude for living in a society".
  - (3) "This type of education helps us in both ways — learning and earning and we can do our domestic work also."
  - (4) This programme helps us understand the scientific phenomenon of daily life."
  - (5) "It helps us in developing skills in functional numeracy and literacy."
  - (6) "This programme helps us develop a sense of citizenship."
- Tamil Nadu*
- (7) "Awareness for cleanliness, health and utility of education" has been created in children.
- M.P.*
- (8) "Children can now write small letters and are able to look after their daily income and expenditure successfully."
  - (9) "Children have learnt discipline".
  - (10) "Interest in study, cooperation and togetherness" are reflected in children's behaviour".
  - (11) "Children have become self reliant and have learnt practical wisdom".
- Nagaland*
- (12) "The foremost important benefit is literacy."

The opinions and statements given above indicate that a sense of global awareness has been created among children through this programme. The main benefit perceived is acquisition of literacy and numeracy. The attempt at introducing craft was not very encouraging. It needed more coordination among the sources from which raw materials could be obtained, specific training to the teacher in the craft and, incentives to children.

The achievement of children shows the extent of the success of the programme and the performance of the teachers. Another criterion for judging these may be the social acceptance of the programme in the light of the cooperation extended by the community. Below are given some comments which throw light on this aspect of the programme.

The analysis of the opinions collected from various sources, as stated above, indicated that a harmonious and cordial relationship existed between the parents and the centre teachers, that cooperation was received from time to time whenever it was asked for, even from reluctant parents, that the centre teachers took interest in motivating the students as well as parents, that the centre teachers often met the parents and discussed the progress and problems of the children and thereby established a good rapport with, and got the cooperation of the parents as well as the community, and that there had been a profound impact of this programme on the parents and the community at large. On the other hand, some opinions indicate that there was insincerity and lack of interest on the part of the centre teachers due to poor remuneration and uncertainty about their future, that parents did not send their children to the centres due to poverty and some other reasons although they are convinced of the benefit of education. These comments highlight the cooperation sought from the community, even from reluctant parents. The information was collected when the programme was in operation. Letters are being received from the parents and the community asking for the continuation of the NFE Centres which were being run by them in spite of the withdrawal of the support of the organizing agency i.e. the NCERT. This indicates that the programme was extremely useful. One thing that came to notice was the opposition from teachers of formal schools.

*Instructional Materials* : The materials prepared by the NCERT for the programme are given in the appendix, opinions about the instructional materials—their quality, preparation and supply were obtained from principals of the RCEs, Conveners of the programme at RCEs, Field Advisers/Assistant Field Advisers, Field Supervisors and centre teachers. Some of the opinions indicate certain important aspects. They are as follows:

- (i) "The teachers' guide that was supplied by the NCERT is really a good book. But it can't teach all the points of the modern education system. So, I request you to supply various patterns of other instructional guide books from time to time for the better prospects of the programme." (Tamulpur, Assam).
- (ii) "Sufficient supply of instructional materials is not always possible due to lack of funds." (Bhubaneswar)
- (iii) "Supply of the instructional material does not cater to the needs of the centres. We have been running out of instructional materials sometimes." (Dhenkanal, Orissa)
- (iv) "Preparation and supply of instructional materials were always lagging behind the time schedule." (RCE, Bhopal)

TABLE 6.2

**Non-formal Educational Experimental Programme**  
**Illustrative Data Showing Achievement**

Block	Year	Agencies	Total No. of students					Passed in internal examination Class-wise					Total	Admitted in formal schools	Total	Passed public exams at Class IV or V appeared pass
			I	II	III	IV	V	I	II	III	IV	V				
1	2	3	4	5	6	7	8	9								
Tamulpur Dist Kamrup, Assam	1979-80	FAO, Assam	250	103	52	29	11	—	195	33	15	7	—	—	55	
Nanjangude Karnataka	1979-80 RCE, Mysore	RCE, Mysore	448	186	118	72	29	2	407	24	6	9	2	—	41	
Danagadi Block Orissa	1979-80	FAO, Bhubaneswar	385	183	124	51	8	1	367	4	—	—	5	6	18	(3 boys after passing admitted in Class 6)
St. Thomas Mount, Tamil Nadu	1979-80	FAO, Madras	409	149	119	99	—	—	367	20	11	6	4	1	42	
Egra II Block Bengal	1979-80	RCE, Bhubaneswar	431	124	95	70	37	6	332	24	36	27	10	2	99	





- (v) "Instructional materials suitable for the NFE programme could neither be prepared (in time) nor produced, due to which the centres adopted the books meant for the formal system. As such, the achievement of the expected objectives was delayed." (RCE, Bhubaneswar)
- (vi) "Lack of proper resource centre for instructional materials." (Bihar)
- (vii) "Much of these shortcomings can be surmounted if the materials are developed at FA/RCE levels." (J&K)

In general, there is a feeling that the sense of timeliness in the preparation and supply of instructional materials was lacking. Though a lot of instructional materials and local-specific materials were prepared in the regional languages, the lack of such materials was greatly felt.

*Cost of the NFE Programme:* The cost of the NFE programme includes expenditure incurred on different aspects of the programme, viz. salary of instructors and supervisors, research, development and training. Regarding expenditure Table 6.3 shows per capita expenditure in the case of six blocks for which data were received. The per capita expenditure comes to Rs. 71.16 per child per annum. The opinions pooled on this aspect indicate the cost of the NFE programme may be increased to make it more effective.

TABLE 6.3  
Non-formal Education Experimental Programme Conducted by NCERT  
Illustrative Data Showing Cost

S No.	Block	Year	Agencies	Per Capita Expenditure
1.	Tamulpur District Kamrup, Assam	1979-80	FA, Assam	24,724.06/250 = 98.896
2.	St. Thomas Mount Tamil Nadu	1979-80	FA, Madras	31,454.23/409 = 76.905
3.	Muitai Block Madhya Pradesh	1979-80	FA, Bhopal	27,396.01/588 = 46.592
4.	Narsingh Garh, Madhya Pradesh	1979-80	RCE, Bhopal	24,673.00/390 = 68.264
5.	Chandrapur Block Maharashtra	1979-80	RCE, Bhopal	24,877.70/365 = 68.158
6.	Kanke Block Bihar		RCE, Bhubaneswar	91,019.96/124 = 73.177
			Total	= 426.992 Mean 71.165

## CHAPTER VII

### EPILOGUE

The conclusion of the survey is divided into three sections. The first section deals with certain general observations. The second gives in brief the factual information about teachers and Supervisors, training programmes, the instructional programme adopted at the centres, community cooperation, the achievement of children and the cost of the programme. Section III includes the inferences drawn from the experiment in the form of experiences and problems encountered in respect of men, methods and material required for running the programme.

The conclusions drawn in this study are based on the data made available in respect of the Experimental Non-Formal Education Centres. The NCERT established these centres with a view to provide experiences which would help the States in developing a viable and effective programme of non-formal education. Although not germane to the study, the information received from various sources has thrown up a few issues which are vital to the programmes. Some of these are discussed briefly in the following paragraphs.

There was still some vagueness about the concept of non-formal education and what it is expected to achieve. As an alternative method for providing education to non-school going children and those who have prematurely withdrawn from schools, it tends to emphasize the need for equating the academic achievement of children going to non-formal education centres and formal schools.

While it is recognized that non-formal education provides the much needed flexibility and freedom in designing the objectives of education and the instructional programme, it has been found difficult to determine precisely the objectives that it should fulfil. It is expected that under this system, if it can be called a system at this stage of its development, education, which is relevant and perceived to be relevant to the needs of the community, will be provided. In this sense, it is not necessarily

bound by the requirements of a formal syllabus and requisite coverage of the subject matter as in the formal system.

The scheme formulated in 1978 by the Ministry of Education and Culture visualized non-formal education to take a variety of forms. These included: (i) part-time education for children who are unable to enrol in schools with instruction revolving around a condensed version of the formal school curriculum; it was expected that by going through this instructional programme, children would be enabled to enter the formal school at different points; (ii) education through specially designed materials developed without any reference to the syllabus prescribed for the formal school, but nevertheless, aiming at providing competence required for effective functioning in life; and (iii) a special education programme for girls with a view to preparing them for performing their future roles as housewives, mothers, etc.

One sees a dichotomy in thinking between the theoreticians of non-formal education and those who have been made responsible for its implementation. This is particularly visible in determining what non-formal education should consist of and what it should aim at doing with children who are brought within its ambit. The former wants it to be something different from part-time education of the condensed syllabus variety; the latter finds it easier to develop an instructional programme which fulfils, through an alternative route, the same objectives which the formal system attempts to fulfil. The latter is a more pragmatic approach, partly because it provides a definite structure for the effort and lays down in terms of academic goals—reading, writing, arithmetic and general knowledge — the precise tasks to be accomplished. Instructors, who are the kingpins, find it easier to operate.

This dichotomy also arises because of the planner's perception of what people desire and their expectations of a system. If, as it is often stated, and what has also come out rather strongly in this study, people want education with a view to obtain a "certificate" which is equivalent to what the formal school gives after a specified number of years of schooling, then it is the condensed syllabus mode of non-formal education which will work. It is, however, not what one accepts conceptually; for non-formal education is not expected to be constrained by the rigidities of the formal system nor by the requirements of certificates. The implementation of the non-formal education programme through the formal administrative structure is also influencing the NFE programme in its own way.

The motivation to get education equivalent to that offered by educational institutions is understandable, considering the special recognition given to it in terms of economic and social mobility for those who have few resources at their disposal. Certificates, diplomas and degrees play an important role in our system.

The rigid certification procedures that we have developed in terms, for instance, of X number of courses in Y number of days and in specific educational institutions, have tended to stifle educational innovation. The need is to lay down the essential learning competencies that children at different levels of their development should attain, and allow freedom in the methods to acquire them. Some may think it necessary to enrol in institutions while others may desire to acquire the competencies on

their own. Non-formal education and learning resource centres would similarly provide one of the means for acquiring specified attainments. This educational reform would go a long way in opening up the formal system for diverse clientele.

On 30 June, 1978, the Ministry of Education and Culture communicated to the nine educationally backward States the scheme-appendix-under which they could be given financial assistance for organizing the non-formal education programme for out-of school children of the age group 9-14. The role of the NCERT identified in the scheme was as follows:

“The role of the Ministry of Education at the centre in this programme would mainly be the overall administration of the scheme, keeping a watch over its implementation and utilization of funds and coordination of the activities of the various agencies in the programme. The programme will be implemented by the Ministry through the NCERT at the Centre which shall provide the academic guidance and support to the State/Directorate of Education and the SCERTs in the States.”

To gain experience and to develop the programme and the materials, the NCERT established 228 Non-Formal Education Centres through RCEs and Field Advisor Offices in different socio-economic and geographical regions. The RCEs and FAOs started opening the centres from December, 1978, and continued till June, 1982. Most of the centres worked for three years. At the end of three years it was thought desirable to make an assessment of the progress and the experience that had been gained. It was, therefore, decided to undertake a survey of all these NFE Centres run by the NCERT.

### Objectives of the Survey

The objectives of the survey were:

- To identify approaches and strategies in respect of the following aspects of the non-formal education programme:
  - (i) Perspective and development of the programme.
  - (ii) Curriculum.
  - (iii) Teachers and Supervisors.
  - (iv) Instructional materials.
  - (v) Instructional programme.
  - (vi) Evaluation.
- To study the practical aspect of the programme viz-a-viz the constraints of men and materials.
- To identify the strengths and weaknesses of the programme.

The survey was undertaken on the basis of an analysis of official documents and information collected through questionnaires. The official documents included the minutes of the meeting of the CABE, letters issued by the Ministry of Education, decisions taken by various committees and high-level group constituted by the Director NCERT, agenda papers and conclusions reached in seminars and workshops and the reports of the Coordination Committee on Non-formal Education.

The questionnaires elicited information on the following aspects:

- Men, material and method.
- Community involvement.
- Pupil's achievement.
- Cost of the programme.

In all, six questionnaires were sent to the Non-Formal Education Centres which RCEs and FAOs had established.

### **Basis of Data**

The official documents were analyzed to find out the policy decisions that had been taken at various levels. The questionnaires, on the other hand, helped to get information on different aspects of the centres. The data obtained through questionnaires were in the form of factual information, experiences and opinions of workers on different aspects of non-formal education.

Factual data have been collected and presented with regard to the number of centres per block and per State, number of children per centre, instructional material and methodology used, cost per centre in respect of different items of the programme, number of children who joined formal schools or passed the Class V examination conducted by the educational authorities responsible for the formal system.

Data regarding experiences and opinions have been collected and presented with respect to the suitability of teachers for non-formal education in respect of age, qualifications, sex and residence, suitability of instructional material for different purposes, introduction of craft and establishment of a small library at the Non-Formal Education Centre.

### **Chapters in the Report**

Chapter I throws light on the need and objectives of the survey. Chapter II provides the introduction indicating a general perspective of the programme. Chapter III deals with instructors, supervisors and instructional materials. Chapter IV deals with the instructional methodology and procedure both general and specific. It also throws light on community cooperation and the developmental agencies utilized in running the programme. Chapter V is about the instructional programme. In Chapter VI, an effort has been made to evaluate certain important aspects of the experimental non-formal education programme conducted by the NCERT during 1979 and 1982.

### **Non-formal Education Teachers**

Teachers appointed for the centres were, in most cases, local people. In most cases, a Supervisor from one of the villages where the centres were located was appointed to supervise 10 centres. A teacher was paid Rs. 150 p.m., while a Supervisor was given an honorarium of Rs. 300 p.m. and Rs. 30 as conveyance allowance. Since

most of the centres were admitting 40 students, the salary of an teacher worked out to be Rs. 45 per child per year.

Out of 228 teachers, 42 were non-matriculate, 147 matriculate/intermediate and 39 graduate and above. The 228 teachers included 199 males and 29 females. The percentage of women teachers with different educational qualifications worked out to be 27.59% non-matriculate, 55.4% matriculate/intermediate and 17.24% graduate and above. Out of 228, only 27 teachers i.e. 12% belonged to SC/ST. They were working mostly in Rajasthan, Madhya Pradesh and Orissa. Only four out of 27 SC/ST teachers were females.

The age composition of teachers was as under:

<i>Age group (in year)</i>	<i>Number</i>	<i>Percent to total</i>
11-20	16	7.62%
24-30	164	78.09%
31-40	24	11.43%
40-50	4	1.90%
51-60	1	0.48%
61-70	1	0.48%

*N.B.:* The age has not been reported in the case of 18 teachers.

### Training of Teachers

The mode of organizing training for teachers differed from block to block. Though some of the teachers had earlier got formal training, the Conveners of the non-formal education programme felt that the NFE teachers should be trained to teach children in a manner different from formal education in several respects.

The distribution of Supervisors according to their educational qualifications was as follows:

— Trained post-graduate	1
— Untrained post-graduate	5
— Trained graduate	3
— Untrained graduate	12
— Intermediate/SSC passed	2
	23

### Supervision of Non-formal Education Centres

The Conveners of the programme felt that supervision was a very important aspect of the programme. It had to be both intensive and regular with its main purpose being to provide guidance and help to the centre teachers.

The difficulties encountered in the supervision of the centre were absence of

good roads and conveyence, limited duration of a two-hours period at the centres, and that too in the evening.

### **Instructional Material**

As a result of the experiment, the following types of material were prepared.

1. Conceptual material.
2. Training material.
3. Instructional material for teaching at the centres.
4. Supplementary material.
5. Evaluation material.
6. Specialized material.
7. Teaching aids.
8. Reports.

Some of the materials have been published in the form of books, brochures and articles; some are cyclostyled and some are in manuscript form. A list of the materials is given in the report.

### **Instructional Programme**

Most of the centres were organized for two to three hours in the evening between 4 and 10 p.m. The instructional programme at the centre included the following items:

- Prayer.
- Cleaning the centre.
- Reading and writing.
- Craft work.
- Discussion on local problems.
- Other activities.

Out of two hours devoted to the instructional programme, about  $1\frac{1}{2}$  hours were devoted to teaching of literacy and numeracy and half an hour was spent in discussing certain problems, playing games, doing craft work or organizing some of the activities. Craft work at the centres included making of mats, rope, coir, fans, toys, brooms, nets and tiles at the West Bengal centres, book-binding at the Gujarat centres, preparation of bamboo material, doll-making, and fan-making at the Bihar centres, scented sticks at the Karnataka centres and preparation of tomato 'Chatney', apple jam, carrot pickles, lemon squash, washing powder and tooth powder at the Rajasthan centres.

### **Community Cooperation**

Communities generally cooperated with the non-formal experimental programme by providing accommodation for the centres, sending children to them, financing some of the special activities, paying visits to the centres, sending information about the running of the centres to the Supervisors and the Conveners.



### **Pupils' Achievement**

In all, 6,586 students benefited from the Non-Formal Education Centres. But the data received regarding the achievement of children is limited to 968 children in 1979-80 and 1007 children in 1980-81. In 1979-80, out of 978 children, 136 passed the formal public examination for Classes IV or V and 105 were admitted to formal schools. But in 1980-81, out of 1007 children, 92 passed the public examination meant for Class V. The information about the number of children admitted to formal schools in 1980-81 was not available. The remaining students were given tests at intervals of six months each to record their progress.

### **Cost of the Programme**

The data received from six blocks show that the range of the cost of the NFE programme per year is Rs. 63 to 98 only. The mean of the cost was Rs. 71 per child per year. The details are shown in Table III of the sixth chapter.

At the beginning of the experiment, certain assumptions in the form of decisions were kept in view which were supplemented by resolutions and proposals formulated in different conferences, seminars and workshops. Therefore, the inferences drawn from the experiment have come out in the form of verified assumptions, doubts and queries and the difficulties and problems faced during the experiment in respect of men, method and materials required for running the programme.

The inferences of the study have been stated under the following heads:

- Concept and objectives.
- Motivation.
- Instruction.
- Supervision.
- Community cooperation.
- Cooperation of developmental agencies.
- Conceptual material.
- Training material.

Of the above items, the first is concerned with the philosophy and policy decisions about the programme. Items 2 to 6 are concerned with the human aspects of the programme. They reflect, in a way, the methods adopted in conducting the NFE programme. Items 7 to 9 are related to materials. The experiences in the form of inferences are given below.

#### *Concept and Objectives*

Views expressed in regard to the objectives of the programme seemed to vary. Some felt that non-formal education was a socio-academic programme which could be successfully run only as a mission:

- (a) to enable children to enter the formal school at multiple entry points; and
- (b) to bring a qualitative improvement in the life of children.

The experience regarding the first objective is that children want to pass the

examination to get a certificate which gives them a sense of achievement. A majority of the children, however do not want to join the formal school.

The second objective has been appreciated but has been very difficult to achieve, as it expected substantial socio-economic and cultural changes to take place at various levels.

### *Queries*

The following doubts seem to have arisen about the functional interpretation of the first objective:

- (i) Is it necessary for children to join the formal school?
- (ii) Are children required to get education up to the level of Class VIII or up to the age of 14, according to the NFE philosophy and programme?
- (iii) Should elementary education be interpreted in terms of grades and classes only or in terms of minimum competencies to be achieved by children?
- (iv) What is meant by improvement of the quality of life? What are its components in specific and concrete terms? What should be the proportionate weightage to be given to its different aspects?
- (v) Are we not having too high expectations from the NFE programme with the minimum input?
- (vi) Should the achievement of children enrolled in Non-Formal Education Centres be compared to that of children attending formal schools?
- (vii) What should be the relationship between formal and non-formal education?

## MOTIVATION

### *Experiences*

Motivation is concerned with children and their parents who are supposed to benefit from the programme. Regarding this aspect of the programme, the experiences are as follows:

- (i) Parents are eager to send their children to the centres. They want them to develop minimum competencies required in life.
- (ii) Parents are so poor that they cannot afford to spend a single penny for the education of their children. Rather, they need financial help.
- (iii) Children joining NFE Centres are interested in getting education.
- (iv) Most of the children enrolled at the centres belong to Scheduled Castes, Scheduled Tribes and backward classes. They include a good proportion of girls also.
- (v) Children are interested in passing Class V examination conducted by educational authorities of the formal system.

- (vi) A very small percentage of children are in a position to join formal schools. But they are interested in getting education at the centres upto a higher level.
- (vii) Children are not so much interested in vocation as in story-telling, playing games, imaginative manipulations, etc. They are more productive and active as they show more involvement.
- (viii) It is not difficult to attract the children to education. But it is difficult to retain them in the centres unless they are provided with a meaningful educational programme.

### *Queries*

- (i) What is meant by a suitable educational programme to be developed for non-formal education?
- (ii) Is cost the only factor to decide the quality of a programme for non-formal education?

### *Instruction*

This aspect of the programme includes (a) the centre teacher; (b) the instructional programme; and (c) the instructional materials.

### INFERENCES

#### *(a) Centre teacher*

- (i) The centre teacher should be, as far, as possible, a local person.
- (ii) Persons aged between 20 and 30 may be preferred.
- (iii) Minimum qualifications expected in the case of male teachers should be matriculate while in the case of female teachers the qualifications may be relaxed to Class VIII pass.
- (iv) He/she should be acceptable to society, specially to those communities who send their children to the centres.
- (v) He/she should preferably be a productive member of the family.
- (vi) He/she should have a sense of social service.
- (vii) He/she may not necessarily be trained. The teacher should, however, be given training necessary for running NFE Centres.
- (viii) Training should include the orientation-cum-production programme and training in the use of media.

### *Problems and Issues*

Some problems and issues concerning selection of teachers and their training have emerged. They are:

- (i) The local teacher may be more interested in performing domestic works rather than performing and completing work of NFE Centres. Household duties get preference.

- (ii) Local people and the officers may try to influence the selection of teachers.
- (iii) Is it desirable to reduce the minimum educational qualification in the case of non-formal education teachers?
- (iv) Does a trained teacher need further training? If yes, what should be the content of the training programme?
- (v) The honorarium being paid to an NFE teacher is not adequate because of which he leaves the job after getting regular employment.

### **(b) Instructional Programme**

The views expressed in regard to the instructional programme are indicated below:

- (i) The instructional programme may have two major activities providing instruction at the centre and utilizing the life experiences of children of imparting education to them.
- (ii) Instruction at the centre may have two parts; first, teaching of literacy, numeracy, environmental studies and SUPW; and second, discussion on general topics of utility.
- (iii) The integrated rather than the area-wise and discipline-wise approach may be adopted in preparing instructional materials and providing instruction to children at the centres.
- (iv) A need and problem-based approach is more beneficial for teaching children. The approach may have the following steps:
  - Identification of the problems
  - Analysis of the problems
  - Sorting out causes of problems
  - Providing possible solutions
- (v) Integration of traditional wisdom with modern knowledge be the main principle for developing the instructional programme for non-formal education.
- (vi) The life experiences of the children may be adequately utilized in the instructional programme.
- (vii) Extra-curricular activities may be organized for the children.

### **(c) Instructional Materials**

The views expressed are indicated below:

- (i) A need and problem-based curriculum is appropriate for non-formal education.
- (ii) The following categories of material are required for the non-formal education programme.
  - Conceptual
  - Training and guidance material
  - Instructional material
  - Vocational education material.

- (iii) Instructional material should have the following characteristics:
- It should be related to the life-style and life experiences of people.
  - It should be based on the local needs and problems.
  - It should help children appear in the examinations held for formal school children.
  - It should include materials for teaching literacy and numeracy.
  - There should be supplementary material which may help in developing reading proficiency in children.
  - Material prepared by instructors of the centres in training-cum-production workshops requires a lot of improvement.

*(d) Supervision*

Experiences regarding the supervision are as follows:

- (i) The concept and method of supervision in non-formal education are different from those of formal education. An NFE Supervisor is expected to help the instructor in organizing the instructional programme being carried out at the NFE Centres, meeting the parents of children of mobilizing the community and State resources.
- (ii) It is not feasible for a Supervisor to supervise more than 10 centres.
- (iii) The NFE Centres were supervised by local Supervisors and also by the RCEs and FAOs.

*Problems*

A number of problems were experienced in effective supervision of the non-formal education centres.

Among others, the following are important:

- (i) A separate training programme could not be organized for the Supervisors because they were few in number.
- (ii) It was not possible to make supervision effective without providing a cycle or some travelling allowance to the Supervisor.
- (iii) A Supervisor could visit only one centre a day. Thus, a centre was supervised only once a fortnight.

*(e) Community Cooperation*

The experience about the cooperation extended by the community has been mostly positive but in some cases it was negative also. The community helped the non-formal education programme by providing the space and light for the centre, sending children to the NFE Centres, occasionally visiting the centres and also financing some of the co-curricular activities organized for the children. But the level of co-operation was different in different blocks.

In a few villages, the people tried to put certain obstacles in the way of the non-formal education workers. The reasons were the self-interest of the influential

people who wanted their own men to be appointed as teachers and/or utilize some of the materials supplied for the NFE Centres for their personal use.

*(f) Cooperation of Developmental Agencies*

In most of the villages the developmental agencies were cooperative. Their cooperation was, however, limited to giving lectures to children. The State Department were helpful in arranging materials such as kerosene oil, paper at controlled price, raw material for craft, etc. But this was possible only at a very few centres.

*(g) Conceptual Material*

The conceptual material was mainly prepared by the NFE Group, RCEs and FAOs. The Supervisors and the instructors were not able to produce any conceptual material. The conceptual materials were prepared by both individuals and groups. They have been cyclostyled as small brochures or published as articles, in educational journals. Some of the conceptual materials prepared under the programme have been extensively used by the State. The conceptual materials prepared under the programme may now be discussed in seminars and conferences so as to have a consensus on the concept, nature and scope of non-formal education, the methodology to be adopted for non-formal education and other issues regarding instruction, supervision, etc.

*(h) Test Material*

Some of the children attending Non-Formal Education Centres sought admission in formal schools. Others preferred to appear in the public examination conducted for Class IV or V by the educational authorities at the block and district levels. A majority of the students, however, continued attending the non-formal education centres. Therefore, the problem was to evaluate their programme at reasonable intervals. Tests were prepared by the RCEs and FAOs to assess the progress of the students after every six months in literacy, numeracy and environmental studies. The issue regarding the equivalence of the achievement of children attending Non-Formal Education Centres with those in the formal school was often raised. The intention was not to compare the achievement of the children because the backgrounds of the students and educational situation are different in formal and non-formal education. It was, however, considered desirable to fix certain levels of achievement for the students of non-formal education centres also. Accordingly, a project for developing tools for evaluating the achievement of students attending Non-Formal Education Centres had been taken up by the RCE, Bhopal.

*(i) Training Material*

The modes of organizing training programmes were different in different blocks, Briefly, they may be described as follows:

- A training programme was organized for a week or so in the beginning

and later, orientation-cum-production workshops were organized for the instructors and Supervisors after every six months.

- At some places, after a week's initial training programme, the instructors and Supervisors were called to the RCEs and FAOs every week. They used to discuss the strengths and weaknesses of the programme of the previous week and develop the programme for the next week.
- Training-cum-production workshops proved to be useful since the instructors and Supervisors, in addition to getting training in instruction, could also get training in preparing the local-specific materials.

The reports of some of the training programmes have been prepared, which supplement the Training Manual prepared at the beginning of the NFE programme. The report may be concluded by informing that there exists a dichotomy between the objectives of non-formal education as visualized by educationists and those achieved through the implementation of the non-formal education programme. Educationists decide the objective of education, both formal and non-formal, on the basis of the needs of the individual and society, while in practice, certification has been identified as the main objective of non-formal education. Relevance, flexibility and practicability have been fixed as criteria for the non-formal education programme but the students and parents place certification at the top, flexibility and practicability at the middle, and relevance in the last place. In fact, it is very difficult to associate education with the socio-economic development of the individual and society in addition to the physical, intellectual and emotional development of children. This is possible only if there is a desirable radical change in society and the prevalent formal education.

The improvement in quality of life through socio-economic development is the most important objective of non-formal education. But because of social and educational traditions, this is not achieved through the non-formal education programme. Therefore, if the urge to develop the non-formal education programme to achieve the desired objective is keenly felt, the desirable change in society and the prevalent formal education is a must. If this is not possible in the near future, it is necessary to think of the non-formal education as independent from formal education. Without one of these alternatives, the non-formal education programme cannot serve the purpose. In the present situation, the dichotomy regarding the concept and objectives of non-formal education as visualized by educationists and those experienced in the non-formal education programme will continue.

It is evident that there is an urgent need for research to supply valid and reliable answers to questions regarding the concept and objectives of the NFE, the instructional programme, the evaluation system and the instructional material relevant to the non-formal education programme.

## Appendix 1

SMT. J. ANJANI DAYANAND  
JOINT SECRETARY (SCHOOLS)

NO. D.O. NO. F. 1-88/78-Schools 2  
Government of India  
Ministry of Education & S.W.  
(Department of Education)

New Delhi, the 30th June, 1978

Dear

I have pleasure in informing you that the Expenditure Finance Committee of the Government of India has recently accorded its approval on the Centrally Sponsored Sector Scheme of Experimental projects for Non-formal Education for children of the 9-14 age-group for Universalization of Elementary Education. A copy of the scheme giving the background, operational details and the financial parameters is enclosed. For the fulfilment of the targets of non-formal coverage during the 1978-83 Plan period envisaged under the scheme, we have barely got a little more than three and a half years. In view of this, efforts are required to be made for the immediate implementation of the schemes without any further delay. According to the phasing of expenditure, the provision for the current year is Rs. 7 crore.

2. Under the approved scheme, the State will have to set up at least the same number of centres as sanctioned out of the central scheme, out of their own provisions, and on the same pattern. In view of this, non-formal coverage already proposed in your Sixth Plan document and the provisions are marked for them under the State Sector of the Plan, it is hoped, will take care of the sharing counterpart funds. In case the present provisions fall short a little, I hope, you will readjust your Plan in such a way that the counterpart funds are available under the State Sector for the implementation of this scheme. This pattern of sharing expenditure is in accordance with the decision of the National Development Council to operate this scheme on sharing basis between the Central Government and the concerned State Governments.

3. To attain the objective mentioned above, I would request you to kindly let us have your complete proposal for assistance under this scheme during the current financial year as early as possible but in any case not later than 31st July, 1979.

4. I would particularly invite your attention to the components of the programme or operation during the first year indicated in para 28 of Section I of the enclosed scheme. Besides, you may kindly indicate the number of Non-Formal Centres to be set up during the current year for funding out of the Central provision along with the counterpart centres to be funded out of the State's own provision. In doing so, you may please indicate in brief the state of preparedness with regard to this programme. We would like to have your proposal in accordance with the pattern given in the enclosed scheme. In case, on any item relating to the administrative and academic inputs set forth in the scheme, the State has already provided for, you



will be free to mention those. But your proposal must relate to the item-wise inputs indicated in the enclosed scheme.

5. A separate letter with regard to financial assistance to voluntary organizations for running Non-Formal Centres for elementary age-group children will follow.

With regards,

Yours sincerely,

Sd/-  
( J. ANJANI DAYANAND (SMT.) )

Education Secretary

Copy forwarded to

1. Director of Education/Director of public Instruction.
2. Dr. S.K. Mitra, Director, NCERT, New Delhi.
3. Dr. S.N. Saraf, Chief (Education), Planning Commission, New Delhi.
4. Shri P.K. Umashankar, JS (P)

Sd/-  
(M.D. GUPTA)  
Assistant Education Adviser

## NON-FORMAL EDUCATION FOR ELEMENTARY AGE-GROUP CHILDREN — WHY AND HOW

### 1. The Scheme

Experimental Projects for Non-formal Education for Children of the 9-14 age-group for Universalization of Elementary Education

#### *Background*

The Union Education Minister announced on 5 April, 1977, in Parliament, on the Educational Policy of the new government, that universal literacy would be attained in the country within a definite time-frame of not more than 10 years. This objective has two main components, namely, universalizing elementary education for all children of the age-group 6-14 and removing illiteracy of the adults of the age-group 15-35. With regard to the first component, to prepare a feasible plan for universalizing elementary education, at the instance of the Planning Commission, a Working Group on Universalization of Elementary Education was set up in September, 1977. In its Interim Report, which was submitted in February, 1978, it had been estimated that there are 452 lakhs of non-enrolled children who would need to be brought into the school system by 1982-83 in order to reach the goal of universal elementary education, according to the directive contained in Article 45 of the Constitution. The feasible target by the end of 1982-83 would be to enroll 320 lakhs of additional children and thus achieve 110% coverage in the 11-14 age-group or 90% coverage of the total age-group 6-14 (Classes I-VIII).

2. A major policy decision recommended by the Working Group is : *Every child shall continue to learn in the age group 6-14 on a full-time basis, if possible and on a part-time basis, if necessary.* By 1977-78 a total of 898 lakhs children were enrolled in Classes I-VII. The hard core of non-sections of the community included the Scheduled Castes and the Scheduled Tribes, landless agricultural labourers and urban slum-dwellers. A majority of the non-enrolled children are not attracted towards the formal schools because of reasons which are predominantly socio-economic: boys and girls are required to help to augment the parental income and to help in household chores. Even if all the habitations in the country are covered completely with formal schools, such children are not likely to be attracted by them; hence, the necessity for providing non-formal schooling facilities according to the convenience of non-enrolled children with regard to place and timing, and in a manner in which such children would be in a position to have their schooling within a shorter time, simultaneously carrying on with the work required by their families.

3. Another weakness of the formal school system is that there is a huge drop-out at the elementary stage. Out of every 100 children who enter Class I, only about 40 complete Class V and only about 25 complete Class VIII. To overcome this difficulty and retain the enrolled children till the completion of Class VIII, it is also essential to provide non-formal education on a large scale for the drop-out children.

4. In view of the above, the Working Group recommended a target of covering 160 lakhs of non-enrolled children or 50% of the target for 1978-83 by non-formal education, comprising 120 lakhs in the primary stage (Classes I-V) and 40 lakhs at the middle stage (Classes VI-VIII).

5. The Working Group has identified the educationally backward States—and these are nine in number, namely Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West-Bengal—in which the numbers of non-enrolled children are disproportionately larger. These together have more than three-fourths of the total non-enrolled children in the country. The problem of universalization of elementary education is, thus, essentially a problem of these States. Thus, they would require special support in the programme of universalization and the Working Group accordingly recommended this scheme of special support to the educationally backward States in the Central sector of the medium-term plan, with a provision of Rs. 50 crore out of the total medium-term plan allocation of Rs. 900 crore for elementary education.

6. In accordance with the guidelines given by the Working Group and the resolution adopted by the Conferences of Education Ministers held in August, 1977, and July, 1978, the States and Union Territories have prepared their Master Plans for Universalization of Elementary Education. The Master Plans were discussed in a series of meetings by the Union Education Secretary between 30 August and 18 September, 1978, and the States were advised to modify or revize their Master Plans on the basis of the discussions held. The State Plans for Elementary Education proposed in their medium-term (1978-83) Plan documents have since been discussed by the Plan Working Group in December, 1978—February, 1979.

The basic strategy for the universalization of elementary education in all the States and Union Territories thus comprises two main components, namely expansion and improvement of formal schooling with provision of schools covering the needs of all habitations of the country, including sparsely populated areas and the provision of a massive programme of non-formal part-time education covering the needs of the various target groups and the various backward areas of the States and Union Territories. The common features of both these programmes is the overhauling of the curriculum, making it meaningful and relevant to the life situations of the children. Introduction of Socially Useful Productive Work in all classes of the elementary stage, recommended by the Ishwarbhai Patel Committee constitutes a significant step. In collaboration with UNICEF, an innovative project, namely "Comprehensive Access to Primary Education (CAPE)" has been formulated. It envisages the strengthening of all the teacher training institutions in the country who will be entitled to take on not merely the responsibility of pre-service training but also of in-service orientation programmes for teachers, in the context of preparing curriculum and instructional materials which are immediately meaningful and relevant to the life situations of the children, including units of instructions for Socially Useful Productive Work. The curriculum under this project will be decentralized making it local-specific, and building into the programme, the trainee-teachers would be required to prepare learning episodes entirely relevant to the local environment which will form part of the total instructional content in the schools of the area concerned. Care would be taken to ensure that the minimum learning requirements of the children at any class or at any stage would be such that the products have the competence required by the certificate system of schooling, simultaneously enriching the total curriculum for both formal and non-formal channels of education. The project, as per the action sequence chalked out, will be completed around the middle of 1980, with UNICEF funding.

8. The CAPE project is a continuation of the work done so far under the two projects of Primary Education Curriculum Renewal and Developmental Activities in Community Education and Participation so far implemented with UNICEF assistance in a pilot manner in 15 States of the country, comprising 450 schools and two community centres in each State. The latter two projects are being expanded in the 15 States/Union Territories in which they have been in operation in the pilot phase and are being introduced in the remaining States/Union Territories to effect qualitative improvement of elementary education.

9. The Working Group on Universalization of Elementary Education, before finalizing its Interim Report, considered the report of a sub-group on non-formal education for elementary age group children. The sub-group identified three broad groups of clientele for the non-formal channel, as given below:

- (a) Children of the weaker sections like the Scheduled Castes, Scheduled Tribes, those in hilly areas, tribal areas, urban slums and other economically backward rural areas. There are a large

number of children among these sections in the age group 6-14 who have either never entered the formal schools or have dropped out. They are helping the family in a number of ways and the school timings do not suit them. Given the facility of schooling at a suitable time and place and with a relevant curriculum, they might like to avail of the educational facility and might like to rejoin the formal school system at some appropriate stage.

- (b) Girls in the age-group 6-14 who are not attracted by the existing programme of education being offered by the formal elementary school. These girls may generally not be interested in joining the formal school at any stage. Thus, they would need an educational programme tailored to suit their requirements as housewives, mothers and citizens.
- (c) Boys and girls (generally) boys in the age-group 6-14 who are employed in professions like carpet-weaving, pottery, etc. These children need only a part-time programme of general education which may be focussed around literacy, numeracy and citizenship training.

10. The programme of non-formal education for children of the group mentioned at (a) above would be on the basis of what has come to be known as the M.P. Model. Under it, the entire curriculum of five years of primary stage is condensed into a two year curriculum based on 18 graded units. Children of the age-group 9-11 are offered this curriculum at the non-formal education centres run in Madhya Pradesh. Teachers are paid a small honorarium on the basis of per student made to pass the Class V examination. This has proved to be a great success and it is envisaged that this model will be the main model for non-formal education which is going to be adopted on a massive scale in all parts of the country, according to the Working Group's recommendations. Non-formal education for the middle stage, i.e. Classes VI-VIII cannot, it has been established, be condensed; however, instruction in Non-Formal Education Centres for the children of the age-group 11-14 for middle stage education would also be on the basis of graded units so that the students can progress at their own pace. Self-learning is a major feature of the non-formal approach and hence students below the age of nine are not likely to benefit from non-formal education.

11. Models for girls and children engaged in traditional professions mentioned at (b) and (c) in para 9 above are under preparation and implementation on an experimental basis in various States. Girls who wish to pursue the normal curriculum, will avail of the formal schooling or non-formal schooling under the M.P. Model. But for such of those who do not desire to waste their time on general education but would rather take instruction in matters which are immediately relevant to their life situations, the training module adopted under the Integrated Child Development Service would be useful. This module contains both the literacy component and the content which is necessary for a growing girl to fit into her life situation with a sense of responsibility and awareness of the jobs she has to handle. For children engaged in traditional professions, instruction in the three R's will be combined with specialized theory instruction about the craft they are learning. Besides, instruction in entrepreneurship and marketing of products would be given so that such children acquire not only literacy but also economic and social understanding of the craft in which they are engaged. The NCERT according to the recommendations of the last E.M.'s Conference, has been engaged in preparing prototype instructional packages for use in NFE Centres. Such packages for Hindi-Speaking States and in Telugu, Oriya, Bengali and Assamese have been prepared.

12. To the nine educationally backward States, it has already been suggested that Non-Formal Education Centres, to start with, should be immediately identified in as wide a sample as possible, keeping predominantly in view the needs of the backward areas and weaker sections, particularly Scheduled Castes and Scheduled Tribes.

13. It will be evident from what has been stated above that their realization of the goal of universal elementary education will be as distant as has been so far without the massive programme of non-formal education on a national scale. And much depends upon the success of the envisaged programme of non-formal education in the nine educationally backward States. This Central sector scheme aims at providing basically the institutional infrastructure necessary for both coverage of non-enrolled and non-attending children and for strengthening the academic input of the entire programme of non-formal education, with both Central and State initiative.

*Description and Objectives*

14. (1) The objectives of the scheme of non-formal education for children of the 9-14 age-group for universalizing elementary education are:

- (i) To help the educationally backward States, namely, Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal in developing and implementing programmes of non-formal education for children of the age-group 9-14 so as to enable them to cover the large number of non-enrolled and non-attending children under the school systems.
- (ii) To help them in developing institutional structures at various levels not only for quantitative expansion but also for the improvement of the quality of education.
- (iii) To help them in developing group-specific and local-specific curricula and instructional materials so that education at the elementary level is more meaningful and relevant to the life situations and needs of the children.
- (iv) To help them in improving the teacher competence at the elementary level even in the remotest areas of the country.

15. The entire programme would be implemented through the normal administrative machinery already available at the Centre and in the States, but with suitable strengthening, wherever required. Through this chain of institutional structures, academic inputs will be prepared and instructional packages delivered to the Non-Formal Education Centres located in various areas in the States.

16. The State Plans provide for the administrative strengthening envisaged; some aspects of this are:

- (i) Strengthening the State Directorate of Education for implementing the non-formal education programme.
- (ii) Setting up or strengthening the State Council of Educational Research and Training.
- (iii) Improvement and strengthening of teacher training institutions.
- (iv) Strengthening of the supervisory machinery at the district and block levels.

17. State Master Plans of universalization of elementary education, have made some proposals for strengthening of their State Directorates of Education but they are not sufficient to cope with the programme of non-formal education. It is not the intention to set up a parallel system of administration for non-formal education only, as distinct from the administration of the formal system. The entire work for both the formal and non-formal channels will be through the same administrative structure, since the programmes are complementary and in the long run are expected to support, and strengthen and enrich each other.

18. Among the nine educationally backward States, a SCERT exists only in one State, namely, Andhra Pradesh which also requires sufficient strengthening to improve its competence. Of the remaining States Bihar, Rajasthan and Assam have already proposed setting up of SCERTs in the context of their universalization programme and have asked for Central assistance for their SCERTs, while the proposal is under consideration in the other States. A majority of the 500 teacher training institutions in the nine States require modest strengthening by way of minimum essential staff, additional accommodation, teaching equipment and contingent expenditure for evaluation and monitoring.

19. The role of the Ministry of Education at the Centre in this programme would mainly be the overall administration of the scheme, keeping a watch over its implementation and utilization of funds and coordination of the State Department/Directorate of Education and the SCERT in the State. The inter-disciplinary team in the NCERT which has been working on the UNICEF assisted projects will be deployed to this programme so that the team's guidance is available throughout the period of implementation.

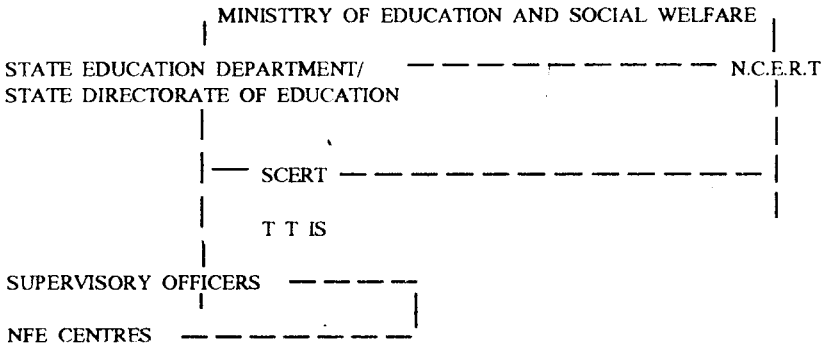
20. The academic aspects of the non-formal education programme for the nine educationally backward States consist of (i) preparation of materials—prototype at the NCERT, group-specific materials at the SCERTs and making them local-specific at the teacher training institutions; and (ii) training of personnel at various levels—teacher-educators, Supervisors and teachers of non-formal centres.

21. The third aspect of this programme would be the establishment of the Non-Formal Education Centres which will mainly involve the cost of teachers and equipment. On the basis of the experience in the

Madhya Pradesh Model of Non-Formal education, it is envisaged that a teacher of a Non-Formal Education Centre should take on not more than 25 children because children in these centres will need more individual attention. The essential physical inputs will mainly involve equipment like blackboards, maps, charts, globes and lighting facilities. It is envisaged that the NFE Centres will be located in the primary and middle schools or local or community centre or any accommodation provided by the community. Hence, no assistance for accommodation is envisaged under this programme.

*Manner of Implementation*

22. From what has been indicated above, it will be evident that the chain for the implementation of the programme would be as below:



23. The feedback on the implementation of the programme will be in the reverse order from the NFE Centres to the block level, district level and State authorities and block level authorities and finally to the Centre. The role of the NCERT/SCERTs and the TTI's will be mainly to look after the preparation and development of instructional packages to be delivered through the Non-Formal Education Centres and training of the personnel at all levels.

The role of the Ministry of Education at the Centre would be to consider the specific proposal of the State Governments, disburse funds, coordinate the activities of the NCERT, on the one hand, and the SCERTs, on the other, keep a regular watch on the implementation of the specific programmes sanctioned under the scheme and utilization of funds by the State Governments.

24. The main responsibility for the administration of the programme would be that of the State Departments/ Directorates of Education who would perform the functions of disbursement of funds, actual implementation of the project, keeping watch over the implementation and feedback to the Centre. These functions, the State Departments/Directorates of Education will perform through their supervisory officers at the district and block levels.

*Schedule of Programme and Target of Completion*

25. The medium-term plans of the nine States have proposed non-formal coverage as given below:

(Figures in lakhs)

State	Additional enrolment 1978-83			Non-formal Coverage		
	6-11	11-14	6-14	6-11	11-14	6-14
Andhra Pradesh	19.39	6.72	26.11	9.44	2.22	11.66
Assam	8.51	5.72	14.23	2.51	2.86	5.37
Bihar	12.26	15.53	27.79	2.52	4.63	7.15
Jammu & Kashmir	3.41	0.75	4.16	0.35	0.16	0.51
Madhya Pradesh	24.27	9.21	33.48	—	—	12.56
Orissa	6.53	8.20	14.73	0.80	4.90	5.76
Rajasthan	20.33	7.97	28.30	10.17	3.98	14.15
Uttar Pradesh	29.06	12.75	41.81	20.55	7.15	27.70
West Bengal	16.56	10.63	27.19	5.00	3.96	8.96
<b>TOTAL</b>	<b>140.32</b>	<b>77.48</b>	<b>27.80</b>	<b>51.34</b>	<b>29.92</b>	<b>93.82</b>

26. The above figures do not in all cases conform to the pattern of non-formal coverage recommended by the Working Group. Nor do the State Plans indicate the total strategy for non-formal education for various target groups. The main object of this Central sector scheme is to give such basic support as is necessary for the development and implementation of the programme, according to the time-frame and also cover children by the Non-Formal Education Centres as much as possible with the funds provided out of the scheme, essentially for demonstration.

27. Under this scheme, it is estimated that 29,63,000 additional children in the nine educationally backward States will be covered through 73,690 Non-Formal centres, by 1982-83. This coverage will be in addition to the programmes that the State Governments have included in their State Master Plans. With this coverage, the total additional enrolment will be as given below :-

Additional enrolment, 1978-83, proposed in the Sixth Plan

Formal	- 123.98 Lakhs
Non-Formal	<u>93.82 Lakhs</u>
	217.80 Lakhs

Non-formal coverage by 1982-83 under Central assistance

29.63 Lakhs

Total additional enrolment 1978-83

247.43 Lakhs

or

247.50 Lakhs

28. In the first year of operation, the following components of the programme will be covered:
- (i) Appointment of additional staff in the State Directorates of Education for non-formal education.
  - (ii) Setting up/strengthening of the SCERTs, including appointment of staff.
  - (iii) Survey for the locations of the Non-Formal Education Centres, keeping in view the requirements of the backward areas and weaker sections of the community and preparing a phased programme

for coverage by 1982-83.

- (iv) Development and printing of motivational materials for various audio-visual media by the SCERTs.
- (v) Preparation of group-specific curricula and instructional packages through workshops and assignments.
- (vi) Try-out of the instructional materials in the first phase of the Non-Formal Education Centres, feedback and revision of the materials for final printing.
- (vii) Development of training modules for non-formal teachers at both the primary and middle levels.
- (viii) Orientation of supervisory personnel (district, block and teacher training institutions).
- (ix) Training of the teachers for the first year at Non-Formal Education Centres.
- (x) Evaluation and monitoring of the first year's programme in the last quarter of the year.
- (xi) Supply/provision of equipment and furniture for the strengthening of the physical facilities for the teacher training institutions.
- (xii) Development, printing and distribution of prototype materials for group-specific curricula and packages by the NCERT.
- (xiii) Starting of Non-Formal Education Centres in each of the States according to a phased programme.

29. The actual year-wise phasing of non-formal coverage under the Central sector scheme will be worked out after the State proposals are received. However, the growth of Non-Formal Education Centres along with their coverage has been phased out on the basis of one unit of 200 non-formal centres in the first year which will grow into 500 centres at the primary stage and 700 centres at the middle stage by 1982-83, as indicated below :

**Growth of Non-formal Education Centres at the Primary Stage, with one unit of 200 centres to start with**

	1979-80	1980-81	1981-82	1982-83	Total
No. of centres	200	200	150	300	
		150	200	150	500
			100	50	
Pupil coverage	5000	5000	3750	7500	21250
					(full completion: 16250;
		3750	7500	5000	1/2 completion: 5000)



**Growth of Non-formal Education Centres at the Middle stage with one unit of 200 centres to start with**

	1979-80	1980-81	1981-82	1982-83	Total
No. of centres	200	200	200	150	
		250	250	250	750
			150	200	
				100	
Pupil coverage	5000	5000	5000	3750	
		6250	6250	62250	22500
			3750	7500	(full completion: 21250;
					2/3 completion 3750
					1/3 completion 7500)

N.B. New centres and new coverage have been underlined.

## II. Financial parameters

1. The programme is a Centrally sponsored sector scheme under the Plan. As mentioned earlier, out of the medium-term plan allocation of Rs. 900 crore for the programme of universalizing of elementary education, a sum of Rs. 850 crore is in the State sector and the remaining Rs. 50 crore in the Central sector, as agreed to by the Planning Commission. The item-wise *estimated* cost of the programme, including staff strengthening at various levels for implementation during the medium-term plan period is as given below:

### I. Strengthening of the State Directorate of Education (Cost for 1 State)

Items	Consolidated salary per month	Requirements per year	Total requirements per year
1	2	3	4
	Rs.	Rs.	Rs.
(i) Joint Director of Education	1,800	21,600	86,400
(ii) P.A.	700	8,400	33,600
(iii) Assistant	700	8,400	33,600
(iv) T.A.		5,000	20,000
(v) Messenger	300	3,600	14,400
			<u>1,88,000</u>

(Accommodation, furniture, equipment and contingency to be provided by the State.)

**II. Strengthening of State Council of Educational Research and Training [ SCERT/State Educational Research Centres (SERC) (Cost for 1 State) ]**

**A. Administration**

(i)	Senior Consultant	1,500	1,800	72,000
(ii)	Consultant-4	4,800	57,600	2,30,400
		(1,200 X 4)		
(iii)	Stenotypist	500	6,000	24,000
(iv)	Typist Clerk	500	6,000	24,000
(v)	Messenger	300	3,600	14,400
(vi)	T.A.		15,600	60,000
(vii)	Additional Officer			
	Contingencies		6,000	24,000
(viii)	Additional accommodation, where needed		12,000	48,000
				4,96,800

**B. Programme**

(i)	Survey	10,000 (1st year) and at Rs. 2,000 for each of 3 years	16,000
(ii)	Development and printing of motivational material through various A-V media	25,000 (for 1st year only)	25,000
(iii)	Preparation of curriculum and instructional packages, including illustrations and contingencies, through workshops/ assignments	25,000 per year	1,00,000
(iv)	Try-out of instructional material in Non-Formal Education Centres, feedback, and revision of materials for final printing	15,000 per year	15,000
(v)	Printing of instructional materials for distribution among Non-Formal Education centres and 1,50,000 (middle (15,000 copies x 5 titles x Rs. 2 per copy)	1st year 1,50,000 (Primary stage) and 1,50,000 (middle stage) Subsequent 3 years Primary : 3,00,000 Middle : 5,00,000	27,00,000

	1	2	3	4
(vi) Development of training modules for non-formal teachers (primary and middle)		10,000 (for one year only)	10,000	
(vii) Orientation of supervisory personnel (district; block add TTIs)—40 persons in 1st year for 10 days		12,000 1st year 6,000 for each of 3 subsequent	30,000 years	
(viii) Training of teachers		1st year 1,55,000 (4-week; at Rs. 300 per teacher and Rs. 5,000 for resource (persons and contingencies) 2nd year : 3,10,000 3rd year : 3,87,500 4th year : 3,87,500	12,40,000	
(ix) Evaluation and Monitoring		5,000 per year		20,000
				41,56,000

### III. Strengthening Teacher Training Institutions (500 in 9 States) per T.T.I.

(i)	(a) Staff			
	One senior teacher educator/coordinator.	Rs. 900	Rs. 10,800	1,62,00,000
			1st year (200)	21,60,000
			2nd year (150)	37,80,000
			3rd year (100)	48,60,000
			4th year (50)	54,00,000
	(b) One gram sewak and gram sewika.	Rs. 900 each	Rs. 12,000	1,80,00,000
			1st year (400)	24,00,000
			2nd year (300)	42,00,000
			3rd year (200)	54,00,000
			4th year (100)	60,00,000
(ii)	Contingent expenditure for evaluation and monitoring travel cost.		Rs. 6,500	97,50,000
			1st year (200)	13,00,000
			2nd year (150)	22,75,000
			3rd year (100)	29,25,000
			4th year (50)	32,50,000
				60,00,000
(iii)	Teaching equipment and furniture (NR) at Rs. 12,000 per T.T.I.		1st year (200)	24,00,000
			2nd year (150)	18,00,000
			3rd year (100)	12,00,000
			4th year (50)	6,00,000
				4,99,50,000

Figures within parenthesis indicate the number of T.T.I.'s to be assisted year-wise

**IV. Strengthening Supervisory Staff**

This has been and is being covered in the State Plans and funds will be available out of the State sector revision.

**V. Strengthening of the Central Level Staff****A. Department of Education**

(i)	G.S.D. (Coordinator)	2,000	24,000	1,00,320
(ii)	Research Officer-2	1,300	31,200	1,30,560
(iii)	P.A.-2	800	19,200	80,400
(iv)	Assistant-1	800	9,600	40,200
(v)	LDC-Typist-2	1,200	14,400	59,760
(vi)	T.A.		12,000	48,000
				4,59,240

**B. Programme for Development of Materials by the NCERT**

Additional staff at the NCERT headquarters for a full-fledged unit for the universalization of elementary education and in Field Advisers Offices of the NCERT will be provided by re-deployment from amongst existing positions.

The following gives the cost for developing programmes by the NCERT.

(i)	Workshops to examine available literature for developing prototype instructional materials.	40,000	40,000
(ii)	Series of workshops/writing groups for finalizing prototype materials (primary and middle).	50,000 for each of 3 years	1,50,000
(iii)	Printing of prototyped materials in Hindi	5,000 for each of 2 years	10,00,000
(iv)	Translation of prototyped materials in English for dissemination among all States as samples	50,000	50,000
			12,40,000

2. The cost of setting up and running Non-Formal Education Centres, including the pupil coverage, has been estimated on the basis of a unit of 200 centres to start within 1979-80, separately at the primary and middle stages. Since the implementation of the programme cannot be undertaken all at once, it is envisaged that the unit of 200 centres will grow up the 500 centres at the primary and 700 centres at the middle stage during four years i.e. from 1979-80 to 1982-83. The phasing with pupil coverage and teacher and non-teacher cost would be as given below:

## A. Cost for primary Non-formal Education Centres (Unit of 200 to start within the 1st Year)

	1979-80	1980-81	1981-82	1982-83	Total for 4 years
No. of centres	200	200 +	150 +	300 +	500
		150	200 +	150 +	
			<u>100</u>	<u>50</u>	
Pupil coverage	5000	5000 +	3750 +	7500 +	21,250 (Full completion: 16,250; 1/2 completion 5,000)
		<u>3750</u>	<u>7500</u>	<u>5000</u>	
Teacher cost at Rs. 50 per pupil	2,50,000	4,37,500	5,62,500	6,25,000	18,75,000
Contingent expenses including lighting at Rs. 300 per annum.	60,000	1,05,000	1,35,000	1,50,000	4,50,000
Teaching materials for pupils at Rs. 2 per pupil	10,000	7,500	15,000	10,000	42,500
Equipment for centres at Rs. 10	50,000	37,500	75,000	50,000	2,12,500
					<u>25,80,000</u>
					Per capita cost Rs. 122 approximately (excluding pupils' textbooks).

N.B.: The new centres and their pupil coverage have been underlined.

B. Cost of Middle Non-Formal Education Centres (Unit of 200 centres to start within the first year)

	1979-80	1980-81	1981-82	1982-83	Total for 4 years
No. of centres	<u>200</u>	200 + <u>250</u>	200 + 250 + <u>150</u>	150 + 250 + 200 + <u>100</u>	700
Pupil coverage	5000	5000 + 6250	5000 + 6250 + 3750	3750 + 6250 + 7500	22,500 (Full completion 11,250 2/3 completion 3,750 1/3 completion 7,500)
Teacher cost at Rs. 60 per pupil	3,00,000	6,75,000	9,00,000	10,50,000	29,25,000
Contingent expenditure including lighting at Rs. 350 per centre of Rs. 14 per capita	70,000	1,57,500	2,10,000	2,45,000	6,82,500
Teaching materials for pupils at Rs. 3 per pupil	15,000	18,750	11,250	22,500	67,500
Equipment for centres at Rs. 25 per pupil	1,25,000	1,56,250	93,750	1,87,500	5,62,500
					<u>42,37,500</u>
					Per capita cost Rs. 186 approximately (excluding pupils text books)

N.B. The new centres and their pupil coverage have been underlined.

3. As indicated earlier, the non-formal part-time education under the scheme will be mainly on the basis of the Madhya Pradesh Model. Under this model, at the primary stage children will be able to cover the five-year primary course in two years on the basis of graded units. At the middle stage, the condensation of the course is not possible and hence children will take three years to complete the middle stage as in the formal system; but learning will be on the basis of graded units as at the primary stage. In estimating the pupil coverage, this aspect has been taken into consideration.

4. The Working Group estimated that the cost of non-formal education would be Rs. 70 per student per annum. This cost will include not only the teacher's salary but also teaching materials like exercise books, slate, pencil and contingent expenditure, including lighting.

5. The Working Group also estimated that the cost of equipment of non-recurring nature like blackboards, maps, charts, globes etc. would be Rs. 15 per student for the entire period. It will be seen from the above tables that in working out the cost, these have been taken into consideration. Thus, at the primary stage, the cost of equipment has been calculated at Rs. 10 per pupil of new enrolment and the training cost has been calculated at Rs. 64 per pupil per annum, including the teacher's salary at Rs. 50 per pupil per annum. At the middle stage, the cost of equipment has been calculated at Rs. 25 per new pupil enrolled and the training cost at Rs. 77 per student per annum, including the teacher cost at this stage at Rs. 60 per student per annum.

6. In view of the explanation given in the earlier two paragraphs, the costing pattern is well within the estimations suggested by the Working Group.

7. The total cost of setting up and running 500 centres with a total pupil coverage of about 21,250 at the primary stage would be Rs. 25.80 lakhs during the 1978-83 period which works out to about Rs. 122 per capita. Similarly, the total cost of setting up and running 700 centres at the middle stage with a pupil coverage of 22,500 would be Rs. 42.37 lakhs or Rs. 186 per capita.

8. In the implementation of the programme of universalization of elementary education, the efforts of the voluntary organizations also need to be geared up, as in the case of National Adult Education Programme, in spite of the fact that by and large the elementary education sector has been nationalized. Keeping in view the fact that the NAEP and NFE for children of the age group 9-14 are really complementary programmes, it may not be possible to resist the request of voluntary organizations to take up non-formal education programmes for the elementary age-group children. An allocation of Rs. 1 crore for the total Plan period has been provided; grants will be given for such Non-Formal Education Centres run by voluntary organizations as per norms set out earlier.

9. A total amount of Rs. 39,47,85,000 (or Rs. 39.48 crore) has been estimated as the cost for setting up and running Non-Formal Education Centres in the nine educationally backward States. This amount has been allocated for primary and middle stage Non-Formal Education Centres in the ratio of 3:1, according to the national pattern of non-formal coverage recommended by the Working Group i.e. Rs. 120 lakh at the primary stage and Rs. 40 lakh at the middle stage. The allocation between the primary stage and middle stage Non-Formal Education Centres is as given below:

Primary	- Rs. 29.61 crore
Middle	- Rs. 9.87 crore

10. With the above allocation, the total number of units and coverage would be as given below:

Primary Stage	: 114.76 units of 500 non-formal centres with a coverage of 24,39,000 children.
Middle Stage	: 23.3 units of 700 non-formal centres with a coverage of 5,24,250 children.

11. The units of 500 and 700 Non-Formal Education Centres respectively at the primary and middle stages are proposed to be proportioned between the nine educationally backward States, keeping in view the present position in the States, the number of non-enrolled children and their proposals included in their plans.

## Appendix 2

### LITERACY HOUSE, LUCKNOW

**Workshop on Preparation of Learning Materials for the Age-group 9-14  
(23-29 August, 1978)**

#### *List of Participants and Resource Persons*

##### **National Council of Educational Research and Training**

1. Dr. A.N. Bose, Joint Director
2. Dr. Krishna Gopal Rastogi, Professor
3. Dr. Sarojini Bisaria, Reader
4. Dr. Arun Kumar Misra, Reader
5. Shri Ami Chandra Sharma, Lecturer
6. Shri Rajendra Joshi, Lecturer
7. Dr. M.R. Chilana, Field Adviser, Chandigarh
8. Shri Mahesh Kumar Gupta, Field Adviser, Bhopal
9. Shri Prabhakar Singh, Field Adviser, Allahabad

##### **Regional Colleges of Education**

1. Dr. M.P. Bhatnagar, Reader, Ajmer
2. Dr. P.K. Khanna, Reader, Bhopal
3. Shri Bhagwat Rawat, Lecturer, Bhopal
4. Dr. J.N. Bajpai, Reader, Bhubaneswar
5. Shri Vishvavir Vidyarthi, Lecturer, Bhubaneswar
6. Dr. Bishnupad Panda, Lecturer, Bhubaneswar

##### **State Institute of Education and Department of Education**

1. Shri Govind Narain Sharma, Principal, S.I.E., Delhi
2. Shri Ramesh Chandra Awasthi, Subject Specialist, SIE, Delhi
3. Shri C.S. Dhawan, Master, S.I.E., Chandigarh
4. Shri S.N. Sachar, Principal, S.I.E., Solan (Himachal Pradesh)
5. Shri Abdul Haneef, Asstt. Director, S.I.E., Udaipur (Rajasthan).
6. Shri Nasuruddin Siddiqi, Research Officer, S.I.E., Udaipur (Rajasthan)
7. Dr. Rajendra Prasad Sharma, Asstt. Deputy Director, S.I.E., Allahabad (U.P.)
8. Shri Sachchidanand Dhaura Khandi, Principal, S.I.E., Allahabad (U.P.)
9. Smt. Uma Wali, Research Professor, S.I.E., Allahabad (U.P.)



10. Dr. P.N. Agnihotri, Director, S.I.E., Bhopal (M.P.)
11. Shri Prem Narain Russia, Assit. Lecturer, S.I.E., Bhopal (M.P.)
12. Shri Mahadeva Prasad Srivastava, Dy. Director, Education, Patna (Bihar)
13. Shri Vishwa Nath Sinha, Dy. Director, S.I.E., Patna (Bihar)
14. Dr. G.L. Mandal, Reader, S.I.E., Patna (Bihar)
15. Shri B.L. Vyas, Director, S.I.E., Udaipur (Rajasthan)

**Resource Persons**

1. Shri D.P. Maheshwar, C/O Literacy House, Lucknow
2. Dr. S.P. Upadhyaya, U.G.C., Professor, Kumaon University, Nainital.
3. Dr. K.D. Malviya, Riverbank Colony, Lucknow.

**Literacy House**

1. Dr. S.N. Mehrotra, Director
2. Smt. Sheela Trivedi, Head, Family Life Centre
3. Shri Anand Prakash, Writer
4. Shri V.N. Singh, Instructor-cum-Writer.

### **Appendix 3**

#### **Committee for Non-formal Education**

- (a) Head, Comprehensive Access to Primary Education Group.
- (b) Head, Tribal Education Unit
- (c) Head, Primary Curriculum Development Cell
- (d) Head, Department of Teacher Education
- (e) Head, Women's Education Unit
- (f) Head, Extension Unit
- (g) Head, Curriculum Group
- (h) Head, Department of Measurement and Evaluation
- (i) A representative of the Planning, Coordination and Evaluation Unit.
- (j) Prof. K.G. Rastogi
- (k) Prof. C.H.K. Misra

The Non-formal Education Group with Prof. Rastogi and Prof. C.H.K. Misra will act as the Secretariat of this Committee.

## Appendix 4

### NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

#### Minutes of the meeting held on 5 November, 1979, to discuss the role of the NCERT in the implementation of the N.F.E. scheme drawn up by the Ministry of Education and Social Welfare for the children in the age-group 9 to 14

In pursuance of the decision taken in the meeting of the Executive Committee held on 25 September, 1979, a small Working Group was set up by the Director, NCERT, to identify in specific terms the support that the Council can provide to the nine educationally backward States in their implementation of the programme of non-formal education for the age-group of 6 to 14 years. The first meeting of this group was held in the office of the Director, NCERT, at 4.00 P.M. on 5 November, 1979. The following members were present:

- |    |   |          |
|----|---|----------|
| 1. | Dr. Shib K. Mitra<br>Director, NCERT  | Chairman |
| 2. | Shri A. Bordia<br>Jt. Secretary<br>S.M. Ministry of Education<br>& Culture, New Delhi                         | Member   |
| 3. | Shri S.K. Srivastava<br>Education Commissioner<br>Govt. of Bihar<br>Education Department<br>New Seett. Patna. | Member   |
| 4. | Shri Satya Bhushan<br>Education Commissioner<br>Govt. of Jammu & Kashmir<br>Education Department, Srinagar    | Member   |
| 5. | Prof. B.B. Das<br>Director of Public Instruction<br>Orissa, Bhubaneswar                                       | Member   |
| 6. | Shri P. Adinarayana<br>Director<br>Public Instruction<br>Andhra Pradesh<br>Hyderabad                          | Member   |

- |     |   |          |
|-----|---|----------|
| 7.  | Dr. T.N. Dhar<br>Jt. Director, NCERT                        | Convener |
| 8.  | Dr. C.H.K. Misra<br>Professor of Education<br>N.F.E.        |          |
| 9.  | Dr. K.G. Rastogi<br>Professor of Education<br>N.F.E.        |          |
| 10. | Mr. M.D. Gupta<br>A.E.A.<br>Ministry of Education & Culture |          |

After a brief discussion of the salient features of the scheme of non-formal education communicated by the Government of India to the nine educationally backward States as well as the proposals contained in the NCERT's note, the following decisions were taken:

- (i) The role suggested in the note for the NCERT, in respect of its academic support to the States, was accepted. It was, however, felt that there were certain other activities which the NCERT could undertake. These would include:
  - (a) the development of literature on the subject of non-formal education programmes for dropout children which would help in explaining the concept of non-formal education for the children of the age-group 6 to 14 years;
  - (b) preparation of guidelines which will help the States to prepare and evaluate instructional materials produced for non-formal education in their respective States;
  - (c) development of a handbook on training which will explain the methodology for training different levels of personnel in non-formal education programmes of the States;
  - (d) development of prototypes of multi-media packages in key areas (e.g. health, nutrition, agriculture, crafts, etc.) which the States can adapt/adopt for use;
  - (e) dissemination of information on the experience of the States and other agencies in implementing non-formal education programmes.
- (ii) Mass production of various instructional materials required for non-formal education would be undertaken by the State Governments.
- (iii) The NCERT would assist the States in organizing the training of key personnel who in their turn will undertake the training of grassroots level workers.

## Appendix 5

### MAIN CONCLUSIONS EMERGING FROM THE CONFERENCE ON NON-FORMAL EDUCATION HELD IN THE NCERT ON 29 JUNE, 1981

As a preliminary step to the meeting of the National Committee on Universalization of Elementary Education (6 July, 1981), a conference of the officers-in-charge of implementing the non-formal education programme in the nine educationally backward States was held at NCERT on 29 June, 1981. The main objectives of the conference were: "To review the implementation of the programme in the States, examine the difficulties experienced in implementation, indicate the modifications that may be necessary in the light of the experience gained in the scheme of the Ministry of Education and Culture under which financial assistance is being provided to the States for the establishment of Non-Formal Education Centres and to identify approaches, strategies and programmes for implementing the programme with a view to ensuring an early realization of the constitutional directive".

2. All the nine States, except Jammu & Kashmir, participated in the conference. The meeting was also attended by the representatives of the Planning Commission, Ministry of Education and Culture, and the NCERT.

3. The representatives of the States, in addition to giving a status report indicated the problems and difficulties being encountered by them in the effective implementation of the programme. The main conclusions which emerged from the discussion are summarized in the paragraphs that follow.

4. In a situation where a large number of children of the age group 6-14 continue to be enrolled and a substantial proportion of those who enroll drop out without completing minimum schooling, non-formal education has to be developed as an effective alternative strategy for universalization of elementary education.

5. The scheme formulated by the Ministry of Education for assisting the States in the establishment of Non-Formal Education Centres has contributed significantly in clarifying the concept, indicating the operational consideration and in generally creating an awareness of the importance of the approach.

#### *Objectives*

6. In view of the limited experience available in organizing an effective programme of non-formal education which by its very nature should be concerned with the total life of the individual and community and has to be different in approach, it would be desirable in the initial stages to have limited objectives. In the beginning, it would be desirable to develop non-formal education as part-time school education, with the main objective of the programme being to help the non-school going children and those who drop out prematurely, enter the formal school at different points.

7. It may be necessary to rely for the curriculum of Non-Formal Education Centres on a condensed version of the curriculum prescribed for formal education, the objective being to provide education broadly equivalent to the latter within a period of two to three years. This should, however, not prevent the development of an instructional programme in relation to specific individual and community needs, which while developing the competencies that the formal system promotes, is different from what is presently available in schools.

8. To ensure the entry of the products of Non-Formal Education Centres in the formal education system the latter should be made more flexible in terms of entry requirements. The State Governments will have to issue necessary instructions to schools, requiring them to allow entry to the products of non-formal education system or the types of specially designed tests which may be different from those normally used for admission.

9. Instructional materials and the instructional strategies for non-formal education should take into consideration the needs and aspiration of the children attending Non-Formal Education Centres, who have somewhat different motivations and attainment levels than those enrolled in the formal system.

10. With increasing experience, it should be possible to weave the programme of Non-Formal Education Centres around the occupations followed in the communities. Apart from motivating the community for education, because of its relevance to their requirements, this will help in increasing the productivity of existing economic activities by providing to them technical and academic inputs through the information that the students seek and the skills that they learn.

11. Since instructional materials required for Non-Formal Education Centres are likely to be different from those used in the formal system, it is necessary to identify competent persons for developing them. It will also simultaneously be necessary to initiate training programmes for persons at present engaged in the development of instructional materials for the formal system with a view to orienting them to the approaches for development of materials for non-formal education.

#### *Recruitment and Training of Personnel*

12. A flexible approach regarding the selection and appointment of teachers of Non-Formal Education Centres is being adopted in the States. This must continue. Considerations of community acceptance and competence to teach children of different ages and attainment levels should be given due weight in selecting instructors for Non-Formal Education Centres.

13. Apart from instructors for Non-Formal Education Centres, the other personnel who would need to be trained/oriented would include resource persons of the State Institutes of Education/State Council of Educational Research and Training Supervisors of NFE Centres, material developers for NFE, other administrative officers and Evaluators of the Scheme. In collaboration with NCERT, the State level training and research Institutions should immediately initiate a comprehensive programme of training/orientation of various categories of personnel concerned with the implementation of non-formal education.

#### *Costs and Other Norms*

14. Regarding the mode of payment to teachers, it was observed that different practices and emoluments prevailed in different States. While the mode of payment to the teachers would need to be left to the State, it would be desirable to adhere at least to the norms of payment suggested by the Ministry of Education and Culture in its scheme i.e. an annual payment of Rs. 1250 to a teacher of the Non-Formal Education Centre having 25 students.

15. Since it would be difficult to condense the syllabus for the middle level, one teacher for each centre—as provided for the Ministry's scheme—would find it difficult to do justice to all the subjects at the stage. It may, therefore, be necessary to provide at least two teachers for centres where non-formal education of the middle level standard is provided.

16. Other norms of expenditure proposed for certain items given in the Central scheme would need to be looked into. In particular, there was need for reconsideration of the norms of expenditure proposed for the scheme for contingencies which may need to be enhanced in view of the frequent breakage and loss of some items.

#### *Supervision/Monitoring*

17. The need for adequate supervision and continuous monitoring of the non-formal education programme was emphasized. It was felt necessary that adequate number of Supervisors with a positive attitude towards the programme should be appointed. While, as suggested in the Ministry's scheme, the implementation of

the programme would have to be largely through the normal administrative machinery, it was necessary to appoint additional supervisory staff for Non-Formal Education Centres in proportion to the latter's number and wherever necessary appoint separate supervisory staff for the centres. The latter would seem necessary as the requirements of the programme were different from those of the formal education system.

18. A part from supervision of centres, it was necessary to strengthen the district and State level machinery for non-formal education in view of the need at those level ensuring liason with other development agencies, coordination of the various aspects of the programme and continuous monitoring and evaluating of the programme.

#### *Research Support*

19. Flexibility, relevance and practicability being the main criteria, it was but natural to develop a variety of models of non-formal education, depending upon the specific socio-economic and geographical conditions of the areas covered under the programme. This would require an intensive study of the programmes being implemented and their modifications on the basis of empirical data. There was need in particular for research studies in the areas of curriculum, teacher preparation, community cooperation, vocational orientations of the programme, motivations of children etc.

20. An important area of study requiring priority attention concerned the identification of competencies that non-formal education is expected to develop the instructional strategy needed for promoting them and the tools required for evaluating them.

#### *Others*

21. It was felt that many of the States were not utilizing fully the funds provided for the strengthening of the Departments of Education, the SCERTs and teacher training institutions. Since these inputs were essential for the effective implementation of the scheme, it was necessary that the States work out and submit specific proposals to the Ministry in this regard.

22. It was considered worthwhile to elicit the cooperation of voluntary agencies because of the massive nature of the programme. In this regard, it was suggested that the norms of grants to be given to voluntary agencies may be made more liberal as they may not be in a position to bear the expenses of five established centres as against three centres financed by the Centre, as is provided for in the scheme for State Governments.

23. Adult education and non-formal education for children of the 6-14 years age group would have to be mutually reinforcing. There was, therefore, need for establishing suitable administrative and other mechanisms for effective coordination between the two.

24. It would be desirable for the State Governments to set up task forces/study groups with the purpose of reviewing their achievements in reaching the goal of universalization of elementary education, the tasks that lay ahead and the approaches and strategies that were required to be adopted in the concept of the specific conditions obtaining. The task forces/study groups could also indicate the role that non-formal education has to play in reaching the objective of universalization of elementary education and the form it should take. If necessary, the collaboration of the NCERT, the Ministry of Education and the Planning Commission could be sought in this regard.





## Survey Tool No. 2

No. F. 2-1/80/NFEP/Adm.

Non-Formal Education Programme  
N.C.E.R.T.

Dear Supervisor,

Kindly furnish the following information in Hindi or English

*Books being used by children*

	<i>Name</i>	<i>Price</i>	<i>Publisher</i>
I. Language	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
II. Mathematics	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
III. Environmental Studies Science and Social Science	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
IV. Other books being used as textbooks	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
V. Book being read by children in leisure time			

	<i>Name</i>	<i>Price</i>	<i>Publisher</i>
Charts & Pictures			
Toys			
Other Aids			
Any other material being used in teaching			
Locally specific syllabus or any other instructional material	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
	8.		
	9.		
	10.		

*Activities being performed by you*

---

I. Supervision of the centres

---

II. Guidance being provided  
\* to field workers

---

III. Contact with the community

---

IV. Meetings held by you since  
June 1980 with teachers and  
community

---

Any other matter to be informed

---

Activities to be taken up from December to March, 1981

---

Book for children being used  
as textbooks.

---

Books for children and teachers  
(supplementary reading material)

---

Teaching/orientation

---

Guidance

---

Supervision

---

Contact with community

---

Thanking you,

Yours sincerely,

(H.L. SHARMA)  
Lecturer

## Survey Tool No. 3

No. F.2-14/80/NFE

## NON-FORMAL EDUCATION PROGRAMME

National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi- 110 016

Dated : \_\_\_\_\_

Dear,

The non-formal education group at the NFE is conducting survey of the NFE Centres run by the RCEs and the FAs. A proforma has been sent to you and also to the Field Supervisors of the blocks under intimation to you. I am sure that you are responding to the request of the NFE group promptly so that the work can be completed raised at various levels and in different forms. Information about the actual expenditure being incurred in the centres run by the RCEs and the FAs has, therefore, become essential. I will, therefore, feel grateful if you could kindly send to us the information about the actual expenditure incurred on the centres from April to November, 1980. The information may please be sent under the following items:

- (i) *Establishment Costs*
  - a. Salary and other allowances to Field Workers.
  - b. Salary and other allowances to Field Supervisors.
- (ii) *Contingency*
  - a. Material supplied to children and teachers.
  - b. Maintenance of centres (first purchase and replacement separately).
- (iii) *Craft:*
- (iv) *Library:*
- (v) *Meetings of the Advisory Committee of NFE centres.*
  - a. TA & DA
  - b. Contingency
- (vi) *Training of Field Workers and Field Supervisors.*
- (vii) *Publication/Cyclostyling*
  - a. Report
  - b. Instructional material.
- (viii) Any other costs.

with kind regards.

Yours sincerely,

(T.N. DHAR)

## Survey Tool No. 4

No. F. 2-2/81/NFE/

Dear colleague,

Please fill in the form in English or Hindi and send it to the undersigned at the earliest. (One form is to be used for one centre).

1. Give the total number of children under each head:

*April, 1980**January, 1981**Joined the formal  
School & Class**Drop-outs of  
NFE Centres**New children*

2. Mention the number of children under each column on the basis of the level of their achievement in January, 1981.

Classes														Description test used
I		II				III		IV		V		Total		
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	SC ST O	

3. Consult the children and give the opinion of the children with their number on the following points:
  - (i) Benefits that the children have got from NFE.
  - (ii) What they don't like in the NFE programme?
  - (iii) What do they suggest for improvement?
  
4. Collect and give the opinion of at least three parents of children other than the members of the Advisory Committee regarding the improvement in children on the following points:
  - (i) Personal habits
    - (a) Cleanliness
    - (b) Food habits
    - (c) Conversation
    - (d) Domestic work
  
  - (ii) Advantage to family from education of children.
  - (iii) Suggestions for improvement.

with regards,

yours sincerely,

## Survey Tool No. 5

## Tool for Information on Centre Teachers

Kindly tick (✓) and express your views, on who proved better in running NFE centres with specific example (if possible).

- 
1. Local/outsider

---

  2. With teacher training/untrained

---

  3. With High School/High School/Hr. Sec./Inter

---

  4. Graduate/Post-graduate

---

  5. Male/Female

---

  6. Teacher/Community members  
In case of community member,  
kindly mention their profession

---

  7. Age-group  
20-30  
30-40  
40-50  
50-60  
60-70

---

  8. Any other criteria you  
may like to mention

---

  9. -do-

---

  10. -do-

---



## Tool for Information on Teaching Method

Different teaching methods are being practised by the NFE Centre teachers. Kindly mention your views about methods with specific examples.

<i>Sl. No.</i>	<i>Method</i>	<i>Description (if possible)</i>	<i>Examples to support the reply</i>
1.	Story telling		
2.	Play		
3.	Oral dictation		
4.	Supervised study technique		
5.	Field trips		
6.	Craft and work centred technique		
7.	Learning by doing		
8.	Demonstration		
9.	Observation		
10.	Talking		
11.	Group discussion		
12.	Any other		
13.	" "		
14.	" "		

**Tool for Information on Shortcomings on NCERT's NFE Programme**

<i>Sl. No.</i>	<i>Shortcomings of NCERT's NFE programmes</i>	<i>Description</i>
1.	Planning	
2.	Launching	
3.	Coordination at H.Q. Level	
4.	Coordination at RCE/FA level	
5.	Coordination at Field Supervisor level	
6.	Preparation and supply of instructional materials	
7.	Training of NFE workers	
8.	Supervision of programme	
9.	Cost of the programme	
10.	Motivational aspects	
11.	Parents/centre teachers/and other workers	
12.	Providing assistance to State and other workers	
13.	Model of NFE	
14.	Any other	
15.	" "	

**Total for Information on Grounds on which NCERT's NFE  
Programme should be continued**

<i>Sl. No.</i>	<i>Areas</i>	<i>Description</i>
1.	<i>Philosophical</i>	
	-- Assistance to Ministry	
	-- Guidance to States	
	--	
	--	
	--	
2.	<i>Academic</i>	
	Development of plan, Curriculum and prototype material	
	--	
	--	
3.	<i>Technical</i>	
	-- Less resources	
	-- Less time	
	--	
4.	<i>Social</i>	
	-- Improvement of life	
	-- Preparation for a vocation	
	--	
5.	<i>Economic</i>	
	-- Cost Vs Achievement	
	--	
	--	
6.	<i>Any other</i>	
	--	

**Actual Expenditure Incurred (Field Supervisors) During April 1980 to March 1981**

Name of the Block \_\_\_\_\_

<i>Sl. No.</i>	<i>Items</i>	<i>Amount spent</i>	<i>Remarks (if any)</i>
1.	Salary of Field Supervisor		
2.	TA/DA (in the month of)  A. routine B. specific (if any)		
3.	Secretarial assistance Office. (if any)		
4.	Guiding materials given to F.S.		
5.	Contingencies - meetings expenditure - reporting/cyclostyling work - postage, etc. - any other		
6.	Any other		

Total

NCERT'S EXPERIMENTAL NON-FORMAL EDUCATION CENTRES  
**Actual Expenditure Incurred (In Connection with the NFE Work)**  
**During April 1980 to March 1981**

Name of the block \_\_\_\_\_

<i>Sl. No.</i>	<i>Items</i>	<i>Amount spent</i>	<i>Remarks (if any)</i>
1.	Training/orientation of the centre teachers (1) (2) (3) (4)		
2.	Training/orientation of Field Supervisors (1) (2) (3) (4)		
3.	Meetings - village level - block level - State level		
4.	Functions Celebrations social meetings (like 15 Aug., 26 Jan.)		
5.	Material supplied of general nature		
6.	Workshops, seminars, meetings conducted for the production of material		
7.	Any other		
<b>Total</b>			

## Survey Tool No. 6A

Tool for Information on Actual Expenditure April 1980 to March 1981

<i>Sl. Items/Materials No.</i>	<i>Amount spent</i>	<i>Source of amount</i>	<i>Remarks (if any)</i>
1. <i>Building (if any)</i>			
2. <i>Light (arrangement)</i>			
- Kerosene oil			
- Gas Mehtal			
- Gas chimney			
- Chimney lantern			
- Repairing of gas lantern			
- Electricity charges			
- Electrical goods-wire/holder/ plug/switches/adapters/bulbs etc.			
3. <i>Furniture</i>			
- Tat Patti			
- Chair			
- Table			
4. <i>Library</i>			
5. <i>Facilities</i>			
- Slates			
- Pencils			
- Roll-up boards			
- Attendance register			
- Admission register			
- Chalk/duster			
- Stationery			
6. <i>Textual material for children</i>			
- textbooks (Lang./Maths, etc.)			
- copies			
- printed material/cyclostyled			
- sign boards			
- supplementary reading material			
7. <i>Craft (raw material)</i>			
- Remuneration paid to a skilled artisan if invited			
- Tools			
8. <i>Material programmes and recreation</i>			

**Actual Expenditure Incurred (Centre Teacher's)  
During April 1980 to March 1981**

Name of the Block \_\_\_\_\_

<i>Sl. No.</i>	<i>Items</i>	<i>Amount spent</i>	<i>Source of amount</i>	<i>Remarks (if any)</i>
1.	Salary of centre teachers			
2.	TA/DA (if any)			
3.	Guiding materials - guide books - reference books			
4.	Contingencies - postage - any other			

Total:

Total no. of centre teachers:

Expenditure per centre teachers:

**Actual Expenditure Incurred (Field Supervisors)  
During April 1980 to March 1981**

Name of the Block \_\_\_\_\_

<i>Sl. No.</i>	<i>Items</i>	<i>Amount spent</i>	<i>Remarks (if any)</i>
1.	Salary of Field Supervisor		
2.	TA/DA (in the month of)		
	A. (routine)		
	B. specific (if any)		
3.	Secretarial assistance-office (if any)		
4.	Guiding materials given to F.S.		
5.	Contingencies		
	- meetings expenditure		
	- reporting/cyclostyling work		
	- postage etc.		
	- any other		
6.	Any other		
Total			



NCERT'S EXPERIMENTAL NON-FORMAL EDUCATION CENTRES  
**Actual Expenditure Incurred (in Connection with NFE Work)**  
**During April 1980 to March 1981**

Name of the Block \_\_\_\_\_

<i>Sl. No.</i>	<i>Items</i>	<i>Amount spent</i>	<i>Remarks (if any)</i>
1.	Training/orintation of the centre teachers (1) (2) (3) (4)		
2.	Training/orientation of Field Supervisors (1) (2) (3) (4)		
3.	Meetings - village level - block level - State level		
4.	Functions  Celebrations social meetings (like 15 August, 26 January)		
5.	Material supplied of general nature		
6.	Workshops, seminars, mettings conducted for the production of material		
7.	any other		

Visits to the N.F.E. Centres During 1980-81

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<i>Sl. No.</i>	<i>Organizers</i>	<i>Total number of visits</i>
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1. Field Adviser/Senior Convener

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2. Astd. Field Adviser/Junior Convener

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## Appendix 7

### NCERT'S NFE EXPERIMENTAL PROGRAMME

#### List of Materials Produced

#### *I. Conceptual Material*

<i>Sl. No.</i>	<i>Title</i>	<i>Language</i>	<i>Prepared by</i>	<i>Stage—printed/cyclostyled/under publication/manuscript/under preparation</i>
1	2	3	4	5
(i)	Non-formal Education—Concept, Nature and Scope—A Model for NFE models.	English	Dr. K.G. Rastogi	Cyclostyled
(ii)	Curriculum Development Non-formal Education	-do-	Dr. K.G. Rastogi	-do-
(iii)	Evaluation of Non-formal Education	-do-	Dr. K.G. Rastogi	-do-
(iv)	Development of Instructional Material for NFE (in Hindi)	-do-	Dr. K.G. Rastogi	-do-
(v)	Job-Oriented Model for Training of NFE teachers	-do-	Dr. H.L. Sharma	-do-
(vi)	Non-formal Education Programme (9-14 Age Group)—Workable Model and Strategies	-do-	Dr. K.G. Rastogi H.L. Sharma	-do-
(vii)	Non-formal Education—Objectives and Models	-do-	Dr. K.G. Rastogi	Published in Journal of Indian Education—September, 1980

1	2	3	4	5
(viii)	Curriculum of non-formal education for the age group 6-14. A point of view published in Journal of Indian Education.	-do-		Indian Journal of Education (AISTA) July, 1978, AISTA, Jabalpur
(ix)	Nature and Scope of Science Education under NCERT's non-formal education experimental programme for the age group 9-14. Paper presented at annual conference of AISTA—Jabalpur (M.P.) Dec. 28-30, 1980 (published in Vigyan Shikshak).	English	H.L. Sharma	Published in Vigyan Shikshak December 28-30, 1980
(x)	Science and Technology Education to Rural poor through Non-formal Education System	-do-	H.L. Sharma	A paper prepared for APIED study Group Meeting—Manila January 1982.
(xi)	Learning to be (in Hindi)	Hindi	Dr. Neerja Shukla	Shiksha Ke Naye Ayam, L.K. Odd (Ed).
(xii)	Anaupcharik Shiksha Aur Vaigyanik Takniki Co-authors	-do-	Dr. Neerja Shukla	-do-
(xiii)	A Possible Model for Non-formal Education	English	Dr. Neerja Shukla	The Education (Quarterly, April 1979).
(xiv)	Non-formal Education—An Alternative to Formal System (book—Co-author)	-do-	-do-	Bahri Publication, September, 1979.
(xv)	Educational Activities in Multai District. Broadcast from All India Radio, Bhopal on 29 October, 1981	-do-	Dr. R.P. Kathuria, FA, Bhopal	
(xvi)	Part-time NFE in the context of Universalization of Elementary Education Project Multai, 1978-79 & 1980-81	-do-	Dr. R.P. Kathuria FA, Bhopal	Mimeographed

1	2	3	4	5
(xvii)	Towards Universalization of Elementary Education Project Multai, 1978-79 & 1980-81.	English	Dr. R.P. Kathuria FA, Bhopal	
(xviii)	Follow up study of students passing out Multai NFE centres (under preparation).	-do-	-do-	Under preparation
(xix)	Non-Formal Education Study	-do-	A.B. Saxena, Asstt. FA, Bhopal	
(xx)	New Experiments in Education	-do-	-do-	Published in Palash
(xxi)	NFE—An Aid to Rural Development	-do-	I.P. Aggarwal, RCE, Bhopal	
(xxii)	Case studies of children getting non-formal education	-do-	Mrs. A. Grewal, RCE, Bhopal	
(xxiii)	The importance of local-specific material in NFE.	-do-	S.N.L. Bhargava, RCE, Bhopal	
(xxiv)	The preparation of local specific material	-do-	Mimeographed	
(xxv)	Management of NFE and Adult Education Programmes	-do-	V.P. Gupta Grewal J.S. & Rajput, J.S. RCE, Bhopal	
(xxvi)	How to carry out evaluation in NFE (Hindi)	-do-	Gupta V.P. & Grewal J.S. RCE, Bhopal	Published in Palash, Vol. Oct. 1981.
(xxvii)	Evaluation in non-formal education	-do-	J.S. Grewal & V.P. Gupta, RCE, Bhopal	
(xxviii)	Role of environmental studies in motivating children's learning	English	J.S. Rajput & J.S. Grewal RCE, Bhopal	
(xix)	Management of non-formal education and adult education programmes	-do-	J.S. Rajput, RCE, Bhopal	Published in Indian Education Vol. XI No. 1-2, April-May, 1981.
(xxx)	Some aspects of NFE, U.P.	-do-	Mrs. C. Raghuvanshi RCE Bhopal	H.P. Chronicle, March 4, 1977.

1	2	3	4	5
(xxx i)	NFE and social transformation— The progress of Education	-do-	Mrs. Sarla Rajput RCE, Bhopal	Poona, Vol. LIX, No. a August, 1979.
(xxx ii)	NFE for whom?	-do-	Khem Raj Sharma RCE, Bhopal	Teacher Today Vol. XXII No. 3 January -March, 1980.
(xxx iii)	Role of Science in NFE:	-do-	Sant Prakash RCE, Bhopal	Education (Quarterly, July 1981).

*Note* : Some of the conceptual materials are being utilized by almost all the States in the country.

## Annexure

Sl. No.	Title	Prepared by	Stage	Utilization by the States
1	2	3	4	5
<b>II Instructional Material</b>				
<b>(A) Curriculum (need and problem based curriculum)</b>				
i.	Pathyacharya (Hindi)	NFE Group, NCERT	Published Rajasthan	Bihar
ii.	Nisab (Urdu)	-do-		
iii.	Bengali translation of curriculum	F.O., Calcutta	Cyclostyled	
iv.	Oriya translation of curriculum	RCE, Bhubaneswar	Cyclostyled	
v.	Assamese translation of curriculum	FO, Gauhati	Cyclostyled	
<b>(B) Primers and Readers (Hindi)</b>				
i.	Hum Bhi Padhenge (Primer for rural boys)	NFE, NCERT	Published	Bihar
ii.	Utho Jago (Primer for tribal children)	-do-	Published	
iii.	Amar Uma (Primer for urban boys)	-do-	Published	
iv.	Gyan Bati (Primer for urban girls)	-do-	Under publication	
v.	Hum Bhi Padhenge (Reader I)	KCE, Ajmer	Published	
vi.	Reader I for urban children	RCE, Bhopal	Under preparation	
vii.	Reader I for tribal children	RCE, Bhopal	Under preparation	
viii.	Bhasha Deep (language book)	FO, Jaipur	Cyclostyled	
<b>Urdu</b>				
i.	Nai Kiran (Urdu Primer for J & K)	NFE, NCERT	Under publication ordered by J & K	
ii.	Nai Roshni (Urdu Primer for Girls)	-do-	Under publication	
iii.	Padho Aur Badho (Urdu Primer)	-do-	Under publication	
iv.	Nai Tarkib	FO, J & K	Published	
v.	Badate Kadam	-do-	Published	
vi.	Manzil Ki Ore	-do-	Published	
vii.	Reader I & II for J & K	NFE, NCERT	Under preparation	
viii.	Reader I & II for plain	-do-	Under preparation	
<b>Bengali</b>				
i.	Alor Path—Bengali primer for rural boys	NFE Group & F.O. Calcutta	Manuscript	
ii.	Alok Path—Bengali primer for rural girls	-do-	-do-	
iii.	Kisor Koli—Bengali primer for urban children	-do-	-do-	
<b>Oriya</b>				
i.	Saja Geeta Saja Katha—primer for girls	NFE Group & RCE Bhubaneswar	-do-	
ii.	Nua Katha Nua Geeta—primer for boys	-do-	-do-	

1	2	3	4	5
<i>Teulgu</i>				
i.	Chaduvu Kundamu Padandi for urban girls stage I	NFE Group & F.O. Hyderabad	Published	Andhra Pradesh
ii	Chaduvu Kundamu Padandi for urban girls stage I	-do-	-do-	-do-
iii.	Chaduvu Kundamu Padandi for children from hilly areas stage I	-do-	-do-	-do-
<i>Assamese</i>				
i.	Siku Aha—Primer for stage I	NFE Group & F.O. Gauhati	Published	Assam
ii.	Amio Siku	-do-	-do-	-do-
<i>Miscellaneous</i>				
i.	Twenty lessons prepared for use in NFE Centres	F.O. Jaipur	Under Process	
ii.	Lesson Units for Classes I-V	F.O. Kerala	Under Process	
<i>Post Primer Material: Local specific and life skill based post primer learning material in Bengali for the learners of NFE Centres of West Bengal</i>		RCE Bhubaneswar	Cyclostyled	
<i>(C) Mathematics books</i>				
i.	Vyavaharik Ganit, Mathematics—I	NFE, NCERT	Under publication	
ii.	Mathematics- II	RCE, Ajmer & FO, Jaipur	Cyclostyled	
iii.	Ganit Gyan	FO, Bhopal	Cyclostyled	
iv.	Karobari Hisab (Urdu)	NFE, NCERT	Under Publication	
v.	Ganitamu (Stage-I) Telugu	NFE Group & FO, Hyderabad	Published	
vi	Ganitamu stage II (Telugu)	NFE Group & FO Hyderabad	Published	
vii	Ganitamu Stage II (Telugu)	-do-	-do-	
<i>III Training Material</i>				
<i>(A) Teacher's Guide</i>				
i.	Shikshak Sandarshika (Hindi)	NFE Group, NCERT	Published	Bihar, Rajasthan
ii.	Teacher's guide (English)	-do-	Under publication	
iii.	Teacher's guide (Urdu)	-do-	Published	
iv.	Bengali translation of teacher's guide	FO, Calcutta	Cyclostyled	
v.	Oriya translation, teacher's guide	RCE, Bhubaneswar	Manuscript	
vi.	Assamese translation of teacher's guide	FO, Gauhati	Published	



1	2	3	4	5
	vii. Supplement to teacher's guide (Hindi)	RCE, Bhopal	Published	
	viii. Guidelines for teaching in NFE Centres Malayalam	FO, Karnataka	Cyclostyled	
	ix. Teacher's Guide II	RCE, Bhubaneswar	Under Publication	
(B)	<i>Training Manual:</i>			
	i. Prashikshan Nideshika (Hindi)	NFE, NCERT	Published	Bihar, Rajasthan
	ii. Training Manual (English)	-do-	Published	
	iii. Tarbiat Kitabcha (Urdu)	-do-	Published	
	iv. Training Manual (Bengali)	FO, Calcutta	Cyclostyled	
	v. Training Manual (Oriya)	RCE, Bhubaneswar	Manuscript	
	vi. Training Manual (Assamese)	FO, Gauhati	Manuscript	Assam
	vii. Comprehensive Training Manual (Hindi)	RCE, Bhubaneswar	Under Preparation	
(C)	<i>Guide to Books</i>			
	<i>Hindi</i>			
	i. Guide to Primer Hum Bhi Padenge	NFE, NCERT	Under Publication	Bihar
	ii. Guide to Utho-Jago	-do-	Published	
	iii. Guide to Reader—Amar Uma	-do-	-do-	
	iv. Guide to Gyan Bati (Reader I for girls)	-do-	-do-	
	<i>Urdu</i>			
	i. Guide to Nai Kiran	NFE, NCERT	Under Publication	J & K
	ii. Guide to Nai Roshni	-do-	Published	
	iii. Guide to Padho Aur Badho	-do-	Under Publication	
	<i>Telugu</i>			
	i. Guide to Chaduvu Nundamu Padandi (for rural boys) Stage - I	NFE Group & FO, Hyderabad	Published	
	<i>Assamese</i>			
	i. Handbook of Siku Aha	NFE Group & FO, Assam	Published	Assam
	ii. Teachers Handbook for Amio Siku	-do-	Published	Assam
IV	<i>Evaluation Material</i>			
	i. Report of the workshop for the development of tools and techniques to assess the achievement of children in NFE Centres and formal schools (RCE Bhopal)	RCE, Bhopal	Cyclostyled	
	ii. Tool for evaluation of NFE Centres	RCE, Ajmer	Under Preparation	
	iii. Evaluation tool for NFE programme	FO, Bhopal	-do-	

1	2	3	4	5
	iv. Tests for assessing the pupil's achievement	RCE, Bhopal	-do-	
	<i>Supplementary Reading Material</i>			
	i. An annotated bibliography of books on vocational and health environment (Hindi, Urdu, English)	NFE Group	Being cyclostyled	
	ii. Supplementary reading material (Tamil)	FO, Madras		
	<i>V. Local Specific Material</i>			
	i. Hamare Vishwas aur Prathayen	FO, Bhopal	Cyclostyled	
	ii. Local specific material regarding village life and culture	-do-	-do-	
	iii. My Town and My People (for Maharashtra)	SIE, Pune	1981	
	iv. Local specific materials for NFE Centres of agriculture and forest areas of Vidharbha	RCE, Bhopal SIE, Pune	1981	
	v. Local-specific material for NFE Centres of M.P.	RCE, Bhopal	Mimeographed 1979-80	
	vi. Local-specific material for acceleration of educational process in the NFE Centres	FO, Bhopal		
	<i>(D) Environment and Science Education</i>			
	i. Vigyan Vithika	FO, Bhopal	Cyclostyled	
	ii. Apna Parivesh	-do-		
	iii. Material for Environment Education	FO, Trivandrum		
	<i>VII Audio Visual Aids</i>			
	i. Charts on different topics of NFE as indicated in teachers' manual.	NFE, NCERT		
	ii. Population education through puppets	FO, Bhopal RCE, Bhopal, and		
	iii. Puppets and puppet plays	FO, Bhopal		
	iv. Improved instructional material for teaching of language, maths and science	-do-		
	v. Educational toys for NFE Centres	-do-		
	vi. Film strips NFE Centres in action	-do-		Under preparation
	vii. Charts and Maps (General)	-do-		
	viii. Various teaching aids prepared with the help of palm-leaves, seeds, sticks, flowers and vegetables also reading material like flash cards, sentence cards, word building games, pictorial compositions.	FO, Tamil nadu		

1	2	3	4	5
ix.	20 toys of dog, rabbit, lion, tiger, elephant, cow etc. prepared for use for puppet-dramas from panchtantra	FO, Tamil Nadu		
x.	Maps and charts (Tamil Language)	-do-		
xi.	Teaching aids including alphabet, counting materials (playing cards) models of wall clock etc.	FO, Trivandrum		

### VIII Reports

i.	Report of the orientation-cum-production workshop of NFE teachers and writers	RCE, Bhopal SIE, Pune	1980
ii	Orientation-cum-production workshop for the field workers of NFE	RCE Bhopal, FA Gujarat, DPEU, Panchmahal & SIE Gujarat	
iii.	Annual Report	RCE, Bhopal	Published
iv.	Annual Report	FO, Bhopal	-do-
v.	Annual Report	FO, Trivandrum	-do-
vi.	Annual Report	FO, Hyderabad	-do-
vii.	Monthly progress report, planning of instructions, case studies, progress records of students.		

## Appendix 8

### Environmental Study/Science/Social Science

<i>Books being used</i>	<i>Price</i>	<i>Publication</i>
1	2	3
<b>Sadharaa Gyaa</b>		
Teachers Handbook of Environmental Studies of Science I & II		FOs NCERT
Sabhayata Ki Kahani	3.70	FOs NCERT, Rajasthan
<b>Vistarar Kriya Pustak</b>		
Bhugol (Class III)	1.40	Madhya Pradesh
-do- (Class IV)	1.70	Pathya Pustaka Nigam
-do- (Class V)	2.50	
Vigyan aur Karaka Shekha	1.45	
-do	2.15	
Mo Samajaka Path (Class III)		Directorate of SCERT Govt. of Orissa
Mo Vigyaa (Class III)		-do-
Mo Vigyaa Sihhya (II)		-do-
Vigyaa Samajka Path (IV)		-do-
Navu Natha Namna Parisara		Directorate of Textbooks, Bangalore
Science	1.20	Tamil Nadu Textbook Society
Vigyan aur Karaka Shekha	1.40	Madhya Pradesh
-do- (Part-3)	1.45	Pathya Pustak Nigam
-do- (Part-4)		
Parisara Abhyas	3.00	Maharashtra Rajya
Shiv Bahampati	1.40	Pustak Nigam
Samaya Vigyaa	1.40	NCERT

1	2	3
Parangan Vigyan Aur Vigyan Sikhee	1.50	NCERT
-do- (Part III)	1.25	State Education
-do- (Part II)	1.25	Board, Bhopal
Buniadi Natum Dharapat pet Ganit		Assam State Textbooks Production and Publication Corporation
Neethi Vidya I	1.00	F.Os NCERT, Hyderabad
Neethi Vidya II	1.25	
Samajik Gyan Bhag III	2.05	
Vigyan Class IV	2.15	
Vistrat Kriya Pustaka Advistarat		NCERT Bhopal Office
Parivesh Adhayan Ham Bhi Padhenge Let's Learn English (Class V)		Directorate of SCERT, Orissa
English Reader (Class IV) Sikshayak Pustaks Balina Belaker (life and light)		Directorate of Textbooks, Bangalore
Tamil Maths I Tamil Maths II Tamil English		SCERT, Tamil Nadu
Bhugol Sat		Govt. of India
Loka Shikshan		Maharashtra Pathya Pustak Nigam
Yadaparan	1.23	Raja Shikshan Mandal, Ahmedabad Manik Library
Barma Parichaya Parathan Bhag I Ditiia Bhag	0.50 0.50	
Kannada Basha Pravasha		SCERT
Ganith Samanya Vigyan Navu Mathu Namma Parisara		
Gandhiji	0.60	Gandhi Shanti Prathisthan
Sardar Vallabh Bhai Patel Andhra Rathna Gopala	1.50 0.75	-do- -do-

1	2	3
Kasturi Bai	0.65	Gandhi Shanti Prathisthan
Sarojini Devi	0.60	-do-
Hanuman Chalisa		NCERT
Chiria Ghar Ki Sayar		
Kava Ka Baccha		
Satarangi Gand		
Chalo Sarakas Chalo		
Bahadur Doust		
Tota Aur Billi		
Kutub Ke Sayar		
Song books		
Books for the M		
Story Books		
Choti Batho ke Kitab		
Panchayata		
Putanigale Prapaucha		

## Appendix 9

### Non-formal Education Centres

	<i>No. of Centres</i>
<i>RCE Ajmer</i>	
1. Dhansal Block (Jammu & Kashmir)	10
2. Jhakni Block (Uttar Pradesh)	4
3. Srinagar Block (Rajasthan)	9
<i>RCE Bhopal</i>	
1. Narsinghgarh (Madhya Pradesh)	10
2. University Area (Madhya Pradesh)	2
3. Chandrapur (Maharashtra)	10
4. Dohad (Gujarat)	10
<i>RCE Bhubaneswar</i>	
1. Egra Block-II (West Bengal)	10
2. Ramulpur (Assam)	10
3. Kanke (Bihar)	10
4. Dhenkanal (Orissa)	10
<i>RCE Mysore</i>	
1. Nanjangude Taluk (Karnataka)	10
<i>Field Advisers</i>	
1. Hyderabad (Andhra Pradesh)	10
2. Gauhati (Assam)	10
3. Patna (Bihar)	10
4. Ahmedabad (Gujarat)	10
5. Srinagar (Jammu & Kashmir)	7

6. Bangalore (Karnataka)
7. Trivandrum (Kerala)
8. Bhopal (Madhya Pradesh)
9. Bhubaneswar (Orissa)
10. Chandigarh (Punjab, Haryana, Himachal Pradesh)
11. Jaipur (Rajasthan)
12. Madras (Tamil Nadu)
13. Calcutta (West Bengal)
14. Pune (Maharashtra)

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in collaboration with Indian  
Indian Institute of education  
Pune-29



**Jammu & Kashmir**  
(Information as on 2.3.1981)

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1. *Convener* : Regional College of Education, Ajmer, (Dr. M.P. Bhatnagar, & Sri I.D. Mishra)
2. *Name of the Block with postal address* : Dansal Block, Tehsil, Distt. Jammu
3. *Field Supervisor* :
  1. Shri Ved Paul Banattia, Vill. & P.O. Nagrota, Tehsil & Distt. Jammu-181221
  2. *Qualification* - T.D.C. Part I
  3. *Experience* - Nil (attended orientation course from 27 Oct. to Nov. 1980)
  4. *Experience* - Nil
  5. *Working since* - 27.10.1980
  6. *Social activities* - —

1. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Average attendance	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	NFE Centre Vill: Khanpur Tech. & Distt. Jammu, J&K State	May, 1979	33	2	1	7		Miss Veena Devi D/o Sh. Raghbir Singh Vill. Khanpur	21	Rajput		Sh. Shambhu Nath Sh. Madan Lal Sh. Krishan Singh Sh. Gian Chand
2.	NFE Centre Vill. Kameru P.O. Nagrota Teh. Distt. Jammu (J&K)	—do—	30	3	—	8	—	Mrs. Shobha Kumari D/o Sh. Sansar Chand Vill. Khanpur	24	Rajput	EE	Sh. Ramchand
3.	NFE Vill. Jagti (Postal address) —do—	—do—	22	—	—	—	—	Mohd. Ramzan S/o Nazir Ahmed Vill. Jagti	20	Mohmadan	TDC	Sh. Ramchand Sh. Nazir Ahmed Sh. Allah Baksh

4.	NFE Centre Vill: Korejagir (Address—do—) —do—	May, 1979	35	3	—	21	—	Miss Swarna Devi D/o Dharm Chand Vill: Koreja	20	Brahman	EE	Sh. Nawab Din Sh. Feroz Sh. Pooran
5.	NFE Centre Vill: Nadhor (Address—do—)	—do—	55	15	—	21	—	Sh. Premchand	30	SC	EE	Sh. Jagat Ram Sh. Ramchand Sh. Sher Singh
6.	NFE Centre Vill. Katal- Batal-I (Address—do—) —do—	—do—	60	14	—	19	—	Miss Abhilasha D/o Shankar Singh Vill. Katal Batal-I	21	Rajput	EE	Sh. Nand Lal Sh. Dharam Chand Sh. Harnam Singh
7.	NFE Centre Vill. Katal-Batal II (Address -do-)	—do—	60	5	—	9	—	Sh. Suresh Kumar S/o Sh. Dhani Ram, Vill. Katal Batal-I	25	Brahman	EE	Sh. Devi Chand Sh. Jagat Singh Sh. Khushia Mistry
8.	NFE Centre Vill. Dhoke waziran (Address -do-)	—do—	—	4	—	13	2	Miss Veena Kumari D/o Sh. Dev Raj Vill. Dokewaziran	22	Brahman	EE	Sh. Dev Raj Sh. Charnjit Sh. Bhimu Ram
9.	NFE Centre Vill. Dhammi (Address -do-)	—do	30	2	2	1	3	Sh. Sain Dass S/o Sh. Gunjar Singh Vill. Dhammi	25	Rajput	EE	Sh. Suraj Ram Sh. Gunjar Singh Sh. Krishan Singh
10.	NFE Centre Vill. Pangali (Address -do-)	—do—	32	6	—	10	—	Sh. Ratna Chand	20	SC	EE	—

Besides SC/ST students, students belonging to other communities has also been admitted to the centres:

Name of the Block	No. of Centres	Total enrolment	Sex-wise break-up		SC Caste	Gujar	Others
			Boys	Girls			
Dansal Block Distt. Jammu J&K State	10	276	97	179	160	27	89

The Centres of Dansal Block have been running under the supervision and guidance of District Institute of Education, Jammu for further information Principal, District Institute of Education, Jammu may also be contacted.

## Uttar Pradesh

1. *Convener* : Regional College of Education, Ajmer, Sh. I.D. Mishra, RCE, Ajmer  
 2. *Name of the Block with postal address* : Arazilines, Jakhini, Varanasi-221305  
 3. *Field Supervisor* : 1. Shri Parkash Sharma, Jakhini, Varanasi-221305  
 2. Qualification - B.Sc., MA (Eco.),  
 3. Working since - 1st July, 1979.  
 6. Social activities - Nil

1. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Average attendance	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Joyapuri Jakhini Varanasi	1-5-79	24					Shri Ram Field Worker of Joyapuri Jakhini, Varanasi			Sh. Suraj Singh Sh. Ramlal Varma Sh. Shyam Lai Dr. Sri Man Verma	
2.	Dhannapur Paniyara Varanasi	1-5-79	29	20	—	—	—	Raja Ram Dhannapur, Paniyara Varanasi			Sh. Ban Narain Singh Sh. Virendra Singh Sh. Laxmi Singh Sh. Ram Shankar	
3.	Bahoranpur Bhawanipur Varanasi	1-5-79	30	17	—	—	—	Raju Ram Bahoranpur Bhawanipur, Varanasi			Sh. Vishwanath Sh. Tej Bahadur Sh. Lallo	
4.	Narottanpur Jakhini Varansi	1-5-79	25	3	—	5	—	Parasanth Singh Narottanpur Jakhini, Varanasi			Sh. Arjun Singh Sh. Ram Chandra Sh. Baswan Singh	

**Rajasthan**  
(Information as on 2.3.1981)

1. **Convener** : Regional College of Education, Ajmer  
1. Shri I.D. Misra  
2. Shri R.K. Singh Arora
2. **Name of the Block with postal address** : Srinagar Block, Distt. Ajmer
3. **Field Supervisor** : 1. Shri Ghisa Singh Rathore  
2. At/PO Chachiawas, Via Magwana, Ajmer (Raj.)  
3. **Qualification** - B.A.  
4. **Experience** - Nil  
5. **Working since** - February 1, 1979  
6. **Social activities** - Social Service (Member of Navyuvak Mandal)
4. **NFE Centres**

Sl. No.	Name of the centre with complete address	Started in the month/year	Average attendance	Boys SC ST	Girls SC ST	Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
1.	Chachiawas	1.2.1979	30	30 7	— —	Bhanwar Singh Chachiawas	25	—	Hr. Sec.	Jeetmal Jain Sarpanch Chachiawas
2.	Chachiawas Bal Centre	7.10.80	38	— —	— —	Bimla Sharma	23	—	Class 8th	Jeetmal Jain Chachiawas
3.	Padanpura	1.2.79	25	25 4	3 —	Shyam Sundar	32	—	Sec. Pass.	—do—
4.	Kayer	20.10.80	32	32 8	— —	Anandi Lal Vill. Kayer P.O. Kayer	19	—	Sec. Pass	—do—

5.	Narwar	1.2.79	33	8	6	25	—	Jairam	24	SC	Hr. Sec.	Ramswarup Sarpanch Narwar
6.	Hashiawas	1.2.79	23	20	36	—	—	Ram Karan	28	—	Class XI Pass	Ram Viswas Sarpanch Babaiya
7.	Magri	1.2.79	35	35	8	—	—	Jagdish Prasad	25	—	Class IX Pass	Girdhari Lal Sarpanch Aayika
8.	Aradka	2.10.80	18	—	—	—	—	Gobind Swarup	25	—	B.Com Pass	Sh. Girdhari Lal Sarpanch Aayika
9.	Babaicha	1.2.79	23	23	—	—	—	Gudarchand	25	SC	Sec. Pass	Ram Viswas Sarpanch Babaicha

\* Not functioning presently.

**Madhya Pradesh**  
(Information as on 18.11.1980)

1. *Convener* Regional College of Education, Shyamla Hills, Bhopal-462013 (M.P.) Dr. J.S. Grawal, Sri S. N. L. Bhargava
2. *Name of the Block with postal address* Block, Narsinghgarh, Distt. Rajgarh (Biora) Madhya Pradesh
3. *Field Supervisor*
1. Shri Saroj Kumar Dwivedi
  2. Bada Bazar Narsinghgarh (Rajgarh)
  3. Qualification - M.A.
  4. Experience - 4 years
  5. Working since - 23.1.1979
  6. Social activities - Participate in camps and social uplift programme

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Average attendance	Boys SC ST	Girls SC ST	Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
1.	Non-formal Education Centre Vill. Bagh Sivanja, P.O. Bhopal University, Bhopal	4/79	8	3 —	5 —	Sh. Rafat Iqbal Field Teacher (as in column No. 2)	26	—	B.A. II Year	Information awaited
2.	NFE Centre Vill. Piplya Pandekhan P.O. Bhopal University Bhopal	4.79	8	2 —	6 —	Sh. Rafique Hassain Farooqui, FT (as in column No. 2)	46	—	B.A.	Inf. awaited

3.	NFE Centre Vill. & P.O. Peelukhedhi. Block Narsingharh Rajgarh	3/79	15	1	14	—	—	Smt. Devki Bai yadav (as in column No. 2) Vill. Peelukhedhi (Narsingharh) M.P.	24	—	B.A.	Shri Kiran Kumar Sarpanch Azizkhan, H.M. Sh. Thansinghji Sh. Bapusinghji Patel Gangaranji
4.	NFE Centre Vill. Lasudia Kamnath PO Kurwar	—do—	9	4	5	—	—	Sh. Mohanlal Soui (as in column No. 2) Vill. Lasudia Ramnath (Kurwar) NGH (MP)	21	—	H.Sc.	Sh. Mangilaji Sarpanch Sh. Siddha Nath Singhji Sh. A.P. Sharma H.M. Sh. Narayan Singhji Sh. Than Singhji
5.	NFE Centre Vill. P.O. Kotra Block Narsingharh Kotra	3/79	17	13	1	3	—	Sh. Rajendra Singh Umath (as in column No. 2) P.O. Kotra (Narsingharh)	22	—	B.A.	Sh. Mangilaji Surjar, Sarpanch Sh. Dashrathsinghji Umath, H.M. Sh. O.S. Parihar Teacher Sh. R.P. Acharya Sh. Anokhilal Bhaiji
6.	NFE Centre Vill. Tindonia Block Narsingharh	3/79	3	3	—	—	—	Sh. Kailsh Chandra Verma, P.O. Tindonia (Narsingharh)	23	—	B.A.	Sh. Shivcharanji Sarpanch Sh. S.N. Sharma H.M. Sh. Haricharanji Sh. G.D. Shivnare, Teacher Sh. Bapulal Patel
7.	NFE Centre Vill. Jamunia Gop Chauhan Narsingharh	3/79	5	5	—	—	—	Sh. Durga Prasad Sharma PO Jamunia Gop Chauhan (Kurwar) N.G.H. (M.P.)	36	—	High School equivalent	B.L. Patel Leela Kishanji Prabhulalji Manjilalji Sadar Mohammadji Badri Prasadji

8.	NFE Centre Vill. Devgarh P.O. Narsinghgarh Narsinghgarh	3/79	37	15	10	6	6	Ku. Premalata Parmar Vill. Devgarh (Narsinghgarh) M.P.	27	—	M.A.	Sh. Shivcharanji Sarpanch 2. Sh. Shivnarayanji Sharma Sh. Harchandji Dayaramji Hargovindji Patel
9.	NFE Centre Vill. Bihar P.O. Kotra, Narsinghgarh Narsinghgarh	3/79	5	1	2	—	2	Sh. Bhanwarlal Bhati Vill. Bihar (Kotra) Narsinghgarh (M.P.)	24	—	H.Sc.	Mangilai Gurgar Sarpanch Kashiramji Rajenderasingh Panwar Dollji Kushwan Banshilalji
10.	NFE Centre Vill. Kurawar P.O. Kurawar Narsinghgarh	3/79	27	23	4	—	—	Sh. Kailash Narayan Swarakar P.O. Kurwar (N.G.H.) M.P.	24	—	H.Sc.	Dr. R.D. Vaishnav Sarpanch B.L. Sharma, H.M. Ramlal Bagri O.P. Mudgal N. Tahsildar B.L. Saxiena
11.	NFE Centre Vill. P.O. Mana Narsinghgarh	4/79	18	—	18	—	—	Sh. Kanyalal Chaudhary	22	—	High School	Sh. Mangilalji Sarpanch G.S. Sindal, H.M. D.P. Chaudhary Ramsinghji Ramprasadji
12.	NFE Centre Vill. Gandhigram P.O. Narsinghgarh	3/79	3	—	27	—	7	Sh. Mohanlal Banshival	25	—	Hr. Sec.	Ramnarayan Mina Sarpanch Badrilal Jatav S.N. Sharma G. Shivhare



**Maharashtra**  
(Information as on 18.11.1980)

1. *Convener* : Regional College of Education, Bhopal (M.P.) Dr. J.S. Grewal, Sri S.N.L. Bhargava
2. *Name of the Block with postal address* : Block Chandrapur, Distt. Chandrapur, Maharashtra
3. *Field Supervisor* :
  1. Shri K.B. Panteke
  2. C/o Block Development Officer, Chandrapur Sarani, Chandrapur (MS)
  2. *Qualification* : B.A.
  3. *Experience* : 4 years
  5. *Working since* : 1.12.1979
  6. *Social activities* : Participated in camps and social uplift programme

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Average attendance	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	NFE Centre Vill. Tadali P.O. Tadali Block Chandrapur Distt. Chandrapur	4/79	22	11	7	1	3	Sh. Murlidhar R. Chaudhary	24	Obc.	High School	
2.	NFE Centre Vill. & P.O. Porda Block Chandrapur Distt. Chandrapur	3/79	34	4	24	1	5	Sh. Promod Gajanan	24	—	High School	
3.	NFE Centre Vill. Walni P.O. Borda Block Chandrapur Distt. Chandrapur	4/79	30	—	18	—	12	Sh. Govind Shriram	26	ST	High School	

4.	NFE Centre Vill. & P.O. Kothari Block & Distt. Chandrapur	4/79	23	—	10	—	13	Smt. Indumati Bai	22	OBC	High School
5.	NFE Centre Vill. & P.O. Lohara Block & Distt. Chandrapur	4/79	22	—	12	—	10	Sh. Gurudas Meshram	29	ST	High School
6.	NFE Centre Vill. & P.O. Dehel (Old) Block & Distt. Chandrapur	4/79	17	—	11	—	6	Sh. Gajanan Sitaram, More	29	—	High School
7.	NFE Centre Vill. Ajoypur P.O. Chichpalli Block & Distt. Chandrapur	4/79	25	15	15	10	15	Sh. Kishan Mailaji Atram	26	ST	High School
8.	NFE Centre Vill. P.O. Morva Block & Distt. Chandrapur	4/79	8	5	—	3	—	Sh. H.M. Pimplakar		SC	High School
9.	NIE Centre Chichpalli Block & Distt. Chandrapur	4/79	34	16	8	—	6	Sh. Abhaji K. Duryodhan (as in Column No. 2)	23	SC	High School
10.	NIE Centre Vill: Wadgaon P.O. Chotipadoli Block & Distt. Chandrapur	4/79	20	20	—	—	—	Sh. M.Y. Hindekar (as in column No. 2)	21	OBC	High School

**Gujarat**  
(Information as on 17.2.1981)

1. *Convener* : Regional College of Education, Shyamla Hills, Bhopal (M.P.) Dr. J.S. Grawal, Sri S.N.L. Bhargava
2. *Name of the Block with postal address* : Taluka Panchayat Office, Dahod Dist Pms. (Gujarat).
3. *Field Supervisor* :
1. *Name* - Shri M.N. Brahmin. At & PO Moti Bandibar, Ta. Limkheda.
  2. *Qualification* - B.Com Guj. University (Hindi Bhasha Ratna)
  3. *Experience* - 2 years in N.F.E. Project  
- 1 year experience as a clerk in G.I.D. Estate.
  4. *Working since* - 12.3.79 to 4.1.81 as a Field Teacher and as a Field Supervisor on 5.1.81.
  5. *Special activities* - Consists of good contacts with Do, Sarpancha of the village, Players of Volly Ball and Cricket on District levels.

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Average attendance	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	NFE Centre Vill./PO Kathia	3/79	28	—	19	—	9	Sh. Shankarbai Ramabhai Vasiya	31	SSC	U.L. Nayak Surpanch Galabhai Vasaiya H.M. Ashram Shala H.M. Hasubhai Damor Primary School	
			Boys		Baxi Girls		Commission Total 28					
2.	NFE Centre Vill. PO Panchwada Ta. Dohan Dist. PMS.	3/79	32	—	16	—	16	Sh. Pethabhai	29	SSC	Govindbhai Gohil Sarpanch Ashramshala Galod B H.M. Parmar Lilaben Pr. School H.M.	
			Boys		Baxi Girls		Commission Total 32					

3.	NFE Centre 5/79 Vill. PO Abhalod Ta. Dohad Dist. Pms.	Boys 16	Baxi 16	Commission Girls 17	Total 32	Sh. Dhanabhai P. Nagota	27	SSC	K.R. Bhubhor Sarpanch S. Bumania Pr. School H.M. B.L. Brabhor Police Puta 1.
4.	NFE Centre 5/79 Vill. & P.O. Jaiswada Ta. Dohad Dist. Pms.	12	1	17	— 30	Sh. Amarsingh		SSC	Mansukhbhai Kature Sarpanch M. Parmar Pr. School H.M. Bhura Rumsing Police Puta 1
5.	NFE Centre 5/79 Vill. & PO. Nelsur Ta. Dohad Distt. Pms	20	15	—	— 35	Sh. Mudabhai K. Chauhan (as in column No. 2)		SSC	Bumnia H.M Ashram Shala Ditabhai Bumnia Taluka President
6.	NFE Centre 2/79 Vill. & PO Limkheda Ta. Dohad Dist. Pms.	10	10	—	12 32	Sh. Ganesh Chandra B. Shah	21	HSC	Mohanbhai Gidruni Sarpanch A.K. Lohanua Pr. School Dhuanubhai Bhurrad H.M. Taluka Member
7.	NFE Centre 1/81 Vill. & PO Moti Bandibar No. 1 Ta. Likheda Dist. Pms.	—	22	—	14 36	Dhinga S.M. appointed on (as in column No. 2)	21	B.Com	Bububhai K.Shah Sarpanch Amarsingh Patel Pr. School H.M. S.V. Parikh Tk. President

8.	NFE Centre Vill. & P.O.Moti Bandibar No. 2 Ta. Limkheda	3/79	1	24	—	7	32	Sh. Dilwarkhan Y. (as in colmn No. 2)	23	B.A. failed H.Sc.	Babubhai K. Shah Sarpanch Amarsingh Patel Pr. School S.V. Barik, H.M. Taluka President
9.	NFE Centre Vill. PO Hirapur Ta. Santrampur Distt. Panchmahal	3/79	16	18	—	1	35	Resigned on 1.1.81 (RCE will appoint field teacher as soon as possible)	25		Manubhai Patel Pr. School
10.	NFE Centre Vill. & PO Piplod Ta. Baria Distt. Panchmahal	3/79	—	23	—	8	31	Sh. Ishwarbhai H. Ahir (as in colmn No. 2)	23	SSC	Knnurubhai Patel Sarpanch Ambulal Patel Pr. School Ranchadbbhai Patel

**West Bengal**  
(Information as on 20.10.1980)

1. *Convener* : Regional College of Education, Bhubaneswar (1) Dr. J.N. Bajpai, (2) Sri Dr. D.K. Bhattacharya
2. *Name of the Block with postal address* : Egra block-II, P.O.: Balighai, Dist: Midnapur (West Bengal)
3. *Field Supervisor* :
- |                      |   |   |
|----------------------|---|---|
| 1. Name              | - | Sh. Anukul Chandra Natua (Sc)   |
| 2. Address           | - | Vill./P.O. Dudba, Via Egra Distt. Midnapur  |
| 3. Qualification     | - | B.A.  |
| 4. Experience        | - | 6 years experience in teachership as a Head Teacher of an organising school before joining as Field Supervisor. |
| 5. Working since     | - | February, 1979 as Field Supervisor.   |
| 6. Social activities | - | Rural social worker during 15 years.  |

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Paschim Dubda	2/79	20	14	—	6	—	Sh. Gunadhar Patra Vill/PO. Dubda Distt. Midnapur (W.B.)	24		PU level	There is one Block Committee Consisting of following members. President
2.	Gramraj	2/79	38	30	—	8	—	Sh. Ajit Kumar Giri, Vill. Dubda PO. Dubda Distt. Midnapur (W.B.)	21	SC	H.S.	Prof. Nirmal Chandra Jana Sevapati Egra II, Paanchayat Samiti P.O. Balighai Midnapur

3.	Ghol-Dubda	2/79	24	02	—	22	—	Smt.Sandhya Rani Bar Vill: Ghol- Dubda, PO. Dubda Dist: Midnapur	26	SC	P.U.	Vice-president Sh. Prabir Kumar Lahiri-B.D.O. Egra-II Block, Balighai Midnapur
4.	Asti	2/79	10	05	—	05	—	Sh.Jitendra Nath- Paul, Vill.Asti PO. Garia Dist: Midnapur (W.B.)	34		H.S.  (In Basic Trained)	Convener-cum- Secretary (ii) Sh. Anukul Chandra Natua, Field Supervisor. Member:
5.	Bhatda-I	2/79	33	14	—	19	—	Sh. Birendra Nath Bar, Vill/PO. Bhatda Dist: Midnapur (W.B.)	31	SC	H.S.	Sh. Anath Bandhu Bar-Sub- Inspector School Egra South Circle Balighi
6.	Bhatda-II	2/79	30	—	—	30	—	Miss Purnima Kar Mohapatra Vill/PO.Bhatda	24		H.S.	Sh. Subodh Chandra Das Karnadhaskshya Shikshasthayse Samity, Egra-II
7.	Tolakana	2/79	30	15	—	15	—	Sh. Ajit Kumar Giri, Vill. Tolkana PO. Balighai Dist: Midnapur (W.B.)	28	SC	B.A.	Sh. Satya Ranjan Jana Headmaster Balighai F.D. High School, P.O. Balighai
8.	Baincha	2/79	—	—	—	—	—	Mirza Kamrul Hossain Beg Vill. Baincha PO: Egra Dist: Midnapur	27		B.Sc	Sh. Ramarayan Das, Gram- Pradhan, Manjusree G.P. Egra II Block

9.	.Khejurda-I	2/79	14	10	—	04	—	Sh. Bishnupada Mohapatra Vill/PO Khejurda Dist: Midnapur (W.B.)	36	B.A.	Sh. Atul Krishna Bar Hd. Teacher Dubda No. II Pr. School PO. Dubda, Midnapur
10.	Khejurda-II	2/79	18	09	—	09	—	Sh. Jogeswar Panda Vill. Mahanagar PO: Balighai Dist: Midnapur (W.B.)	24	H.S.	Sh. Kunja Behari Maity Asst. Teacher, Dashi- bekak Jr. High- School PO. Balighai, Midnapur West Bengal

Note: The enrolment figures for other class of children are over and above figures for SC/ST given above. Total enrolment in this cluster= 339



Assam

1. *Convener* : Regional College of Education, Bhubaneswar (1) Dr. J.N. Bajpai, (2) Sri Dr. D.K. Bhattacharya
2. *Name of the Block with postal address* : Tamulpur Block, Tamulpur, Dist. Kamrup (Assam)
3. *Field Supervisor* :
- |                      |   |   |
|----------------------|---|---|
| 1. Name              | - | Sh. Ghanshyam Das   |
| 2. Address           | - | Vill: Bhakatpara, PO. Tamulpur                                |
| 3. Qualification     | - | B.A.  |
| 4. Experience        | - | Working as Field Supervisor in NFE Project since April, 1979. |
| 5. Working since     | - | April, 1979 as Field Supervisor.                              |
| 6. Social activities | - | No.   |

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Kalbari	4/79	49	—	19	—	30	Sh. Bipil Chandra Das Vill. Bhakatpara, PO. Tamulpur, Dist: Kamrup (Assam)	23		B.A.	A. Basumatri B. Bora B. Mushatari K. R. Basumatri M. Datmari
2.	Barbelbari	4/79	57	10	27	08	12	Sachindra Nath Das, P.O. Kachubari via; Tamulpur Dist: Kamrup (Assam)	22		H.S.L.C.	H. Mahanta K. Bora, S. Deka S. Das
3.	U. Gandhibari	4/79	02 23	07 02	02 07	11 08	1 06	Umesā Chandra Vill. U. Gandhibari P.O. Gandhibari Dist: Kamrup (Assam)	28		H.S.L.C.	R. Das D. Basumatri K. Molkar P. Potowari

4.	Kachubari	4/79	46	09	12	11	14	Sona Ram Tekam Vill. Pubhowli PO. Dongpur Dist: Kamrup (Assam)	23		P.U. (A)	A. Das, M. Borjari K.R. Das G.R. Hira K.R. Hira
5.	Dongpuri	4/79	30	—	16	—	14	Smt. Nilima Brahma Vill/PO. Jhargaon Via Tamulpur Dist: Kamrup, (Assam)	22	ST	HSLC	G. Das, B. Rabha U. Bora, B. C.Das
6.	Pubhowli	4/79	42	—	14	—	28	Hemakanta Deka Vill: Pubhowli PO. Dongpur Dist: Kamrup, (Assam)	22	ST	P.U.	N. Ujir, H. Ujir B.R. Rabha B. Ujir.
7.	Lowpara	4/79	17	08	01	07	01	Sabin Chandra Haloi Vill: Lowpara PO. Tebitola Dist Kamrup. (Assam)	24		HSLC	A. Dash ZA. Ahmed Medhi P. Chatal
8.	Tebitola	4/79	21	—	15	—	06	Lohit Chandra Kahita Vill/PO Tebitola Dist: Kamrup, (Assam)	24		HSLC	H. Bora, A. Das L. Tudu S. Sarmah
9.	Jhargaon	4/79	34	05	09	02	18	Smt. Najeswari Brahma Vill: Jhargaon Dist: Kamrup, (Assam)	24	ST	HSOC	Smt. A. Brahma D. Bora. M. Brahma
10.	Khatorbari	4/79	49	—	23	—	26	Resigned				N. Sargiary B. Chakravarti B. Sarygiary D. Sarigary

\* Total enrolment in the cluster 541,

**Bihar**  
(Information as on 28.10.1980)

1. *Convener* : Regional College of Education, Bhubaneswar (1) Dr. J.N. Bajpai, (2) Shri M.M. Pandey
2. *Name of the Block with postal address* : Kanke Block, Ranchi, P.I. Kanke, Dist. Ranchi (Bihar)
3. *Field Supervisor* :
- |                  |   |   |
|------------------|---|---|
| 1. Name          | - | Sh. Md. Alimullah Ansar   |
| 2. Address       | - | Vill/P.O. Husir, Dist: Ranchi   |
| 3. Qualification | - | M.A. (Psy.), Post-graduate Diploma in Psychiatric Social Work, run [by the Ministry of Health and Family Planning, Govt. of India,] New Delhi.            |
| 4. Experience    | - | (a) : 2 <sup>1/2</sup> years experience of working with Psychiatric hospitalized patients.<br>(b) : 6 years teaching experience in an Urdu Middle School. |

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Nagri	7/79	46	—	25	—	21	Sh. Maggra Toppo Vill: Nagri PO. Husir Dist: Ranchi, Bihar	29		Matric	Yogendra Oraon Daso Kachhap Mahadeo Oraon Md. Nooruddin
2.	Chama	7/79	13	—	08	—	05	Md. Zainul Ansari Vill/PO. Husir Dist: Ranchi, Bihar	23		Matric	Suresh Sahu Bandhna Oraon Sukra Oraon Ramnath Singh
3.	Barhu	7/79	22	—	22	—	—	Md. Hamid Hamid Ansari Vill: Barhu P.O. Pithoria Dt. Ranchi, Bihar	30		Matric	Shukra Mahto Mobarak Hossain Chhatru Mahlu Bhotna Munda

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4.	Sutiambey	7/79	23	—	17	—	06	Sh. Mangalchand Munda Vill. Sutambey P.O. Pithoria Dist. Ranchi, Bihar	31	ST	Tenth Special	Digal Pahan Sheo Narain Biswar Thakur Sahru Munda
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## Orissa

(Information as on 28.10.1980)

1. *Convener* : Regional College of Education, Bhubaneswar (1) Dr. J.N. Bajpai, (2) Sri Dr. D.K. Bhattacharya
2. *Name of the Block with postal address* : Dhenkanal, Dist. Dhenkanal (Orissa)
3. *Field Supervisor* : 1. Name — Shri Bimbadhar Sahoo  
 2. Address — Vill: Nagiaposhi, P.o. Beltkiri, Distt. Dhenkanal, Orissa  
 3. Qualification — M.A. Economics  
 4. Experience — Working as Field Supervisor in NFE Project since April, 1979  
 5. Working since — April, 1979 as Field Supervisor  
 6. Social activities — Nil.

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Beltkir	8/79	23	06	17	—	—	Sebswar Sahoo Vill/P.O. Beltikiri Dist: Dhenakanal (Orissa)	22		B.A.	B.K. Das B. Sahoo M. Panda N. Behara
2.	Jankhira	8/79	06	—	05	—	01	Dhruba Charan Sendha Vill: Jankhira PO. : Beltikiri Dist : Dhenkanal (Orissa)	26		HSC	T. Behera U. Sendh K.O. Behera
3.	Nagiaposhi	8/79	11	02	09	—	—	Batabihari Parida Vill. Nagiaposhi P.O. Beltikiri Dist : Dhenakanal (Orissa)	29		HSC	B. Mohanty U. Sahoo P. Parida

4.	Biradia	8/79	15	02	08	05	—	Ratnamani Satapathy Vill. Biradia AT/PO. Kaimati (Orissa)	20	I.A.	S. Samal S. Mahhi G. Naik B. Samal
5.	Kamimati	8/79	24	11	13	—	—	Santosh K. Behera AT/PO. Kaimati Dist : Dhenkanal (Orissa)	25	I.A.	B. Behera P. Pradhan Dhruba Pradhan Keshri Pradhan
6.	Lochapalli	8/79	27	—	22	—	05	Dinabandhu Satapathy AT/ PO Kamimati Dt. Dhenkanal (Orissa)	26	HSC	S. Behera B. Behera N. Behera J. Pradhan C. Rout
7.	Dahimala	8/79	08	—	08	—	—	Hrusikesh Nanda Vill. Dahimala P.O. Kaimati Dt. Dhenkanal (Orissa)	35	HSC	B. Nanda, G. Das S. Mohanty S. Moharana
8.	Durgaprasad	8/79	21	14	05	—	02	Akhil Kumar Biswal Vill. Durgaprasad P.O. Beltikiri Dt. Dhenkanal (Orissa)	26	HSC	M. Rount M. Mohapatra S. Swain J. Mishra
9.	Gahamkhunti	8/79	23	08	08	05	02	Alekha Pd. Sahoo AT/PO Ghamkhunti Dt. Dhenkanal (Orissa)	21	ISC	P. Sahoo Jadhunath Sahoo D. Sahoo N. Sahoo
10.	Dandarnail	8/79	08	08	—	—	—	Kailash C. Sahoo Vill. Dandarnail PO. Beltikiri Dt. Dhenkanal (Orissa)	29	HSC	M. Naik I. Sahoo D. Malik

Note : The enrolment figures for other class of children are over and above figures for SC/ST given above.  
Total enrolment in the cluster 352.

**Karnataka**  
(Information as on 31.11.1980)

1. *Convener* : Dr. K.N. Tantry, Regional College of Education, Mysore-570 006
2. *Name of the Block with postal address* : Nanjangud Talak (Block), Mysore District, Karnataka State
3. *Field Supervisor* :
- |                      |   |  |
|----------------------|---|--|
| 1. Name              | — | S.N. Channamallappa  |
| 2. Address           | — | Project Field Supervisor (R.C.E.M.) Sargoor, Nagarle P.O., Nanjangud Tq., Mysore Distt. Karnataka  |
| 3. Qualification     | — | B.Sc. B.Ed   |
| 4. Experience        | — | Supervisory work of 10 NFE Centres run by R.C.E. Mysore  |
| 5. Working since     | — | From 28.2.79 working as a Field Supervisor   |
| 6. Social activities | — | Working as an Enumerator (Dec. 1978 conducted by R.C.E.M.)<br>An active Rural Social Worker, making the SUPW things and done the creative works or activities for NFE centres. |

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	NFE Centre HPS 4/79 (Bldg.) Vill & PO Bandanvalu Tq.—Nanjangud Distt. Mysore	4/79	38	1	—	1	—	S. Guruswamy Vill & PO Bandanvalu Tq. Nanjangud Dist. Mysore	21		SSLC	Local V.P. Chairman and members. B.E.O. & A.E.O Nanjangud Tq.
2.	NFE Centre L.P.G.S. (Bldg.) Vill. & PO Tq. Nanjangud	4/79	30	—	—	—	—	D.S. Guruswamy Vill. & PO Devanur Dist. Mysore	30		B. Com	—do—

5.	NFE Centre L.P.S. (Bldg.) Vill. Golor P.O. Vidhyapeeta Tq. Nanjangud Dt. Mysore	4/79	60	— — — —	(others-55) Boys 32 Girls 23	H.M. Manjunath Door, No. 42 H.B. Colony Nanjangud Town Mysore Dist.	25	B.Com (L.L.B)	—do—
4.	NFE Centre H.P.S. (Bldg.) Vill. Hejjige P.O. K.S. Hundi Dist. Mysore	4/79	31	6 — 11 —	(Others-14) Boys 13 Girls 1	H. Basavaraju Vill. Hejjige P.O. K.S. Hundi Ta. Nanjangud Dist. Mysore	29	BA	—do—
5.	NFE Centre H.P.S. (Old Bldg.) Vill. & P.O. Hemmaraga- gala, Tq. Nanjangud Dist. Mysore	5/79	54	1 — 1 —	(Others-52) Boys 44 Girls 1	Doreswamy Vill. & PO Hemmaragala Tq. Nanjangud Dist. Mysore	21	SSLC	—do—
6.	NFE Centre LOS—II (Bldg.) Vill. Mullur PO Horalavadi Tq. Nanjangud	4/79	62	26 — 27 —	(Others-9) Boys 8 Girls 1	H.M. Shashidhara Murthy Door No. 42 H.B. Colony Nanjangud Town Mysore Dist.	26	B.Sc.	—do—
7.	NFE Centre L.P.S. (Bldg.) Vill. Saragoor P.O. Nagarle Tq. Nanjangud Dist. Mysore	4/79	54	9 — 10 —	(Others 35) Boys 26 Girls 9	S.M. Shivappa Vill. Saragoor P.O. Nagarle Tq. Nanjangud Dist. Mysore	28	SSLC	—do—
8.	NFE Centre LPGS (Bldg.) Vill. & PO Thagadur Tq. Nanjangud Dist. Mysore	4/79	45	4 — 4 —	(Others-37) Boys 20 Girls 17	Ku. Ambika Kumari Vill. & PO Thagadui, Tq. Nanjangud Dist. Mysore	25	B.A., B.Ed.	—do—



9.	NFE Centre *LPS (Bldg.) Vill. Thormavu Tq. Nanjangud Dist. Mysore	4/79	20	19	—	1	—	B. Mahadevana Vill. Thoremava P.O. K.S. Hundi Tq. Nanjangud Dist. Mysore	26	SSLC	—do—
10.	NFE Centre LPS (Bldg.) Vill. V.D. Pura P.O. C.H. Hundi Tq. Nanjangud Dist. Mysore	4/79	24	21	—	3	—	N.C. Nanjundaswamy Door No. II 91, Thammamadagari St., Nanjangud Town Dist. Mysore	26	B.A.	—do—

\* B.B. :— Due to the resignation of Field Worker of NFE Centre those mark has been closed since 3.11.1980.

**Andhra Pradesh**  
(Information as on 1.11.1980)

1. *Convener* : Field Adviser (NCERT), 3-6/147/2, Himayat Nagar, Hyderabad-500 029
2. *Name of the Block with postal address* : Nalgonda (Block), Nalgonda District, A.P.
3. *Field Supervisor* :
- |                      |   |  |
|----------------------|---|--|
| 1. Name              | — | Shri K.V. Ranga Reddy  |
| 2. Address           | — | Thipparthi Village, Nalgonda District, Andhra Pradesh  |
| 3. Qualification     | — | B.A., B.Ed.  |
| 4. Experience        | — | (i) Teaching experience 35 years in the Secondary schools in A.P.<br>(ii) National awardee in 1974 from Andhra Pradesh   |
| 5. Working since     | — | 22-11-1978 (in NFE)  |
| 6. Social activities | — | 1) Supervisor in NFE centre<br>2) Liason with the District Educational Officials<br>3) Other activities in the villages<br>4) hostel Advisory Committee Member |

4. *NFE Centres*

S. No.	Name of the centre with complete address	Started in the month/year	Total			Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience
			B.	G.	T.	SC	ST	SC	ST				
1.	Thipparthi* Tq. & Dist. Nalgonda	12/78	29	3	32	—	—	—	—	Md. Subhan Thipparthi	21	—	SSC Passed
2.	Thippalammaguda Tq. & Dt. Nalgonda	12/78	15	15	30	—	—	—	—	R. Lakshmaiah Thipparthi	21	—	SSC failed

\* No. 1 & 2 : As the State Govt. has started schools exclusively for Harijans, so there are no SC boys and girls in these schools.

3.	Salarmiyadudem Tq. & Dist. Nalgonda	12/78	40	—	40	14	—	—	—	G. Narsimhachari Salarmiyaguda	26	—	HSC failed
4.	Sarvaram Tq. & Dist. Nalgonda	12/78	19	11	30	7	11	—	—	C.H. Narasimhachari Sarvaram	21	—	SSC failed
5.	Madgulapalli Tq. & Dist. Nalgonda	12/78	21	13	34	12	6	—	—	K. Satya Narayana Reddy, Madgulappali	21	—	SSC Passed
6.	Cheruvuppaly Tq. Miryalguda Dist. Nalgonda	12/78	23	12	35	4	—	—	—	G. Yadagiri Chervupalli	21	—	Inter
7.	Indugula Tq. Miryalguda Dt. Nalgonda	12/78	38	2	40	10	—	—	—	K. Satya Narayana Indugula	22	—	Inter
8.	Indloor Tq. & Dist. Nalgonda	12/78	38	—	38	10	—	—	—	P. Yadgiri Reddy Indloor	21	—	SSC Passed
9.	G. Kondaram Tq. & Dist. Nalgonda	12/78	16	5	21	8	8	—	—	K. Gopal Reddy Kondaram	20	—	SSC failed
10.	J. Gaddadudem	12/78	29	3	32	6	—	—	—	D. Narender Reddy, Jonnalgaddaguda	21	—	B. Sc.

**Assam**  
(Information as on 13.4.1981)

1. **Convener** : Field Adviser (Assam, Manipur, Arunachal Pradesh and Nagaland), Zoo Road, Gauhati-781 024
2. **Name of the Block with postal address** : Tamalpur Development Block, P.O. Tamalpur, Dist. Kamrup, Assam.
3. **Field Supervisor** :
- |                      |   |   |
|----------------------|---|---|
| 1. Name              | — | Shri Hiteswar Mahanta   |
| 2. Address           | — | P.O. Ulubari, Vill. Ulubari, Dist. Kamrup, Assam. (Via) Tamulpur. |
| 3. Qualification     | — | Graduate in Arts (B.A.) Hons.                                     |
| 4. Experience        | — | Social work   |
| 5. Working since     | — | 15.11.1978  |
| 6. Social activities | — | Educating villagers on health, Hygiene, Agriculture etc.          |

4. **NFE Centres**

Sl No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Madarbari Dist. Kamrup PO. Majdig Via. Tamulpur	2/79	40	All	ST 10	30		Sh. Upen Das Vill. Bhakatpara PO. Tamulpur	21	O.B.C.	Matriculate	1) Sh. S.N. Gayatri President 2) D.C. Boro, Secy. 3) T.R. Boro 4) S.C. Basumatari 5) N. Rabha
2.	Bahbari Dist. Kamrup PO. Kumarikata	2/79	98	No Boys	SC 46	ST Girls 52		Sunil Kumar Das Vill. Khairabari P.O. Kumarikata	24	Kalita	Pre- University Pass.	1) D.Pathak President 2) R. Das, Secy. 3) D.C. Choudhury 4) B. Das 5) B. Ali

3.	Pakribari Dist. Kamrup PO. Pakribari Via. Kumarikata	2/79	60					Mona Ram Bayan Vill. Khairabari PO. Kumarikata	22	Kalita	Matriculate	1) B. Daimari President 2) N. Daimari Secretary 3) L. Basumatari 4) M. Boro 5) T. Ugir
4.	Majdia Dist. Kamrup PO. Majdia	2/79	32 Rest Non Boys 42, Girls 15	4 SC/ST	9	8	11	Parsu Ram Das Vill. Majdia PO. Tamulpur	22	OBC	Matriculate	1) Sh. Rabha President 2) Sh. B. Das Secretary 3) M. Sargiari 4) N. Das 5) B. Das
5.	Jamuguri Dist. Kamrup PO. Natum Howli	2/79	All SC 39		17		22	Chakrapani Das	23	Kalita	Matriculate	1) Sh. S.C. Rabha President 2) Sh. P. Rabha Secy. 3) S. Rabha 4) P. Orang
6.	Ghagapar Dist. Kamrup PO. Ghagapur	2/79	17 Rest Boys 18, Girls 10	7 Non SC	10			Sachindra Nath Sarma, Kalakurchi PO. Tamulpur	22	Brahmin	Matriculate	1) K.M. Sarma President 2) Sh. N. Rajbongshi Secy. 3) Sh. S.C. Nath 4) Sh. D. Das 5) Sh. B. Sarma
7.	Chokmari Dist. Kamrup PO. Kalakurchi	2/79	21 Rest Non Boys 19, Girls 10	3 SC/ST	4	4	10	Nagen Das Vill. Bhakatpara	24	OBC	Pre- University	1) Sh. J. Kalita President 2) Sh. D. Boro Secretary 3) Sh. M. Das 4) Sh. U.L. Boro 5) P.R. Boro

8.	Teleguri Dist. Kamrup PO. Kalakuchi	2/70	16 Rest Non SC/ST Boys 31, Girls 30	6  61	10  61	Baikuntha Kalita PO. Tamulpur Kalita	23		Matriculate	1) Sh. G.C. Deka President 2) D.K. Deka Secretary 3) D.N. Kowar 4) K. Boro 5) Sh. B. Das
9.	Kumarikata PO. Kumarikata Dist. Kamrup	2/79	48	No SC/ST Boys 22, Girls 26		Basanta Kr. Das Vill. Bhakatpara PO. Tamulpur	22	OBC	Pre- University	1) Sh. M. Sarma President 2) P. Pathak 3) Sh. C. Bharali 4) M. Choudhury
10.	Katabhari Dist. Kamrup PO. Majdia Via. Tamulpur	2/79	92	All ST 54	38	Kameshwar Raj Bongshi, Punia PO. Tamulpur	21	SC	Matriculate	1) Sh. D. Deka President 2) Sh. D.K. Deka Secretary 3) Sh. P. Deka 4) K.R. Boro 5) P.C. Deka

**Bihar**  
(Information as on October 1980)

1. *Convener* : Field Adviser (NCERT) Patna, Kankarbag (Patrakar Nagar), Patna-800 020
2. *Name of the Block with postal address* : Samastipur (Block), Dist-Samastipur, (Bihar)
3. *Field Supervisor* : 1. Name — Shri Om Prakash Choudhury  
2. Address — Field Supervisor (Non-formal Education) at: Kashipur, Dist. Samastipur.  
3. Qualification — B.A. Hons.  
4. Experience — Previously engaged as Field Worker.  
5. Working since — 26 October, 1980
4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience
				SC	ST	SC	ST				
1.	Sambhupatti AT/PO Sambhupatti Dist. Samastipur	12/79	10	2	—	8	—	Bindeswar Pd. Singh	—	—	B.A. (Hons)
2.	Ramkrishaapur Ganj Vill. Ramkrishnapur Ganj, PO. Pitaujhia Dist. Samstipur	12/79	14	10	—	4	—	Ram Swarth Singh	—	—	Matric
3.	Mohaapur (AT/PO) Via-Samastipur Dist. Samastipur	12/79	2	2	—	—	—	Ram Sakal Mahato	—	—	Matric
4.	Musapur Vill-Mnsapur PO. Samastipur Dist. Samastipur	12/79	3	2	—	1	—	Nabia Kumar	—	—	Matric

5.	Bhuindhara AT-Kashipur Dist. Samastipur	12/79	4	4	—	—	—	Om Prakash Choudhury Upto 26th Oct. 1980	B.A. (Hons.)
6.	Bishnupur Vill. Bishnupur PO/Dist. Samastipur	12/79	32	29	—	3	—	Bishnudeo Thakur — —	B.Sc. (Pt. I)
7.	Jiwarpur Chauth PO Samastipur Dist. Samastipur	12/79	3	3	—	—	—	Ram Niranjana Roy — —	I.Sc.
8.	Dudhpura PO Samastipur Dist. Samastipur	12/79	7	6	—	1	—	Sundeswar Tiwari — —	Matric
9.	Pitaujhia Via/PO Samastipur Dist. Samastipur	12/79	28	11	—	17	—	Wakil Pd. Yadav — —	B.A.
10.	Harpur Ahlauth AT/PO Harpur Ahlauth Dist. Samastipur	10/80	—	—	—	—	—	Sri H.K. Roy	



**Gujarat**  
(Information as on 17.3.1981)

1. (a) Shri S.G. Nathru, Field Adviser, N.C.E.R.T., I-B, Chandra Colony, Behind Law College, Ahmedabad.  
(b) Convener : Shri Athar Ata, Asstt. Field Adviser, NCERT, Ahmedabad.
2. Name of the Office : Asstt. Field Adviser (NCERT), I-B, Chandra Colony, Behind Law College, Ahmedabad.  
with postal address
3. Field Supervisor : 1. Name — Shri Vishnubhai D. Upadhyay  
2. Address — 20/A, Municipal Servants Society, Kankaria Road, Ahmedabad-22  
3. Qualification — i). B.Com. (ii) Dip. in Drama (iii) Passed Mountaineering Exam.  
4. Experience — 4 years working experience as honorary teacher  
5. Working since — 1.5.1980  
6. Social activities — Active social worker.

4. NFE Centres

Sl. No.	Name of the centre with complete address	Started in the month/year	Total		Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee	Achievements Class Level-I
			SC	ST	SC	ST	SC	ST						
1.	Gitamandir NFE Centre Majdor Gaon Area, Near Gitamandir Ahmedabad.	1.2.30	32	8		24			Sh. K.M. Makwana Manakpura Gitamandir Rd. Ahmedabad	46	SC	Passed Matriculation. Worked as teacher for 3 yrs. experience as social worker & 25 yrs experience as clerk	1. Sh. Tulsibhai Marmar 2. Sh. T.G.B. 3. Sh. V.I. Charnar Social Workers.	Pupils have made good progress in a) Gujarati b) Arithmetic c) Environment d) Songs & group activities.

2.	Machhpir NFE Centre, B.D. Balvtika Maninagar, Ahemdabad	1.2.80	30	19 (Others-1)	—	—	—	Mrs. A.D. Desai 6/1. Krishna Flat, Rambang Maninagar Ahmedabad-8	49	No	Non-matric 8 yrs. exp. as a social worker	1. Sh. Jagmath 2. Sh. Laljibhai 3. Social Workers	Pupils have made good progress in a) Gujarati b) songs & group activities.
3.	Amraiwadi NFE Centre Municipal Shala No. 1&2 Amraiwadi Ahmedabad	1.9.80	30	5	12	13	—	Sh. Joshi C. Chandrakant 17, Amermain Society Kokhra Hatkashwar Mahadev, Amraiwadi Ahmedabad	21	No.	1. S.S.C. (X) 2. Pre Art (XI) Class	1. Sh. S. Devjibhai 2. Sh. Umia Shankar Trivedi 3. Sh. Amritbhai 4. S.S.A.S. Rajput	Pupils have made progress in a) Gujarati b) Arithmetic c) Environment d) Songs & Grp e) Activities f) Paper craft work.
4.	Gulbai Tekra NFE centre Municipal Shala Ellisbridge Ahmedabad-6 (2 centres merged)	24.11.80	47	25 (Others-7)	—	25	—	Miss Tarulata Dave, 8, Dariyapur Patel Society, Bhag-4 Usmanpura Ahmedabad-14	21	No	Passed New SSC & Work- ing as Nursery since two months	1. Sh. D.B. Parmar 2. Mrs. Amrita Chowdhary 3. Sh. A.N. Desai	Pupils have learnt a) Gujarati b) Arithmetic c) Environment d) Songs & Grp activities e) Teaching through A.V. Aids.
5.	Tilakwada Centre C/o Sh. K.M. Shah Sarvajnik High School, Tilakwada Distt. Baroda	20.9.80	21	5	9 (Others-7)	—	—	Sh. Rajnikant C. Shah C/o Sh. K.M. Shah Sarvajnik High School, Tilakwada Distt. Baroda	85	No	B.A. (Maths B.Ed. & M.Ed. under training	1. Sh. Suresh B. Shah 2. Sh. Satyendra Kumar	Pupils have made good progress in a) Gujarati b) Arithmetic c) Environment d) Songs & Grp- activities.

6.	Savli NFE Centre C/o High School Tal. Savli Distt. Baroda (Jarod Centre Since closed)	20.9.80	18	—	8	1	4	Sh. Mochi M.A. Ambalal At/PO. Somalaya Bd. High School 10, Housing Soc. Tal. Savli, Distt. Baroda	26	No	B.Sc. B.Ed. 6 yrs experience as teacher 2 yrs. experience as social worker of NSS (Med student)	1. Sh. Satyendra Kumar 2. Sh. Gajjar	Pupils have made good progress in a) Gujarati b) Arithmetic c) Environment d) Songs & grp activities.
7.	Kavi NFE Centre C/o Sarvajani High School P.O. Kavi Ta. Jambusar Distt. Broach	20.9.80	45	7	6	—	—	Sh. Patel S. Musa Teacher C/o Sarvajani High School Kavi. P.O. Kavi Ta. Jambusar Distt. Broach	35	No	B.Sc. B.Ed. 1. Mahesh Chandra G. Bhat, Chairman Kavi Kelvani 2. Ismaili Sule- man, Sarpanch President Paent Association of the Sarva- janik School, Kavi.	Pupils have made good progress in a) Gujarati b) Arithmetic c) Environment d) Songs & grp. activities information area a) Fishing b) Diamond industry given.	
8.	NFE Centre Dani Limda, Village Shahalam, Ahmedabad-28	1.11.80	48	26	22	—	—	Mrs. Manjnaben A. Pandya G-19, P&T Colony, Shehalam Ahmedabad-28	47	No.	Under- matric 6 yrs. work- ing experie- nce as Bal- mandir teacher	1. Bashir B. Shaikh 2. Sh. Niazkhan Nawab Khan Pathan 3. Mohd. Far- man Ghori	Pupils have made good progress in a) Gujarati b) Arithmetic c) Environment d) Songs & grp. activities. e) Paper and Bamboo Toys.

9.	NFE Centre, Chandola Talab Shahalam Ahmedabad-28	1.12.80	40	20	20	—	—	Mrs. Abidabegum Pathan 9/201 Municipal Quarter, Nr. Mira Talkies Ahmedabad	No	S.S.C. Passed 1. N.K. Pathan Teaching 2. Shafibhai experience 3. Bashirbhai Tailoring Shaikh Craft Course	Pupils have done good progress in a) Gujarati b) Arithmetic c) Environment d) Songs & Grp. e) Paper and Bamboo Toys
10.	NFE Centre Ilalnagar Chandola Talab Ahmedabad-28	1.12.80	30	10	20	—	—	Sh. Farukbhai Shaikh	No.	M.A. B.Ed. 1. Nathubhai Patel 2. S. Pathan	Pupils have made good progress in a) Gujarati. b) Arithmetic c) Environment d) Songs & Grp Activities. e) Paper and Bamboo Toys

**Jammu & Kashmir**  
(Information as on 24.11.1980)

1. *Convener* : Field Adviser (NCERT), Nizam Manzil, Sher-i-Kashmir Colony, S. No. 2, Qamarwari, Srinagar-190010
2. *Name of the Block with postal address* : Sambal, Sonawari Block, Distt. Baramulla
3. *Field Supervisor* :
  1. Name
  2. Address
  3. Qualification
  4. Experience
  5. Working since
  6. Social activities

4. *NFE Centres*

<i>Sl. No.</i>	<i>Name of the centre with complete address</i>	<i>Started in the month/year</i>	<i>Total</i>	<i>Boys Total Enrolment</i>	<i>Girls</i>	<i>Name of the teacher with complete address</i>	<i>Age</i>	<i>SCIST</i>	<i>Qualifications/experience</i>	<i>Name of the persons contributing NFE centres or Member of Local Committee</i>
1.	NCERT Nowgam Sunbal Sonawari	8/79 Timings 6 to 8.30 PM	53	38	15	Ghulam Abd. Malik R/o Nowgam Sonawari, PO Sambal Distt. Baramulla	27	—	Matriculate	1) Syed Hussain Shah, Chairman 2) Sh. Rassol Bahor Seeb 3) Ali Moh Shah 4) Juma Zawar Chakan 5) S. Sunawala Dar 6) Ali Mohd. Chahar 7) Mohd. Akbar Dar. 8) Syed Mohd. Shah 9) Mohd. Isaq Dar

2.	NCERT Centre Sumbal, Keet	8/79	50	33	17	Mohd. Amin Jee S/o G.H. Rasool Jee, PO Sumbal	26	—	T.D.C.(I)	1) Haji G.H. Mohiuddi Kuchay 2) Abdul Rajim Wari 3) Abdul Ahmad Khan 4) Abdul Rehman Parab
3.	NCERT School Payeen, Tehzil Sonawari PO Benziwara Block Sumbal Baramulla (J&K)	8/79	46	36	10	Ali Mohd Mullah S/o Gh. Mohi-ud-din Malla, Tehzil, Sonawari Dist. Baramulla (J&K)	25	—	Matric	1) Gh. Mohi-ud-din Wari S/o Gh. Mohd Wari (President) 2) Assdulla Malla S/o Akbar Malla (Secretary) 3) Mdid Qasim S/o Rasool Wani (Member) 4) Hazimuse Wari S/o Alm Wari (Member) 5) Gh. Hyder Wari S/o Gh. Raseel Wari (Member) 6) Mohd Qasim Resi S/o Abraham Resi (Member) 7) Ali Mdid Wani, S/o Gh. Mohidin (Member) 8) Mohd Qasim Wani S/o Gh. Rasool Wari (Member)

										9) Ali Mohd. Malla S/o Gh. Mohi-ud-din Malla, Field Worker.
4.	NCERT Non-formal Centre Shitwat	8/79 Timings 3 to 8 PM.	20	8	12	Miss Akhter Nasim D/o late Haji Qasim Ali Sambal Sonawari	23	—	P.U.C.	1) Gulam Hassain Malla 2) Gulam Mohd. Dar 3) Ab. Rahim Malla 4) Mohd Jaffar 5) Mohd Jaffar Malla
5.	NFE Centre Vill. Asham PO. Ashim Sonawari Baramulla Kashmir	5/80 Timings 6 to 8.30PM.	50	10	40	Syed Mohd. Ashraf Shah, S/o Syed Noor-ud-din Shah Village Asham Sonawari Distt. Baramulla Kashmir	27	—	P.U.C. through Kashmir Uni. Mulvi through Fizile Deniyat through Deaban Uni.	1) Mohd. Shaban Parry (President) 2) Mohd. Abdulla Shah (Vi-prsd.) 3) Moh. Sultan Mir (Secretary) 4) Noor Mohd.
6.	NFE Centre Vill Wangipura PO Sambal Sonawari Dist. Baramulla Jamma & Kashmir	8/19 timings 6 to 8 PM.	45	25	20	Ghulam Ahmed Parey S/o Ghulam Nabi Parey Vill. Wangipura Sambal Sonawari Distt. Baramulla (J & K)	30	—	Under-graduate	1) Md. Mawbooh Parey (Prsd.) 2) Habibeillah Parey (Vi-Prsd.) 3) Mohd. Sherif Parrey (Treasurer) 4) Gh. Mohd. Mir (Secretary)

7.	Rake Shilawat Teh. Sonawari Sumbal PO Sumbal-193501 Dist. Baramulla Kashmir	8/79	50	36	14	Nassir Ali Mailah R/o Shilrat Teh. Sonawari PO Sumbal-193501 Distt. Baramala Kashmir	24	—	1st IDC	1) Kh. Ali Mohid Rather 2) Kh. Gh. Ahmad Bhat 3) Gh. Hassan Dar 4) Ali Mohd. Wani 5) Habib Dar 6) Ali Mohd. Nar 7) Rehman Dar 8) Kh. Abbar Bhat 9) Mohd. Rather 10) Hussan Bhat
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**Karnataka**  
(Information as on 12.11.1980)

1. **Convener** : Field Adviser (NCERT), No. 714, 9th Cross  
West of Chord Road, Rajajinagar, Bangalore-560010
2. **Name of the Block with postal address** : Sathanur Hobli, Kanakapura Taluk, Bangalore District.
3. **Field Supervisor** :
- |                      |   |   |
|----------------------|---|---|
| 1. Name              | — | Sri S. Siddarama Gowda  |
| 2. Address           | — | C/o Principal, Rural College, Kanakapura-562117 Bangalore District                          |
| 3. Qualification     | — | B.Sc.   |
| 4. Experience        | — | 2 years as supervisor in charge of Adult Education Centres run by Rural College, Kanakapura |
| 5. Working since     | — | 2.10.1980   |
| 6. Social activities | — | Interested in educational programmes for rural upliftment                                   |

4. **NFE Centres**

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	NFE Centre Sathanur-I C/o Panchayat Office, Sathanur (PO) Kanakapura Taluk Bangalore District	10/80	45	1	1	1	1	Sri K. Siddaiah S/o Kulla Setty Field Worker NFE Centre Sathanur-I Sathanur (PO) Kanakapura Taluk Bangalore District	27	—	SSLC	Local Committee Sathanur-I Sriyuths; 1) Parashivaiah, President 2) Dyavarase gowda 3) Syed Yusuf 4) Nagaraj, Secy. 5) Pevarajachar

2.	NFE Centre Sathanur-II Harijan Colony Sathanur (PO) Kanakapura Taluk Bangalore Dist.	10/80	30	30	—	—	—	Sri S. Premachandra S/o Sri S.N. Shivanna F.W. NFE Centre Harijan Colony Sathanur (PO) Bangalore Distt.	21	—	Dip. in Mech. Engg.	<i>Local Committee Sathanur-II Harijan Colony:</i> 1) Shivanna President 2) Siddaiah 3) Chikkamallaiah (Secy.) 4) C. Mallaiah 5) Siddappaji
3.	NFE Centre Halasur Sathanur (PO) Kanakapura Taluk Bangalore Dist.	10/80	45	—	—	—	—	Sri. H.S. Shivashankariah S/o H.S. Shivannanjaiiah Field Worker, NFE Centre Halasur, Sathanpur (PO) Bangalore Dist.	24	—	B.A. failed	<i>Local Committee Balasur: Sriyuths:</i> 1) Shivabasava- gowda, H.K. President 2) Thammaiah 3) Javaregowda H.C., Secretary 4) Raghunath Rao 5) Basavaraju
4.	NFE Centre Duntur Sathanur (PO) Kanakapura Taluk Bangalore Dist.	10/80	41	—	—	—	—	Sri Dm. Adishesha Field Worker NFE Centre, Duntur Sathanpur (PO) Kanakapur Taluk Bangalore Dist.	32	—	SSLC	<i>Local Committee Duntur: Sriyuths:</i> 1) Paramashive- gowda President 2) Marigowda, D.M. , Secretary 3) Rajegowda 4) Thimmappa V. 5) Huchanna
5.	NFE Centre K. Palya Sathanur (PO)	10/80	30	—	—	—	—	Sri M. Rangaswamy S/o Mailegowda Field Worker	22	—	SSLC	<i>Local Committee K. Palya: Sriyuths:</i> 1) Kadarappa

	Kanakapura Taluk Bangalore Dist.							NFE Centre K. Palya Sathanpur (PO) Kanakapura Taluk Bangalore Dist.				President 2) Borajjegowda 3) Venkataramma- asppa, Secretary 4) Chandreshe- karadya 5) Bommegowda
6.	NFE Centre 10/80 Mallegowdanadoddi (PO) Via Sathanur Kanakapura Taluk Bangalore Dist.	34	—	—	—	—	Sri Mallaiah S/o Mallegowda Field Worker Mallegowdanadoddi PO Via Sathanur Kanakapura Taluk Bangalore Dist.	29	—	PUC	Local Committee Mallegowda- nadoddi: Sriyaths: 1) K.H. Patte- swamygowda President 2) Javarayigowda 3) Ergowda 4) Mallegowda 5) Jogappa 6) Maddegowda 7) Chandregowda Secretary	
7.	NFE Centre 10/80 Kalegowdanadoddi Sathanur (PO) Kanakapura Taluk Bangalore Dist.	30	1	1	—	—	Sri K. Pattaswamy Field Worker NFE Centre Kalegowdanadoddi Sathanur (PO) Kanakapura Taluk Bangalore Dist.	24	—	B.Sc.	Local Committee Kalegowdanadoddi Sriyaths: 1) Dasegowda President 2) Chikkahannaiah 3) Honnaiah 4) Shivaana 5) Siddegowda Secretary	
8.	NFE Centre 10/80 Delimba Sathanur (PO)	42	3	2	—	1	Sri D.L. Ramalingaiah S/o Lingaiah Field Worker.	28	—	SSLC	Local Committee Dalimba: Sriyaths: 1) Ramaiah, L.	

Kanakapura Taluk Bangalore District						NFE Centre Dalimba, Sathanur (PO) Kanakapura Taluk, Dist. Bangalore			President 2) Kenchappa Secretary 3) Lingaiah 4) Kallegowda 5) Kompegowda 6) Karigowda		
9.	NFE Centre Veddaradoddi Sathanur (PO) Kanakapura Taluk Bangalore Distt.	10/80	35	—	—	—	—	Sri D.H. Jayaramaiah S/o Hoanngigowda Field Worker NFE Centre, Veddaradoddi Sathaanur (PO) Kanakapura Taluk Bangalore Distt.	25	—	SSLC  <i>Local Committee Veddaraddoddi Sriyuths:</i> 1) D. Venappa President 2) Chikkavan- katesan 3) G. Chowdappa 4) Chikkarsaiah Secretary 5) Guruvanav- enkata
10.	NFE Centre Arekkatedoddi (PO) Via Sathaanur Kanakapura Taluk Bangalore Distt.	10/80	45	—	—	—	—	Sri Shankara Gowda Field Worker NFE Centre Arekkatedoddi (PO) Via Sathaanur Kanakapura Taluk Bangalore Distt.	23	—	B.Sc.  <i>Local Committee Arekkatedoddi Sriyuths:</i> 1) Parashivaiah President 2) Dyavegowda 3) Narjegowda 4) Shivalingaiah 5) Channappa K. 6) Esvaraiah Secretary

**Kerala**  
(Information as on 14.4.1981)

1. *Convener* : Field Adviser (NCERT), F.S.I.E. Buildings, Poojappura, Trivandrum-695012
2. *Name of the Block with postal address* :
3. *Field Supervisor* :
- |                      |   |  |
|----------------------|---|--|
| 1. Name              | — | S.K. Surendran   |
| 2. Address           | — | Surendra Sadan, Kalliyoor (PO) Trivandrum-695020   |
| 3. Qualification     | — | Passed SSLC attended training course for the Class of Adults (1st class certificate) Cooperative training from Cooperative College |
| 4. Experience        | — | 1. Library Movement - State Worker<br>2. Co-operative Movement - State Worker.<br>3. Worked in Culture and Arts Organization       |
| 5. Working since     | — | 12.12.1978 Survey work and NFE Centres.  |
| 6. Social activities | — | Library Movement, Cooperation Movement and cultural activities in the State.   |

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Vellayani Agr. College Ward	3/79	4	3	—	1	—	B.K. Sathikumar Melattigottu Veedu Kizhoor Vellayani	24 M	—	SSLC III Course completed	C.V. Thankayyan
2.	Kalliyoor Ward Kakkammoola SLPS	3/79	—	—	—	—	—	K. Divakaran Nair Pulinala <sup>2</sup> House Kizhoor (Vellayani)	21 M	—	SSLC	P. Gopalakrishnan

3.	Peringammala Kalliyoor RCLPS	3/79	—	—	—	—	I. Russel Kalliyoor (PO) Trivandrum	31	—	SSLC	R. Kuttan Nadar
4.	Vellayani Ponnu-3/79 managaiam, GSC LPS Ponnumangalam		8	4	—	2 2	V. Mohan Kumar Lakshmvilasam Vellayani (PO) Nemom	28	—	SSLC PUC Completed	P. Balakrishnan
5.	Ookkode Nursery 8/79 School		11	3	—	8 —	K. Santhakumari Amma Lakshmvilasam Vellayani (Nemom)	32 F	—	B.A.	P. Parameswaran Pillai
6.	Upaniyoor, MGCM School Pravachambalam	3/79	6	6	—	— —	S. Rajamma Ookkode, Nemom	28	—	SSLC ITI	Re Fr. Varghese
7.	Studio Ward Nemem, Trivandrum	3/80	—	—	—	— —	R. Vasanthakumari Amma	32	—	SSLC Typewriting	P.V. Anandan
8.	Balaramapuram (Venganoor)	2/80	—	—	—	— —	G. Lilly Flower R.C. Street Balaramapuram	21 F	—	SSLC	S. Kailash
9.	Vizhinjam Centre-I	2/80	—	—	—	— —	B. Bensigar Pereira Pereira House Vizhinjam (Kottappuram)	24 M	—	SSLC PDC	Sri Sebastian
10.	Vizhinjam Centre-II	2/80	—	—	—	— —	L. St. Rose Fernandes Christ House Vizhinjam	21 F	—	SSLC	Sri R. Fernandes

**Madhya Pradesh**  
(Information as on 20.11.1980)

1. *Convener* : Field Adviser NCERT, MIG-161, Saraswati Nagar, Jawahar Chowk, Bhopal-462 017
2. *Name of the Block with postal address* : Block Multai, Dist: Betul, C/o H.M. Govt. Middle School (Boys) )Betul) M.P.
3. *Field Supervisor* :
- |                      |   |   |
|----------------------|---|---|
| 1. Name              | — | Shri H.R. Warthe  |
| 2. Address           | — | C/o H.M. Govt. Middle School, Multai, Betul M.P.                          |
| 3. Qualification     | — | M.A. Economics, B.Ed. (RCE,Bhopal)  |
| 4. Experience        | — | Two years in NFE education (NCERT Bhopal)                                 |
| 5. Working since     | — | 25.11.1978  |
| 6. Social activities | — | Manual work in villages and helping in gobhar gas plant, agriculture etc. |

4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Chandra Khurd At Post- Chandra Tq. Multai	1/79	7	1	—	6	—	Sh. H.R. Pawar At. PO. Chandra Khurd, Tq. Multai Dt. Betul (MP)	24	—	Hr. Sec.	1) H.R. Pawar 2) H.L. Dahure Sarpanch 3) S.K. Dahure
			Boys 14	Girls 23	Total 37	SC 7	ST 1					
2.	Multai Centre Guru Dharmadas School, Multai	1/79	4	—	—	—	4	Ka. C. Pownikar Guru Dharmadas School Multai	22	—	M.A.(Pre)	1) Sh. D. Yadav 2) Kujjial Soni 3) Chitra-Pownikar 4) Fakaradin Mulla
			Boys —	Girls 30	Total 30	SC —	ST 7					

3.	Sandhya At PO Sandhya Ta Multai Dt. Betul (MP)	1/79	1	1	—	—	—	Sh. Rahnath Barde AT-Po Sandhya Multai Dt. Betul (MP)	66	—	Retired Trained teacher	1) Ganga Ram Barde 2) Gulabrao Kalakar 3) Rahnath Barde
4.	Parmandal AI/PO Parmandal Tq. Multai	1/79	1	1	—	—	—	Sh. Chinta Ram Harode AI/PO Parmandal Dt. Betul (M.P.)	25	—	B.Com. Final	1) Tap Prasad Sahu 2) Tamil Choudri 3) Laxman S. Ch. 4) C.R. Harode
5.	Malegaon PO Paradsinga Tq. Multai Dt. Betul (M.P.)	1/79	18	8	—	9	1	Ajabraogete AI/Malegaon Ta Multai Paradsingon	27	—	B.A.	1) Ramro D. 2) Rahnath M. 3) A.R. Geete 4) Rahnath M.
6.	Chouthiya Tq. Multai AI/PO Chouthiya Dt. Betul (M.P.)	1/79	5	—	—	—	5	S.R. Barange AI/PO Chouthiya Ta. Multai Dt. Betul (M.P.)	21	—	M.A. in Economics (Pvt.) 2 yrs experience NFE	1) Lakhan Lal D 2) Himji Pathkar 3) S.R. Barange 4) M.I. Barange
7.	Paradsinga AI/PO Paradsinga Tq. Multai Dt. Betul (M.P.)	1/79	6	1	—	5	—	V.R. Bodkhe AI/PO Paradsinga Tq. Multai Dt. Betul (M.P.)	27	—	B.Sc. 1 year 8 months experience	1) G.R. Khade 2) M.R. Deshmukh 3) N.R. Bodkhe 4) H.K. Godwarde
8.	Chikhali Khurd Ta. Multai Dt. Betul (M.P.)	1/79	12	3	—	8	1	S.R. Barde At/Chikhali PO. Paradsinga Tq. Multai Dt. Betul (M.P.)	27	—	M.A. Eco B.Ed. 2 yrs NFE M.A. Pol. Sc.	1) Tukaram U. 2) Umraw Dange 3) S.R. Barde 4) Panduji Dange



9.	Mohi At/PO Mohi Tq. Multai Dt. Betul (M.P.)	1/79	5	2	3	—	—	L.S. Chouhan At/PO Mohi Tq. Multai Dt. Betuai (M.P.)	34	—	Hr. Sec	1) L.P. Pere 2) Nepal Singh 3) L.S.Chouhan 4) Pawan Singh
10.	Jouikheda At/PO Jouikheda Tq. Multai Dt. Betul (M.P.)	1/79	3	1	—	—	1	M.L. Sagare At/PO Jouikheda Tq. Multai	22	—	Hr. Sec. Nil	1).L.L. Parihar 2) Mahik Rao 3) M.L. Sagare.

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**Orissa**  
(Information as on 9.10.1980)

1. *Convener* : Field Adviser (Orissa) Homi Bhabha Hostel, R.C.E. Campus, Bhubaneswar-751007
2. *Name of the Block with postal address* : Denagadi Block, At/PO Danagadi, Distt.-Cuttack (Orissa)
3. *Field Supervisor* :
  1. Name - Sh. Ganeswar Mishra
  2. Address - At/PO Salinganga. Via Dangadi, Distt. Cuttack (Orissa)
  3. Qualification - B.A.
  4. Experience - 4 years of teaching experience in different High Schools and M.E. Schools.
  5. Working since - 20.12.1978
  6. Social activities - Nil.
4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Sagadugula Centre At-Sagadugula PO Nadiabhanga Via-Jaipur Road Dist. Cuttack	12/78	22	—	20	—	—	Sh. Biswanathkar AT/PO Saliganga Via-Danagadi Cuttack	21	—	Matric	1) S/s Trilochan Mahant 2) Harinhar M. , 3) K.C. Mahanta 4) Raisingh M. 5) Sidir Munda
2.	Balipal Centre At-Balipal PO Dangadi Dist. Cuttack	12/78	20	—	20	—	2	Sri Lalmoan Naik At/Durgapur PO Salijauga Via Danagadi Dist. Cuttack	40	ST	Matric	1) S/s Thakur S. Tamsey 2) Gahma Munda 3) Janardan B. 4) Rashik Munda 5) Sanatan Dangili

3.	Durgapur Centre 12/78 At Durgapur PO Salijanga Via Danagadi Dist. Cuttack	23	—	21	—	2	Sh. Mohan Charan At/PO Salijanga Via Dangadi Dist. Cuttack	21	—	Matric	1) Surdan Saye 2) Dhanu Nayak 3) Nabaghan Hanhaga 4) Sanda bankira
4.	Nuagaon Centre 12/78 At Nuagaon (Chitri) PO Chitrigobardhanpur Via Jajpur Road Dist. Cuttack	29	—	29	—	—	Sh. Unakanta Singh At Nuagaon PO Chitrigobardhan- pur. Via Jajpur Road Dist. Cuttack	26	ST	Class X	1) Sh. Hatiram M. 2) Sagar Munda 3) Bhagaban Sahu 4) Banambar S. 5) Sanatan Munda
5.	Fuljhar Centre 12/78 At Fuljhar PO Chitrigobardhanpur Via Jajpur Road Dist. Cuttack	27	2	25	—	—	Sh. Dasarathi Hembram PO Chitrigobar dhanpur Via Jajpur Road Dist. Cuttack	22	ST	Class XI	1) Sh. Purusottam Purty 2) Sh. Dubarai P. 3) Sh. Bijaya B. 4) Khetrarohan P. 5) Bagada Purty
6.	Nayabagapatia 12/78 Centre At -do- PO Aswasthapal Via Jajpur Road Dist. Cuttack	30	4	18	3	5	Sh. S. Jena At Nayabagapatia PO Aswasthapal via Jajpur Road Dist. Cuttack	20	—	Matric	1) Narahari P. 2) Sudarsan D. 3) Kirtan B.K. 4) Trilochan S. 5) Madhusudan D.
7.	Lenlekan Centre 12/78 At Deulakan PO Dankari Sahi Via Jajpur Road Dist. Cuttack	—	—	—	—	—	Sri D. Jena At Nayabagapatia PO Aswasthapal Via Jajpur Road Dist. Cuttack	27	—	Class XI	1) Bhakta Mahaamta 2) Maheswar M. 3) Balram M. 4) Krishna M. 5) Upendra M.
8.	Patabali Centre 12/78 At Patabali PO Dankarisahi Via Jajpur Road Dist. Cuttack	10	2	—	7	1	Sh. J. Mahanta At patabali PO Dankarisahi Via Jajpur Road Dist. Cuttack	27	—	Class XI	1) Padan Patra 2) Baidhar Patra 3) Gangadhar D. 4) Daitari M. 5) Radhunath M.

9.	Dankari Sahi Centre At/PO -do- Via Jajpur Road Distt. Cuttack	12/78	10	2	7	—	1	Sh. P. Behera AT/PO Danakarisahi Via Jajpur Road Dist. Cuttack	29	—	Class XI	1) Gayadhar M. 2) Sabagwan P. 3) Ganranga M. 4) Harikar Ojha 5) Chandramani Mahanta
10.	Kiajhar Centre At Kiajhar PO Dankarisahi Via Jajpur Road Dist. Cuttack	12/78	11	—	7	—	4	Sh. Bhaktabandhu Mahanta At Kiajhar PO Dankarisahi Via Jajpur Road Dist. Cuttack	36	—	Matric with 4 yrs. teaching experience	1) Ananda M. 2) Ghaaashyam Mahanta 3) Harikar M. 4) Saikan Majhi 5) Shankarshan Majhi

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**Punjab**  
(Information as on 4.3.1980)

1. *Convener* : Field Adviser (NCERT), Chandigarh
2. *Name of the Block with postal address* : Ferozepur/Zira Dist. Ferozepur (Punjab)
3. *Field Supervisor* :
- |                      |   |   |
|----------------------|---|---|
| 1. Name              | - | Sh. S.P. Monga  |
| 2. Address           | - | Sh. S.P. Monga, Vill. Valoor, PO. Sandehasha, Distt. Ferozepur                          |
| 3. Qualification     | - | B.A. B.Ed.  |
| 4. Experience        | - | 13 years as TGT and 2 years as BEO  |
| 5. Working since     | - | He has been given appointment letter on 23.12.80 but he has not sent his joining report |
| 6. Social activities | - | Nil   |
4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	NFE Centre Vill. Markhai PO. Kassona Dist. Ferozepur	7/80	29	21	—	8	—	Sh. Bagh Singh	40	—	Matric	Sh. Gurjant Singh Sarpanch Vill. Markhai
2.	NFE Centre V. & PO Bharana	7/80	40	25	—	15	1	Sh. Sukhbir Singh	26	—	Matric	Sh. Nirmal Singh Sarpanch Vill. Bharana
3.	*NFE Centre Vill. Choochakwind PO Kassona Dist. Ferozepur	7/80	—	—	—	—	—	Sh. Harcharan Singh	20	—	Matric	Sh. Paritam Singh Sarpanch Vill. Choochakwind

4.	NFE Centre Vill. & PO Sandehasham Dist. Ferozepur	12/80	19	12	—	7	—	Sh. Kashmir Singh	26	—	Graduate	Sh. Raguraj Singh Surpanch Vill. Sherkanwal
5.	NFE Centre Vill. Valoor PO. Sharkhawala Dist. Ferozepur	12/80	26	16	—	10	—	Sh. Vasant Singh	20	—	Matric	Sh. Pakhar Singh Surpanch Vill. Valoor
6.	NFE Centre Sherkanwala Dist. Ferozepur	12/80	16	6	—	10	—	Miss Kulwant Kaur	21	—	Matric	Sh. Joginder- Singh, Surpanch Vill. Sursinghwal
7.	NFE Centre Vill. Sursinghwal PO. Lokgarh Dist. Ferozepur	12/80	43	13	—	30	—	Miss Santokh	19	—	Matric Nursery trained	Surpanch Vill. Sursinghwal
8.	NFE Centre Vill. & PO Lohgarh Dist. Ferozepur	12/80	14	10	—	4	—	Sh. Balbir Singh	19	—	Matric	Sh. Dhirap Singh Surpanch Vill. Lohgarh

\* The Centre at Choochakwind is closed since Oct., 1980.

**Rajasthan**  
(Information as on 27.11.1980)

1. *Convener* : Field Adviser (NCERT), B-47, Prabhu Marg, Tilak Nagar, Jaipur-302004
2. *Name of the Block with postal address* : Block Bassi, Pauchayat Samiti, Tehsil Bassi, Dist. Jaipur (Rajasthan)
3. *Field Supervisor* :
- |                      |   |  |
|----------------------|---|--|
| 1. Name              | - | Sh. Ram Swaroop Sharma   |
| 2. Address           | - | Village and Post Garh Tehzil Bassi, Dist. Jaipur (Rajasthan)   |
| 3. Qualification     | - | B.A.   |
| 4. Experience        | - | Nil  |
| 5. Working since     | - | 1st Jan., 1979 to date.  |
| 6. Social activities | - | Consists of good contacts with DO, Sarpanchas of the villages. |
4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Hathipura (Lalgarh) Tehsil-Bassi Jaipur	1/79	11	2	4	3	2	Sh. Kanhya Lal Main Post-Garh Tehsil-Bassi Jaipur	25	—	Higher Secondary	
2.	Garh Tehsil-Basi Jaipur	1/79	30	10	—	20	—	Smt. Prem Latha Main Post-Garh Tehsil Bassi Jaipur	26	—	8th Passed	
3.	Talai Ki Dhani Main Post-Toda Bhata, Tehzil-Bassi Jaipur	1/79	56	20	16	—	20	Sh. Jagdish Sharma Main Post-Toda Bhata, Bassi Jaipur	28	—	Hr. Secondary	

4.	Lalgarh Tehzil- Bassi Jaipur	1/79	32	—	11	—	21	Sh. Bhauri Lai Sharma Main Post Lalgarh Bassi, Jaipur	55	—	High School
5.	Dubli Post Madhogarh Bassi, Jaipur	4/79	8	4	—	4	—	Sh. Shankar Lal Sharma Main Post Dubli Madhogarh, Bassi Jaipur	28	—	Higher Secondary
6.	Kishanpura PO Lalgarh Bassi, Jaipur	1/79	26	—	12	—	14	Sh. Badri Narayan Post Kishanpura Lalgarh, Bassi Jaipur	27	—	Higher Secondary
7.	Karka Ki Dhani PO. Lalgarh Bassi, Jaipur	4/79	2	—	2	—	—	Sh. Harsahay Main Post Garh Bassi, Jaipur	31	—	Higher Secondary
8.	Prithvipura PO. Rajpura Bassi, Jaipur	7/80	29	15	—	14	—	Sh. Nathu Lal Dubli, PO. Rajpura Bassi, Jaipur	26	—	Higher Secondary
9.	Gumanpura PO. Madhogarh Bassi, Jaipur	7/80	23	10	—	23	—	Sh. Girver Singh Gumanpura PO. Madhogarh Bassi, Jaipur	29	—	Higher Secondary



**Tamil Nadu**  
(Information as on 30.11.1980)

1. *Convener* : Field Adviser (NCERT), No. 32, Hindi Prachar Sabha Street, T. Nagar, Madras
2. *Name of the Block with postal address* : St. Thomas Mount Panchayat Union, Madras-600064
3. *Field Supervisor* : 1. Name - Mr. D. Mohandas  
2. Address - No. 3/18, Paduvancheri, Mappedu Post, Tambaram, Madras-600073  
3. Qualification - B.A. (History)  
4. Experience - Working as Field Supervisor of Non-formal Education Centres  
5. Working since - From 20-7-1979
4. *NFE Centres*

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	SC/ST	Qualifications/experience	Name of the person contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST					
1.	Chitlapakkam St. Thomas Mt. P.O. Madras-64	12/78	31	17	—	13	—	Mr. P. Vinayagam	20	SC	SSLC failed	
			Total 31	Boys 18	Girls 13							
2.	Madambakkam	12/78	40	27	—	3	—	Mr. A. Shankar	20	—	-do-	
			Total 40	Boys 36	Girls 4							
3.	Ottiyambakkam	12/78	35	14	2	10	—	Mr. J. Haridas	20	—	-do-	
			Total 35	Boys 21	Girls 14							
4.	Paduvancheri	6/79	28	14	—	14	—	Mr. K. Shridhar	22	—	-do-	

5.	Ramakrishnapuram	10/79	36 Total 36	9 Boys 20	10 Girls 16	Mr. R. Mathivanan	26	—	-do-
6.	Semmacheri	12/78	52 Total 52	15 Boys 23	15 Girls 29	Mr. V. Gopalakrishnan	23	—	SSLC failed
7.	Sithalapakkam	12/78	81 Total 81	— Boys 32	— Girls 49	Mr. A. Soundarajan	21	—	-do-
8.	Thiruvancheri	7/79	36 Total 36	15 Boys 15	15 Girls 21	Mr. R. Kamaraj	19	—	-do-
9.	Vengapakkam	12/78	32 Total 32	— 1 Boys 18	— 2 Girls 14	Mr. r. Kodandan	32	—	-do-

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Uthandi Centre closed on 10.7.1980.

**West Bengal**  
(Information as on 31.1.81)

1. **Convener** : Field Adviser (NCERT), Calcutta. 1) Dr. S.P. Sharma, Field Adviser  
2) Mr. J.N. Verma, Assistant Field Adviser
2. **Name of the Block with postal address** : Egra Block-II, PO Egra, Dist. Midnapur, West Bengal
3. **Field Supervisor** : 1. **Name** - Sh. Kamal Kant Raul  
2. **Address** - Vill. Rajendra Chowk, PO Keutgeria, Via Balighai Dist. Midnapur (W.B.)  
3. **Qualification** - M.A.  
4. **Experience** - Five years teaching experience in a non-recognised High School  
5. **Working since** - 24 December, 1978  
6. **Social activities** - Rural Social Worker
4. **NFE Centres**

Sl. No.	Name of the centre with complete address	Started in the month/year	Total	Boys		Girls		Name of the teacher with complete address	Age	Qualifications/experience	Name of the persons contributing NFE centres or Member of Local Committee
				SC	ST	SC	ST				
1.	Rajendra Chak NFE Centre Vill. Rajendra Chak PO Keutgeria Dist. Midnapur (W.B.)	3/79	40	29	—	11	—	Sh. Panchanan B. Vill. Rajendra Chak PO Keutgeria Dist. Midnapur (W.B.)	37	S.F. Teaching in NFE Centre	1) Sh. Paresh Ch. 2) Sh. Nagendra Bar Vill. Rajendra Chak
2.	Daskhinchanmukh NFE Centre PO. Piriyykhan Bar Dist. Midnapur (W.B.)	3/79	39	18	—	21	—	Sh. Prabitra Kr. Vill. Jagannath Kar PO Piriyykhan Bar	33	P.U. Teaching in NFE Centre	1) Sh. Upendra Nath Gay 2) Sh. Jhareswar [Nerui Vill.] Daskhinchanmukh

3.	Bhandarberia & 3/79 Hurkuchia NFE Centre Vill. Bhandarberia Dist. Midnapur (W.B.)	43	22	—	21	—	Jatindra Nath Bar Vill. Bhandarberia PO Piriyykhanbar Dt. Midnapur (W.B.)	25	B.A. Teaching in NFE Centre	1) Sh. Jibanandar Bar 2) Nitai Bar Vill. Bhandarberia
4.	Kuthgunj NFE 3/79 Centre Vill. Kathgunj PO. Jamkalachimpur Dist. Midnapur (W.B.)	40	22	—	18	—	Miss Jharna Maity Vill Rukminipur PO. Balighai Dist. Midnapur W.B.	23	H.S.C. Teaching in NFE Centre	1) Sh. Balai Bar 2) Sh.Santosh Bar Vill. Kathgunj
5.	Urijalkar & Keutgeria 3/79 NFE Centre Vill. Uttarpanthai PO. Keutgeria Dist. Midnapore (W.B.)	43	25	—	18	—	Arabinda Maity Vill. Rukminipur PO. Balighai Dist. Midnapur (W.B.)	25	S.F. Teaching NFE Centre	1) Sh. Kripasindhu Sasma 2) Susil Sau Vill. Urijalkar PO. Keutgeria
6.	Uttarpanthai NFE 3/79 Centre Vill. Uttarpanthai PO. Erenda Dist. Midnapore (W.B.)	44	22	—	22	—	Miss Sadhana Nanda Vill/PO Erenda Dist. Midnapore (W.B.)	24	S.F. Teaching in NFE Centre	1) Sh. Sudhir Bar 2) Ananta Risi Vill. Uttarpathai PO. Erenda
7.	Uttardaudpur (B) 3/79 NFE Centre PO Balighai Dist. Midnapore (W.B.)	40	21	—	19	—	Jharu Ch. Shit Vill. Kamalpur PO. Balighai Dist. Midnapore (W.B.)	24	H.S.C. Teaching in NFE Centre	1) Bibhutibhusan Mahapatra 2) Pranab Mahapatra Vill. Kamalpur
8.	Uttardaudpur (B) 3/79 NFE Centre Vill. Uttardaudpur Dist. Midnapore (W.B.)	43	23	—	20	—	Anil Kr. Maity Vill. Uttardaudpur PO. Urdhabpur Dist. Midnapore (W.B.)	35	B.A.V.T. Teaching in NFE Centre	1) Sh. Manta Shit 2) Srikan: Mahapatra Vill. Uttardaudpur
9.	Uttardaudpur (A) 3/79 NFE Centre Vill. Uttardaudpur PO. Urdhabpur Dist. Midnapore (W.B.)	46	19	—	27	—	Smt. Renuka Patra Vill. Uttardaudpur PO. Urdhabpur Dist. Midnapore (W.B.)	32	S.F. Teaching in NFE Centre from 24.12.78	1) Sh. Anil Chandra Das Adhikary 2) Amar Chandra Maity Vill. Urdhabpur/ Uttardaudpur :

10.	Jagannathkar Bar 3/79 NFE Centre Vill. Jaganathkar Bar PO Piriya Khanbar Dist. Midaapore (W.B.)	42	19	—	23	—	Bedal Ch. Patra Vill. Silapur PO Piriya Khanbar Midaapore (W.B.)	20	Madhyamik teaching from 24.12.78 in NFE Centre	1) Radhashyam Dolui 2) Birendranath Jana Vill. Jagannathkar Bar
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## Maharashtra

*Convener :* Field Adviser (NCERT), in collaboration with Indian Institute of Education, Pune-29

Field Adviser (NCERT)  
128/2, Kothrud, Karve Road  
(Near Maruti Mandir Bus Stop)  
Pune-411029

*Block:* (1) Pabal Area, Tal. Shirur, Dist. Pune;  
(2) Khed Shivapur Area, Tal. Haveli, Dist. Pune

## Appendix 10

### Liberalisation of Norms and Pattern of Central Assistance (June 1982)

<i>S. No.</i>	<i>Item</i>	<i>Present Form</i>	
1.	Strengthening of State Directorate of Education	Full time Joint Director of Education for NFE Programme.	A full time officer to the level of Joint Director of Education.
2.	Teacher Cost: Primary level	At Rs. 50 per pupil per annum for a centre of 25 children (which works out to Rs. 1250 per teacher per annum or about Rs. 104 per tender per month).	Rs. 105 per month. Ideally the number of children in a centre, should be 25, but it may be made flexible with 20 as the minimum and 35 as the maximum for a centre of the number touches 40, another centre with a separate teacher may be allowed.
3.	Teacher Cost: Middle level	At Rs. 60 per pupil per annum (which works out to Rs. 1500 per annum per teacher or Rs. 125 per teacher per month).	Rs. 125 per month per teacher (Teacher pupil ratio in the NFE Centre as in the case of primary level NFE Centre).
4. (a)	Contingent expenses, including lighting Primary level	At Rs. 300 per centre per annum or Rs. 12 per annum per pupil.	At Rs. 350 per centre per annum.
(b)	Middle level	Rs. 350 per centre per annum or Rs. 14 per annum per pupil	At Rs. 400 per centre per annum.
5. (a)	Teaching materials (like States, exercise books, pencils etc.): Primary level	At Rs. 2 per pupil per annum.	At Rs. 3 per pupil per annum.

<i>S. No.</i>	<i>Item</i>	<i>Present Form</i>	
	(b) Middle level	At Rs. 3 per pupil per annum.	At Rs. 4 per pupil per annum.
6	(a) Equipment: Primary level	Rs. 10 per (new) pupil.	Rs. 250 per new centre for a minimum period of three years.
	(b) Middle level	Rs. 25 per (new) pupil.	Rs. 625 per new centre for a minimum period of three years.
7.	Supervisor Cost	NIL	Rs. 180 per centre per annum (one supervisor for 40 centres).
8.	Central Assistance	Overall administrative and academic inputs as per approved norms on 100% basis and sharing the cost of running non-formal centres in the ratio of 3:5 three with central funding and five with State funding.	Sharing of the expenditure on all approved items taken together as per the revised norms. 50:50 basis.

Implementation of the Scheme by NCERT and the States, (Curriculum Materials, Strategies, Instructors, Training, Evaluation etc. as per Scheme).



## Appendix 11

### Salient Features of the NFE Scheme (1988) and Proposed Scheme (1992) in VIII Five Year Plan

<i>Item</i>	<i>Existing Scheme</i>	<i>Proposed Scheme</i>		
Priority Areas	No specific mention.	Girls, Scheduled Castes Scheduled Tribes, children of minorities and migrating population and physically, handicapped children.		
Coverage	Ten educationally backward States and hilly, desert urban slums, tribal areas and areas with concentration of working children in all other States/UTs.	Ten educationally backward States as well as in other States/UTs where there is a demand for NFE centres.		
Implementing Agencies	States/UTs, voluntary agencies and panchayati raj institutions.	States/UTs, voluntary agencies, educational institutions, panchayati raj Institutions, research institutions, media institutions, activists groups, teachers trade unions, industrial undertakings and individuals.		
<i>Financial Pattern</i>	<i>Implementing Agencies</i>	<i>Share of Central Assistance</i>	<i>Implementing Agencies</i>	<i>Share of Central Assistance</i>
(a) Co-educational NFE centres	States/UTs VAs.	50% 100%	States/UTs VAs. & other groups.	75% 100%

<i>Financial Pattern</i>	<i>Implementing Agencies</i>	<i>Share of Central Assistance</i>	<i>Implementing Agencies</i>	<i>Share of Central Assistance</i>
(b) NFE centres exclusively for girls	States/UTs VAs.	90% 100%	States/UTs. VAs. & other groups.	90% 100%
(c) Special projects aimed at pockets of working children	—	—	States/UTs. VAs. & other groups	100% 100%
(d) Experimental and innovative projects	Govt. agencies, educational institutions, panchayati raj institutions.	100%	States/UTs VAs and other groups.	100% 100%

<i>Item</i>	<i>Existing Scheme</i>	<i>Proposed Scheme</i>
Projects	Projects to have about 100 NFE centres in a compact and contiguous area coterminous with community development block.	Emphasis on decentralised management, strengthening project approach. NFE projects to have about 100 centres with flexibility in the cases of projects in the remote and hilly areas, all projects for girl children as well as those with centres only for the upper primary level and projects for working children.  Area specific approach through micro-planning exercises to determine the need for NFE centres.
Education of Girls	Limits the scope to the extent of 25% of the total centres.	Greater emphasis by increasing percentage of girl centres from 25% to 60% of the total centres with flexibility.
Duration of Course	2 years at lower primary level and 3 years at upper primary level.	2 years at lower primary level and 3 years at upper primary level with flexibility suiting the different categories of learners. Admission in NFE centres both annually and from time to time.

<i>Item</i>	<i>Existing Scheme</i>	<i>Proposed Scheme</i>
		Centres at each place to continue till all out-of-school children achieve minimum prescribed levels of learning.
Learners per centre	25 per centre (average).	25 per centre average with flexibility provided for centres meant specifically for girls, working children/or located in remote, hilly and scattered areas.
NFE centres at upper primary level	Inadequate attention.	Greater attention to NFE programme at upper primary level by increasing percentage of upper primary centres from 10% to 20% and emphasis on training and teaching-learning material at this level.
Project Officer	Inadequate responsibilities and powers without provision for training.	Greater role with specific responsibilities drawing, disbursing responsibilities, cheque signing authority and for drawing funds for purchasing teaching-learning material and other equipment and making payment of honorarium to instructors and supervisors.
Supervisors	Role emphasised without adequate funds for training of supervisor.	Greater role with increase in the cost of supervision per centre and separate funds for training of supervisors.
Instructors	Role emphasised with adequate funds for training.	Greater role, with increase in honorarium at primary level and also at upper primary level. Funds for training increased. Training systematized.
Learners	All out-of-school children in ten educationally backward States and in selected areas of non educationally backward States.	All out-of-school children in the age group 6-14.  Incentives for children belonging to SCs, STs and girls. Provision of continuing education through Janshiksha Nilayams and other agencies with the help of community.

<i>Item</i>	<i>Existing Scheme</i>	<i>Proposed Scheme</i>
Community involvement	Role emphasised.	Greater emphasis with financial provisions.
Curriculum	Flexible.	Greater emphasis on flexibility and its development with active involvement of DIETs/DRUs, SCERTs, NCERT and VAs.
Teaching-learning material	Teaching-learning material to all learners.	<p>Emphasis on development of local, area specific teaching-learning material suiting to needs of learners</p> <p>Greater emphasis on production of innovative and relevant teaching-learning material by involving VAs and other groups and increasing funds under "programmes" of SCERTs.</p> <p>Increasing teaching-learning material costs under centre costs.</p>
Training of NFE personnel	More emphasis on training of instructors but no provisions of training allowance.	<p>Training components to be strengthened further by increasing provision for training of instructors with a provision of training allowance and introducing provisions for training of supervisors and other personnel.</p>
Monitoring and evaluation	Not much attention and no separate financial provisions.	Systematized by making provisions for introducing Computerized Management System and concurrent evaluation.
Evaluation and certification	No emphasis on any regular system	<p>Greater role to be emphasised for evaluating achievements of NFE learners in terms of minimum levels of learning determined for this purpose.</p> <p>Evaluation to be carried out after every 6 months.</p> <p>Development of systems for providing certification of achievement to ensure interchannel mobility between formal education and non-formal education.</p>

<i>Item</i>	<i>Existing Scheme</i>	<i>Proposed Scheme</i>
Mass Media		Role emphasised for utilizing mass media in improving the teaching-learning strategy and expanding the programme with the involvement of connected agencies and making financial provisions thereof.
Administrative Support	Available at State, district and project level to ten educationally backward States only.	Strengthened at all levels.  Availability to non-educationally backward States also depending upon the size of the programme.  Linkages with other agencies for ensuring universalization of Primary Education.
Technical Resource Support	At national and State level available to educationally backward States only.	At national, State and district levels.  Strengthened.  Available to non-educationally backward States also depending upon size of the programme.  Close and continuous linkages with various administrative agencies. Role of different agencies detailing of. Involvement of VAs and other groups for providing academic support to the programme.
Involvement of VAs (Voluntary Agencies)	Role emphasised.	Enhanced involvement by providing more flexible and expanding the scope.  Involvement of front-line Voluntary Agencies to give guidance to other Voluntary Agencies in undertaking this programme.  Involvement of Voluntary Agencies in providing academic support including mass-media.

NIEPA DC



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