

**Scheme of Continuing Education
For
Neo - Literates**

NIEPA DC



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Ministry of Human Resource Development
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1. INTRODUCTION

1.1 The experience in the field of Adult Education in India, as those of several other countries, shows that in the absence of a learning environment and effective programmes of post-literacy and continuing education, the efforts made in literacy programmes yield extremely limited results. Therefore, in ~~1982-83~~ the Government started funding a post-literacy and continuing education programme and specified the duration of the basic literacy, post-literacy and follow-up programmes as 350, 150 and 100 hours over a period of 3 years. Later, based on monitoring and feedback from the implementing agencies, a new time-frame of 8 months of basic literacy plus 4 months of post-literacy and 1 year of follow-up was adopted in 1985 which reduced the total period of 3 years to 2 years, keeping intact the total duration of 600 hours.

1.2 In the course of the nationwide debate on the New Education Policy, it became clear that the past efforts to institutionalise post-literacy and continuing education were inadequate and there was an urgent need to create permanent structures and facilities for this purpose. National Policy on Education (NPE) and Programme of Action (POA) have, therefore, given considerable attention to the need for creation of satisfactory arrangements for post-literacy and continuing education.

1.3 The NPE (as modified in 1992) envisages that comprehensive programmes of post-literacy and continuing education will be provided for neo-literates and youth who have received primary education with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working conditions. These programmes would include:-

- a) Establishment of continuing education centres of diverse kind to enable adults to continue their education of their choice;
- b) Workers' education through the employees, trade unions and Governments;
- c) Wider promotion of books, libraries and reading rooms;
- d) Use of radio, TV and films - as mass as well as group learning media;
- e) Creation of learners' groups and organisations; and
- f) Programmes of distance learning.

1.4 NPE also declares that a critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Special emphasis will, therefore, be laid on organisation of employment oriented and need & interest based vocational and skill training programmes.

1.5 The revised POA, which has been formulated to give effect to the NPE, also clearly stipulates that the adult education programme should include:

"Self-directed continuing education in the perspective of the life-long learning through library service, newspapers for neo-literates, charcha mandals and such other activities. This may also include the skill development programme for personal, social and occupational development."

1.6 With a view to giving special emphasis on provision of functional literacy in 15-35 age-group and also to ensure that recent technological and pedagogical advances are brought to bear on adult education programmes, the Government launched the National Literacy Mission (NLM) on 5th May, 1988. The NLM provides the framework of adult education and functional literacy programmes in the country. Built on an objective assessment of the strength and weaknesses of the National Adult Education Programme (NAEP), it has imparted a new sense of urgency, new emphasis and seriousness to the problem of eradication of illiteracy in the country. Like NPE and POA, NLM stresses the importance of post-literacy and continuing

education for the neo-literates so that they are prevented from relapsing into illiteracy. With this objective in view, the Government decided in February, 1988 to establish Jana Shikshan Nilayams (JSNs) all over the country in a phased manner. The intention behind establishing them was to institutionalise the post-literacy and continuing education. JSNs included programmes which were being organised as part of farmers' training programmes, rural radio forum - charcha mandals, youth clubs, mahila mandals, mobile and village library system, rural reading rooms, etc.

1.7 The Scheme of Post-Literacy and Continuing Education, launched in 1988, envisaged the JSN to be the principal instrumentality of implementation of post-literacy & continuing education programmes. A JSN was to be set up for every 4-5 villages with a population of 5,000 with provision for relaxation in border areas, tribal and forest areas and other inaccessible areas. The Prerak, which means a mobiliser and motivator, is the principal functionary in-charge of a JSN vested with two-fold responsibility of managing the JSN and organising a series of activities therein, such as:-

- a) evening classes for upgradation of literacy and numeracy skills of the neo-literates;
- b) organising charcha mandals (discussion groups);
- c) conducting simple and short duration training programmes;
- d) disseminating development information;
- e) making the JSN a centre of communication through radio and TV;
- f) organising other cultural and recreational activities, games, sports and adventurous activities, etc.

Thus, a JSN was intended to primarily serve as a centre of post-literacy and continuing education activities, for strengthening of the library service and paving the way for creation of a learning society.

1.8 The Scheme of PL & CE (JSN) was formulated at a time when the adult education programmes all over the country were being implemented on a centre-based approach under Rural Functional Literacy Programme (RFLP). The JSNs set up under this scheme were designed as permanent

institutions which were to initially cater to the post-literacy needs of the neo-literates emerging from the adult education centres and later, to their continuing education requirements.

1.9 With the launching of Total Literacy Campaigns (TLCs)/ Post Literacy Campaigns (PLCs) based on area-specific mass campaign approach, the coverage under the centre-based RFLP programme was restricted to only difficult hilly, forest, desert and border areas. In rest of the areas, the RFLP programme was completely closed down. The managerial and supervisory infrastructure provided under the RFLP was also withdrawn. As a result, JSNs came to be implemented more or less in isolation. In the background of changes in the strategies of implementation of literacy programmes, it was decided by the Government to get the working of the Scheme of PL & CE comprehensively reviewed before its further expansion during the 8th Five Year Plan. An evaluation study of the scheme was, therefore, made through a social research institute. The NLM also constituted an Expert Group under the chairmanship of Prof. Arun Ghosh to conduct a status-cum-impact evaluation study of TLCs launched in different parts of the country since 1990-91. This Expert Group also conducted a detailed study of the post-literacy measures and has in its report made several important recommendations in regard to the approach and strategy for implementation of PL & CE programmes. The Scheme of Continuing Education for Neo-literates detailed in the succeeding paragraphs draws upon the findings and recommendations made in the evaluation study report submitted by the social research institute and the Expert Group headed by Prof. Arun Ghosh.



2. CONTINUING EDUCATION - CONTENT & SCOPE

2.1 Literacy provides an entry point to the world of letters and through the world of letters to the world of communication and information. It is a basic step towards Adult Education, which is a process of lifelong learning. After experimenting with successive and alternative models of adult literacy and education programmes, the NLM has now adopted "mass campaign approach for total literacy" as its principal strategy for eradication of illiteracy. Total Literacy Campaigns (TLCs), to provide basic literacy skills to the illiterate population in the age-group 9-35 years, have been launched in most parts of the country. NLM has set for itself the objective of making 100 million persons functionally literate by 1997, which is the terminal year of the 8th Five Year Plan. As per latest available reports, over 40 million persons have so far been made literate.

2.2 With the successful implementation of TLCs in several districts all over the country, a situation is fast emerging whereby millions of illiterates are acquiring basic literacy skills and joining the class of neo-literates each year. Without a meaningful post-literacy programme, many of these persons may relapse into the old world of illiteracy. The objective of NLM is therefore, also to develop systematic post-literacy programmes as a part of continuing education. With this end in view, Post-Literacy Campaigns (PLCs) are launched in the districts which complete the initial phase of imparting basic literacy skills through TLCs. PLC comprises of a two year post-literacy programme which includes about 50 hours of guided-learning as a bridge towards taking the learners to a self-reliant level of learning. The subsequent phase of PLC comprises of self-directed learning through library service, newspapers for neo-literates, charcha mandals and other activities such as vocational training and skill development. The PLC addresses itself mainly to the goal of consolidation and application of the literacy skills to the actual living and working conditions of the neo-literates. Broad guidelines on implementation of PLCs have been formulated and circulated by the NLM to the State Govts. and Zilla Saksharata Samitis.

2.3 TLCs have resulted in a positive change in attitude, a new confidence among the learners to upgrade their skills and adopt it for individual development, and eventually for social action. The enthusiasm and confidence generated among the learners in the districts which have successfully completed both the TLC as well as the PLC phases, clearly points towards the need to sustain the educational process and to provide learning opportunities on a continuing basis. The access to the world of letters and skills acquired by the neo-literates need to be further reinforced and widened so as to enable them to fully play the crucial role for their own personal, social and economic upliftment and for the development of the country. In the face of persistent social and economic problems, application and utilisation of literacy skills acquired by the neo-literates often remains a difficult proposition. The literacy processes have, therefore, to be so continued as to result in release of creative energies of the people, which must be sustained to enable the people to realise their potential, to help themselves and achieve self-reliance. Hence the crucial importance of creating satisfactory arrangements for continuing education of all learners.

2.4 Continuing education is also an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Many of the third world countries and the developing countries are now recognising that socio-economic planning alone is not enough and that the human resource development is a key enabling factor in development. All these countries are aware that education and human resource development will play a key role in the 21st century. What is more significant is the realisation that expansion of formal education alone, which is only a small component of lifelong learning, cannot lead to human resource development. Formal education as an instrument of human resource development is not really effective in remedying the structural inequalities in the society. Continuing education, which provides a second chance to those who missed formal education and is responsive to learners' needs, directly addresses itself to structural inequalities. Only continuing education can bring about full development of human resources. Since continuing education is the opportunity to engage in lifelong learning, continuing education is now emerging as the main component of the broader view of education as a whole.

2.5 Continuing education includes post-literacy for neo-literates and school drop-outs - for retention of literacy skills, continuation of learning beyond elementary literacy and application of this learning for improving their living conditions. But continuing education goes beyond post-literacy. Continuing education includes all of the learning opportunities all people want or need outside of basic literacy education and primary education. In continuing education, human resource development becomes the focus of attention. Thus, continuing education is also an essential extension of literacy to promote human resource development.



3. OBJECTIVES

- 3.1 The main objectives of the Scheme and the Activities aimed under it include the following:-
- 1) Provision of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy.
 - 2) Creating scope for application of functional literacy for improvement of living conditions and quality of life.
 - 3) Dissemination of information on development programmes and widening & improving participation of traditionally deprived sections of the society.
 - 4) Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, women's equality, observance of small family norms, etc. and sharing of common problems of the community.
 - 5) Improvement of economic conditions and general well-being as well as improvement of productivity by organising short-duration training programmes, orientation courses for providing vocational skills and by taking up linkage activities for establishing direct linkage between continuing education and development activities.
 - 6) Provision of facilities for library and reading rooms for creating an environment conducive for literacy efforts and a learning society.
 - 7) Organisation of cultural and recreational activities with effective community participation.



4. BENEFICIARIES

4.1 The beneficiaries of CE programmes would include the following:-

The neo-literates who complete the functional literacy/ post-literacy courses under TLC/ PLC or other programmes;

- a) School drop-outs;
- b) Pass-outs of primary schools;
- c) Pass-outs of non-formal education programme; and
- d) All other members of the community interested in availing opportunities for life-long learning.



5. TYPES OF CONTINUING EDUCATION PROGRAMMES

5.1 The types of continuing education programmes which may sought to be promoted for achievement of the above objectives may vary in different regions depending on literacy levels, strength and spread of formal and non-formal education systems and the socio-economic conditions prevailing in the respective region. Our country has a long tradition of organising and implementing diverse kind of continuing education programmes. Several Ministries and the Departments of the Central and State Govts., local Govt. agencies and non-governmental organisations are implementing a variety of programmes with educational inputs. In the absence of established institutionalised mechanisms to facilitate coordination and foster linkages between all educational and developmental programmes, such programmes have come to be implemented more or less in isolation without following a holistic approach. In the present scheme, the endeavour would be to draw upon the experience of the previous programmes, take into account the varied socio-economic conditions in different parts of the country and try to synthesise the nature, characteristics and scope of continuing education which could be applicable to all parts of the country. The continuing education programmes to be implemented under this scheme can be broadly classified as under : -

ESTABLISHMENT OF CONTINUING EDUCATION CENTRES (CECs)

5.2 The central aim of CE programmes is to ensure that a comprehensive range of appropriate and effective opportunities for life-long learning is available to all adults everywhere. This means that there should be ready access to all types of CE programmes and activities and that these should

be locally available. Establishment of any infrastructure for continuing education, therefore, also necessitates establishment of CECs to enable local people to learn either through individually unstructured activities or through the activities of local providers.

5.3 Another objective of establishment of CECs is to provide an institutionalised mechanism to enable the neo-literates to retain, improve and apply their basic knowledge and skills for satisfaction of their basic needs and to facilitate continued learning through a self-directed process for improvement of the quality of their life. In order to be an effective instrument of CE, CECs should be perceived by the local people not just as places to meet and to learn basics but as an entry point to a whole system of CE, which can cater for learning needs throughout life.

5.4 CECs may be established as permanent centres for continuing education to broadly function as providers of the following facilities :-

- a) **Library** - A repository of learning materials.
- b) **Reading Room** - A place which encourages people to read.
- c) **Learning Centre** - A provider of CE programmes.
- d) **Training Centre** - For short duration training programmes to upgrade skills.
- e) **Information Centre** - For securing information on various development programmes.
- f) **Charcha Mandal** - Community meeting place for sharing ideas and solving problems.
- g) **Development Centre** - For coordinating services of Govt. agencies and non-governmental organisations.
- h) **Cultural Centre** - A place for cultural activities.
- i) **Sports Centre** - For recreation and healthy living.

TARGET-SPECIFIC FUNCTIONAL PROGRAMMES

5.5 NLM recognises that in the areas completing post-literacy programmes, diverse kind of CE programmes involving alternative and innovative approaches, taking into account the local conditions and the resources available, would need to be developed. Zilla Saksharata Samitis will be encouraged to develop and take up implementation of target-specific programmes catering to the specific needs and interests of neo-literates. Such programmes would largely be functional in the sense that these would focus on development of functional knowledge with the aim of making learning relevant to living and working. Such programmes will have to be designed with clearly defined targets which should be realistic and practicable and based on identifiable indicators of change. Such programmes may also involve participatory and multi-sectoral approach since their planning and implementation may necessitate co-operation of several agencies, both governmental and non-governmental from educational and non-educational spheres. Such programmes may be implemented through a variety of delivery mechanisms, which may include learning centres, open and distance education systems, self-directed learning, mass media, print materials, short courses, public education campaigns, etc. A broad classification of such programmes is given below :-

(a) Equivalency Programmes (EPs)

5.6 Equivalency Programmes are one type of continuing education programmes which provide an opportunity to adults and out-of-school children who have acquired basic literacy skills or who have completed primary education and who are willing to continue their education beyond elementary literacy for acquisition of competencies equivalent to primary or secondary levels of the formal system. EPs are, therefore, designed as alternative education programmes equivalent to existing formal, general or vocational education.

5.7 NPE recognises that formal education system alone cannot be adequate to achieve universal elementary education. It, therefore, calls for mobilisation of all possible alternative systems of education - formal, non-

formal, open schooling and distance education etc. to create opportunities for wider access to all the major target groups, especially women, SC, ST and other disadvantaged groups. EPs designed with sufficient flexibility and innovativeness can offer a cost-effective alternative to enable the neo-literates and all others who dropped out of primary formal education to continue education of their choice at their own pace.

5.8 Unlike the formal education system which offers a general education programme, non-formal alternatives in the form of EPs can have several variants to provide an integrated general and vocational education programme. Such programmes can also be more real life oriented. Though the content areas in EPs may broadly be the same as in the formal education, the contents may, however, be written in the form of modules or do-it-yourself learning materials with option to choose one vocational skill for earning a living out of a series of skill booklets or courses that may be made available. EPs developed as non-formal alternatives can also draw upon all three types of delivery systems simultaneously i.e. learning centres, self-paced learning, distance education and open learning systems. Implementation of EPs would, thus, call for a collaborative effort between Zilla Saksharata Samitis, State Resource Centres, National and State Open Schools.

(b) Income Generating Programmes (IGPs)

5.9 IGPs are those vocational and technical education programmes which help participants to acquire or upgrade vocational skills and enable them to conduct income generating activities. There can be a wide variety of income generating programmes delivered in a variety of contexts taking into account the local needs and interests of the learners.

5.10 In the districts which have completed TLCs or PLCs, there is a large demand for those CE programme which focus on equipping the people with knowledge, skills and values so that they are able to use these for improving their capacity to generate income. Literacy campaigns have also resulted in growing aspirations of people to improve their living conditions. Since vast number of people in rural India live in acute poverty, this calls for development of special strategies to provide opportunities to economically and socially disadvantaged groups to engage in economic activities through acquisition

of relevant vocational, technical and entrepreneurial skills and abilities. Designing of IGPs as a component of CE involves development of a variety of innovative, locally relevant, employment oriented vocational courses which may be delivered in multiple non-formal modes comprising of direct contact sessions, demonstrations, study visits, self-learning modules, on-site training, apprenticeship training, distance learning or a combination of any of these.

5.11 The major components of IGPs may include (a) a bridge course to upgrade literacy and to promote social and technological awareness; (b) skill development programmes covering commonly required basic skills, trade skills, on-site training and relative trade theory to provide scientific understanding; and (c) entrepreneurial skills including book-keeping, marketing and money saving skills. Since the central focus of IGPs would also involve fostering of linkages between several agencies engaged in implementation of developmental programmes. Most of such developmental programmes also have some components of continuing education. While designing and implementing IGPs, it would, therefore, be essential to develop a networking and coordination mechanism to promote convergence of such development programmes for the benefit of all those for whom these programmes are targeted. IGPs may also take the form of supplementing the existing arrangements under schemes, such as TRYSEM, DW CRA, JRY, IRDP, Krishi Vigyan Kendras, Farmers' Training Centres, etc. with part-time vocational courses or short-duration training programmes. In organisation of these vocational courses, the functionaries of the concerned departments may be fully involved in preparation of the training modules and conducting of the training programmes.

(c) Quality of Life Improvement Programmes (QLIPs)

5.12 QLIPs are especially significant type of educational programmes designed to enhance the well-being of all citizens. These aim to equip learners and the community with essential knowledge, attitudes, values and skills to enable them to improve quality of life as individuals and as members of the community. There is a strong development focus in these programmes as these are directly concerned with helping to raise living standards and to improve life-styles through education.

5.13 Although there can be several important elements or aspects of quality of life, for purposes of planning and programme design the various quality of life indicators can broadly be categorised as (i) biological, (ii) social, (iii) economic, (iv) humanistic, and (v) environmental. The role of QLIPs is to facilitate positive societal change with respect to these indicators through education. However, it may not be possible to address to all aspects of quality of life through educational programmes alone. The objective of QLIPs is, therefore, mainly to educate people and help groups to learn and act on how to improve their quality of life. QLIPs, therefore, need to be designed with clearly defined targets which may be achievable through training, community education and action projects.

5.14 QLIPs should be capable of delivery through a multi-sectoral approach since many sectors of the Govt. may be concerned with development programmes covering different elements of quality of life such as family welfare, health, nutrition, drinking water, sanitation, population education, environment, social services, communal harmony, transportation, etc. The target for QLIPs should be a specific community group or all adult citizens in a specific area. The delivery systems should be of a broad outreach and sufficiently flexible to accommodate a variety of presentation methods. The methods of delivery may include structured courses conducted through learning centres or distance education techniques, public education campaigns, carefully sequenced information disseminated through mass media, self-learning, printed materials, etc.

5.15 Since QLIPs are primarily concerned with bringing about societal changes, they must be project and action oriented and should have a specified time-frame. Further, being essentially educational programmes, only those aspects of quality of life which can be addressed using the methodologies of adult education need be involved. It is also necessary that elements selected for QLIPs should be consistent with and contribute to achievement of national goals and values.

(d) Individual Interest Promotion Programmes (IIPs)

5.16 These continuing education programmes aim to provide opportunity for individuals to participate in and learn about their chosen social, cultural,

spiritual, health, physical and artistic interests. In contrast to Quality of Life Improvement Programmes which aim to establish a common base line of effective living for all citizens, the objective of IIPs is to provide learning experience to promote and improve individual interest of all adults, but especially people such as youth, women and the elderly people in rural areas. The focus of IIPs is on personal development by providing opportunities for promotion of specialised individual interests which may lead to improvement in the quality of human resources of the society.

5.17 Planning and implementation of IIPs involves designing and providing of appropriate courses which cater to the genuine needs of local adult community. The courses developed for the purpose may include a wide variety of learning programmes which encourage people to constructively utilise their leisure time and also simultaneously facilitate self-actualisation and life improvement. The categories of individual interests which may be catered to through these programmes may include leisure time interests such as sports or hobbies; cultural interests such as art, painting, drawing, traditional music, dance, drama, etc.; interests catering to promotion of self-reliance such as dress-making, sewing, knitting, healthy cooking, repair of agricultural machinery and electrical appliances, first-aid, self-defence for women etc. and; personal development and self-actualisation interests such as meditation, creative writing, speed reading, public speaking, leadership skills, etc. The main thrust in the administration of such programmes is on encouraging the provision of as wide a range of learning activities as possible to cater to highly diverse interests in society. This is significant since one of the major objectives of IIPs is to enrich life by enabling individuals to work towards personal goals and gain a sense of fulfilment and achievement.

5.18 IIPs can be provided by a variety of agencies. Since many agencies may be involved in providing special interest activities, an important administrative role is to ensure that such agencies are known to the potential beneficiaries and to facilitate establishment of a networking and coordination mechanism to obtain cooperation of all such agencies in implementation of the IIP projects in specified areas. IIPs may be delivered by any of the methods available for other types of CE programmes i.e. contact sessions at learning centres, individual self-paced learning, distance education or by a combination of any of these. Group discussions, practical workshops, study tours and visits can also be effectively utilised as alternative delivery systems for such programmes.

6. APPROACH AND IMPLEMENTATION STRATEGY

6.1 As in the case of functional literacy programmes, implementation of a coherent system of continuing education would require clear defining of policy objectives and guidelines for management and coordination of these programmes at the national level; organised networking, training, supervision and an efficient system of administration at the State level; and effective institutions, agencies and individuals for establishment of implementation mechanisms at the district and grass root levels. The precise roles and responsibilities to be developed at each level would, however, vary according to the types of CE programmes involved. The mass campaign approach, as adopted in relation to basic literacy programmes, may not be suitable for implementation of CE programmes. New forms of institutionalisation, new structures of organisations and new attitudes, fundamentally different from the TLC phase, will be required for implementation of CE programmes. At the same time, a sense of mission must continue to exist for effective implementation of these programmes. This can possibly be achieved if the implementing agencies adopt appropriate strategies to encourage a real and continuing sense of collective achievement and empowerment of the people. Secondly, it would be necessary to provide a "sense of progress" by establishing cultural and socio-economic relevance of learning activities sought to be promoted through CE programmes.

6.2 With the success of TLCs, a new organisational structure - ZSS - has emerged as an important implementation agency for achieving total literacy at the district level. Since ZSSs, having implemented TLCs/ PLCs in the districts, have gained considerable organisational and managerial experience which can be effectively utilised for efficient administration of CE programmes, ZSS will continue to be responsible for developing and implementing CE programmes at the district level. However, new organisational structures may be developed at the grass root levels keeping in view the need to provide institutionalised framework for implementation

of CE programmes with active involvement of peoples' participatory structures. Mahila Mandals, Panchayat Raj Institutions, staff of primary and secondary schools and NGOs will have to play a more prominent role than the traditional village hierarchy in promoting CE activities.

ROLE OF ZILLA SAKSHARATA SAMITIS

6.3 The ZSS would be responsible for formulating a detailed CE project proposal on conclusion of the post-literacy programme in the district or even well before completion of PLC. As under the scheme, only the broad parameters for CE programmes have been identified, there is ample scope to formulate innovative proposals which take into account the genuine needs of the local people. The various types of CE programmes described in earlier paragraphs are only suggestive of the parameters and the content of the various kinds of CE programmes that are possible. The ZSS would be free to develop its own programmes depending upon various factors like the literacy levels of beneficiaries, needs and interests of the neo-literates, resources available, potentialities and requirements of various types of life-skills, vocational and entrepreneurial skills at the grass root level. There cannot be a specific CE Programmes, covering the entire population. While some segments of the population may be interested in Equivalency Programmes, others in Income-Generating or Quality of Life Improvement Programmes, etc. The project proposal formulated by ZSS may thus cater to different sections of the population and may have several independent or inter-dependent components for specific target group or segment of the beneficiaries.

6.4 The ZSS would be centrally responsible for making all preparatory arrangements before the start of the project, identify the location of CECs, selection of the Central Core Team, block level coordinators, volunteers and full-time functionaries in-charge of the project at the grass root levels. The committees formed during the TLC/ PLC would have to be suitably modified or reconstituted to suit different requirements of CE programmes. Since implementation of CE programmes would involve fostering of linkages with various social and economic development programmes, it would be necessary to devise and establish suitable networking and coordination

mechanisms. For this purpose, a separate committee comprising of representatives of various development departments and headed by the District Collector may be constituted. This committee should assist in coordinating of the linkages of the services under different programmes like TRYSEM, IRDP, DWCRA, JRY, ICDS, DPAP, etc. The ZSS would also be responsible for establishing and promoting close rapport with the Panchayat Raj institutions at all levels.



7. SETTING UP OF CECs

7.1 Since continuing education is, by definition, provision of opportunities for life-long learning, setting up local community based CECs becomes indispensable for effective implementation of any CE programme. The following guidelines are, therefore, being provided for establishment and organisation of CECs:-

- (i) Establishment of CECs should be planned with an area-specific and community based approach. In view of the fact that the beneficiaries of CE programmes would include not only a very large number of adult neo-literates emerging from TLCs/ PLCs but also sizeable number of pass-outs from formal and non-formal streams, the earlier policy of having one CEC (JSN) serving a cluster of villages having a population of 5,000 may no longer be suited to meet the CE needs of the targeted population. It would be more appropriate if the principle of mobilisation on the basis of "natural community unit" is followed to invoke the necessary sense of community commitment and participation in CE programmes.
- (ii) Ordinarily, one CEC may be established for each village to serve around 500 neo-literates in a population of about 1,500 to 2,000. However, in thickly populated areas, the population covered may be more than 2,000. In sparsely populated areas such as hilly tracks, tribal and desert areas, the population covered could be less than 1,500.
- (iii) A CEC may be housed in a school building, panchayat ghar or any other public building. A CEC may be established on priority basis in a village where people come forward to support it by providing a suitable accommodation and other local resources. However, the interest of weaker sections of the society shall be especially kept in view.
- (iv) 8 to 10 CECs would form a cluster, with one of them being designated as a 'Nodal CEC'.

- (v) The Incharge (Prerak) of the Nodal CEC would be a full-time worker and those of other CECs would have to be volunteers working on part-time basis.
- (vi) The Nodal CEC besides undertaking the functions of CECs would facilitate networking with other CECs in the cluster for:-
- a) Providing avenues and facilities for CE programmes through structured and unstructured modes;
 - b) Conduit for all informations, programmes of CE, vocational training, etc.;
 - c) Supply of books on regular basis;
 - d) Regular monitoring and evaluation;
 - e) Coordination with other development departments for convergence of their services at the CECs;
 - f) Establishing, liaison with Village Education Committees, gram panchayats, mahila mandals, voluntary organisations, etc. for active involvement of the community in the CE programmes; and
 - g) Nodal point for resource mobilisation and decentralised supply of material, equipments, books, etc.
- (vii) Supervision of all CECs in a Block would be the responsibility of the Block Coordinator, who would liaison with Incharge (Prerak) of the Nodal CEC.
- (viii) The ZSS will have overall responsibility for ensuring efficient functioning of the CECs in the district. It should establish networking arrangements to foster linkages with development programmes of other departments, secure involvement of NGOs and ensure that peoples' participatory structures at all levels are established and effectively involved in management of CECs and implementation of the CE programmes.



8. FUNCTIONS OF CECs

8.1 As mentioned above, the principle objective of establishment of CECs is to serve as a window or a focal service point where diverse kinds of CE programmes and activities are taken up to provide opportunities for life-long learning to all sections of the population. The functions of CEC would include :-

(i) **An Evening Class -**

for upgradation of literacy and numeracy skills to be organised for 3-4 hours once a week. The learners would have the option to come for an hour or so at the time of their convenience on that day.

(ii) **A Library and Reading Room -**

for which books would be purchased from the non-recurring and recurring provisions; copies of old journals will be maintained and useful booklets relating to development programmes will be published by concerned agencies. Wall papers and newspapers, appropriate for adult learners, informative and entertaining journals, developmental literature etc. would also be available.

(iii) **A Charcha Mandal (Discussion Group) -**

for discussing on common problems. This forum could be utilised for quality of life improvement and individual interest programmes.

(iv) **Training Programmes -**

simple and of short duration relating to such subjects as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, improved chulha, etc. CECs may also help the local youth to benefit from various vocational training programmes. Income generation programmes, which helps participants acquire or upgrade vocational skills and enable them to conduct income generating activities, should be made available in structured packages.

- (v) **Sports and adventurous activities -**
the stress being on indigenous sports, walking excursions, cycling trips in groups, etc. If savings are available, visit by bus to development projects could also be arranged.
- (vi) **Recreational and Cultural activities -**
particularly traditional and folk forms of art, rural theatre, puppetry, etc.
- (vii) **An Information Window -**
for securing information on various developmental programmes. Information and material suitable for neo- literates may be procured from the concerned development agencies.
- (viii) **A Communication Centre -**
where community radio, audio cassettes player-cum-recorder may be provided (In the nodal CEC only).



9. FUNCTIONARIES

9.1 At the district level, the ZSS would have its own Governing Body and an Executive Committee to oversee the programme in the entire district. The District Collector would be the chairman of the ZSS. The ZSS would have various committees relating to academic support, monitoring, finance, selection committee, etc. At the Divisional and Block levels, there would be appropriate committees with the representatives of all sections of the society.

9.2 At the Block level, there would be a full time Block Coordinator whose responsibility would be to oversee the functioning of CECs, make periodic visits, obtain MIS reports from the Nodal CEC, liaise with ZSS on the one hand and each of the Nodal CECs on the other regarding supply and distribution of materials, books and other items. He would also be responsible for organising the training programmes of the full-time Preraks and the part-time volunteers.

9.3 The Incharge of the Nodal CEC would be a full-time Prerak who may be paid appropriate honorarium or lumpsum salary. He may also be given fixed travelling allowance and an out-of-pocket allowance for making regular visits to CECs within his/ her clusterfold and also to the Block level Coordinator for periodic meetings. He would also be responsible for securing the services of various functionaries of other development departments with the assistance of Block level Coordinator.

9.4 The Incharge of other CECs would essentially be part-time volunteers who could also be paid suitable honorarium. They may also be given appropriate out-of-pocket allowance and some fixed travelling allowance.



10. FINANCIAL SUPPORT

10.1 The Continuing Education Centres to be established under the Scheme are intended to be permanent centres for life long education. Establishment and running of CECs would obviously require financial support throughout the course of their existence. While the Central Government will provide financial assistance for initial establishment and running of CECs, in the longer run all such CECs will have to become self-sustaining. The Scheme, therefore, envisages provision of financial assistance from the Central Government for a limited period of five years. The extent and pattern of financial assistance for implementation of continuing education projects has been detailed in the later section dealing with Funding Pattern.

10.2 The effectiveness of a CEC and the scope of its activities will be significantly determined by the extent of support enjoyed by it from the community. The CECs must be perceived by the people as arising from their own initiatives to meet their explicit needs. The objective of the Scheme is, therefore, to develop CECs as people's institution in the true sense of the term. To achieve this objective, ZSS will be expected to devise all possible ways and means to enlist community support and mobilise financial and material resources from the community itself so that the CECs and their programmes become, as far as possible, self-funding in due course of time.



11. TECHNICAL AND ACADEMIC RESOURCE SUPPORT

11.1 State level agencies like State Resource Centres (SRCs), in collaboration with the Central Directorate of Adult Education and National Open School, would provide technical and academic resource support to ZSS for implementation of CE programmes. The areas which can be covered by such resource support would include:-

- a) Designing and development of curriculum frame-work and learning materials for various types of CE programmes;**
- b) Preparation of multimedia packages for short duration vocational training courses;**
- c) Developing training modules and materials for functionaries at various levels;**
- d) Organising orientation courses and training programmes for Key Resource Persons;**
- e) Production of supplementary materials related to development programmes;**
- f) Production of books suitable for CEC libraries;**
- g) Production of video cassettes, audio cassettes and other visual materials;**
- h) Research and evaluation; and**
- i) Providing other professional support for implementation of CE programmes.**

11.2 The responsibility for coordination and organisation of training of Preraks and other functionaries of CE programmes will rest with the ZSS. The ZSS will organise their training through the SRCs, District Resource Units (DRUs) and resources available in the district.

11.3 Appropriate agencies responsible for training in skill development, orientation for health and family welfare, farmers' training etc. will be involved in preparation of training modules for short duration training programmes.

11.4 ZSS will arrange supply of adequate stock of books and supplementary reading materials to each of the CECs. The selection of books would be made by the ZSS in consultation with the State level Selection Committee constituted for the purpose in accordance with the guidelines laid down by NLM.

11.5 ZSS, on its part, may also develop books suited to the local conditions in consultation with the SRC. The books so developed would have to be got approved by the ZSS from the Selection Committee set up at the State level.

11.6 In order to help the neo-literates to reach some level of equivalency with formal system, the SRCs, if need be, in collaboration with National Open School, may develop structured graded materials in regional languages. The SRCs would also assist ZSS in conducting end of the course evaluation tests and in certifying the successful completion of graded courses.



12. MONITORING

12.1 There will be a Monitoring Committee at the District level and appropriate bodies at the Block levels and, if feasible, at the Gram Panchayat level also. These committees would meet once a month to review the reports received at the appropriate levels before sending it to the next level. Monitoring Reports would be submitted at the initial level by the volunteer of CEC to the Incharge (Prerak) of the Nodal CEC. He/ She in turn would compile all the reports in respect of the CECs under his/ her clusterfold and submit it to the Block Coordinator, who in turn would compile the reports at the Block level for submission to the ZSS at the district level. The reports in respect of each district would be sent by the concerned ZSS to the Central and State Directorates of Adult Education.

12.2 The Incharge (Prerak) of the Nodal CEC is expected to visit the CECs in his cluster and hold meetings with all the volunteers at least once a month. The Block Coordinator would make it a point to visit each Nodal CEC and also hold meetings with the Incharges (Preraks) of the Nodal CECs atleast once a month. The ZSS, through its core team at the district level, would hold periodic meetings with the Block Coordinators and also make regular visits.



13. PROJECT APPROVAL

13.1 A 'Continuing Education Project' shall ordinarily comprise of all continuing education programmes and activities proposed to be taken up in a single district. ZSS will be expected to prepare the Plan of Action and formulate the project proposal by taking the whole district as the base unit for planning and implementation of the programmed activities. Thus, for the purpose of project approval, the size of the project in terms of area covered by a single CE project shall be one district.

13.2 The project proposals formulated by the ZSS would be submitted by it to the State Literacy Mission Authority (SLMA), if constituted and existing in the State, or to the State Govt. for consideration and approval by a 'Project Approval Committee' which will have representatives from the State Govt. and NLMA. Guidelines for setting up of these Project Approval Committees will be issued separately by the NLM.

13.3 Continuing Education Projects under the Scheme will be taken up only in the Districts as have completed both the TLC and PLC phases and external evaluation of the TLC has been conducted. Selection of Districts and sanction of continuing education projects shall be made having regard to the findings and recommendations of the external evaluation of TLC which should normally take place between one to two years from the date of launching of TLC so that evaluation report is available before launching of the Continuing Education Project.

13.4 On approval of the project proposal by the Project Approval Committee, the SLMA/ State Govt. will issue the sanction for the approved grant and disburse funds to the ZSS.



14. FUNDING PATTERN

14.1 The present Scheme would be operated as a Centrally sponsored scheme. The Central Govt. would place the funds for the Scheme at the disposal of the SLMA/ State Govts/ UT Administrations having regard to the financial requirements indicated by them in the Action Plan for the year. For this purpose, SLMA/ State Govts. will submit to the Central Govt. an Action Plan for each year based on the project proposals already received from the ZSSs or those likely to be received from the districts expected to complete the PLCs during the course of the year. The details of the project proposals and other relevant information required to be furnished under the Action Plan may be separately laid down by the Central Govt.

14.2 The funding of CE programmes would have two components : -

- (a) Financial assistance for establishment and running of the Continuing Education Centres. This will be based on a uniform pattern comprising of non-recurring provision of Rs.10,000/- per CEC, which would be admissible in the first year only, and a recurring provision of Rs.10,000/- per CEC per year. The corresponding provision for the Nodal CEC would be Rs.20,000/- each for non-recurring and recurring per Nodal CEC.
- (b) Financial assistance for taking up innovative target-specific functional programmes and continuing education activities. This would also include the requirements for meeting the organisational and managerial expenses of the ZSS. The ZSS would have to develop a detailed project programme and include the financial estimates in this regard in its project proposal. NLM/Project Approval Committee may evolve and fix appropriate norms for the various CE programmes to be taken up by the ZSS.

14.3 Continuing Education Projects under the Scheme will be provided financial assistance on 100% basis by the Central Government for the first

three years from the date of issue of formal sanction by the SLMA/ State Government. For the next two years, the extent of Central assistance will be limited to 50% and the remaining 50% shall be shared by the State Government. After a period of five years, the Central Government will not extend any financial assistance for continued running of established CECs. The State Government shall then take over the responsibility for continued running of CECs through Panchayat Raj Institutions or other local bodies. The State Governments shall also be required to give their consent to this pattern of funding before sanctioning of CE projects in the State.

14.4 The ZSS will have full freedom to develop and adopt an appropriate budget pattern for the CE project proposed to be taken up by it. However, the Project Approval Committee at the State level may evolve broad financial norms and guidelines for major components of CE programmes and activities. More particularly, in relation to CE projects proposing establishment of CECs, it may ensure that on an average, non-recurring expenses, which will be admissible in the first year only, do not exceed Rs.10,000/- per CEC. The recurring expenditure for each CEC should also be limited to Rs.10,000/- per year. An illustrative financial pattern of one CEC giving break-up of likely components of non-recurring and recurring expenditure is given in *Appendix-I*. Similarly, in respect of a Nodal CEC, recurring and non-recurring expenditure should respectively be limited to Rs.20,000/- each. An illustrative financial pattern for a Nodal CEC is given in *Appendix-II*. The financial pattern given in *Appendix-I* are, however, flexible and ZSS will be free to re-allocate expenditure under various items keeping in view the need to ensure efficient management of the project.

14.5 In regard to innovative and target-specific functional programmes and activities, no standardised financial pattern is being laid down in view of wide variety of CE programmes that are possible in diverse situations and varying needs of the local clientele. The Project Approval Committee will be expected to sanction such innovative programmes, to begin with, on experimental basis only. Once the viability of such CE programmes has been established then only such programmes may be replicated on a wider scale in other areas. The Project Approval Committee may evolve appropriate financial norms for such CE programmes. It would also be expected to abide by such guidelines as may be laid down by NLM from time to time.

14.6 The total number of neo-literates emerging from TLC/ PLC which are proposed to be covered by the CE project shall form the basis for determining the number of CECs to be established as well as for determining the financial requirements for taking up diverse kind of target-specific functional programmes and CE activities. Besides ensuring adherence to the financial limits for funding of CECs/ Nodal CECs as indicated in para 14.4 above, the total project cost may also be regulated on the basis of average cost per neo-literate, on the pattern of TLC/ PLC projects. CE projects should normally be so designed as to ensure that the average cost per neo-literate, inclusive of the cost of establishment and running of CECs as well as of all other components of the project, does not exceed Rs.60/- per neo-literate in the first year of the project and Rs.40/- per neo-literate in the subsequent year(s).



15. EXISTING JSNs

15.1 In the Districts which have not yet been covered through Total Literacy and Post-Literacy Campaigns, Jana Shikshan Nilayams established under the earlier Scheme will remain the principal mechanism to fulfil post-literacy and continuing education needs of the local population. The existing JSNs will therefore be continued in non-TLC Districts until such Districts are also taken up for TLC. These JSNs would continue to be funded under the revised Scheme on the pattern applicable to funding of CECs i.e. Rs.10,000/- per JSN for meeting the recurring expenditure.

15.2 The JSNs existing in the Districts which have been covered through TLC or which are implementing TLC/ PLC will not henceforth be provided financial assistance by the Central Government. Funding of such JSNs under the Scheme shall cease from a date to be specified by the Central Government. Meanwhile, the State Government/ SLMA will be expected to work out the modalities for continued utilisation of the assets of the established JSNs and possible modes of their integration into the ongoing literacy programmes in the Districts.

15.3 The State Governments may decide to entrust the assets and management of the existing JSNs to the ZSS for their appropriate use in promoting learning environment and for providing facilities of library, reading room etc. to the neo-literates at post literacy stage. The State Govt. may also require ZSS to associate volunteers/ preraks of such JSNs as volunteers, project functionaries for implementation of TLC/ PLC in the District. However, no separate funding or additional financial support shall be provided by the Central Government to the ZSS for dovetailing the operational JSNs into its own literacy programmes.



Illustrative Financial Pattern For A CEC**Non- Recurring**

	AMOUNT
(i) Equipments (almirah, petromax, ground-table for putting newspapers, rollers, etc.)	Rs. 3,000.00
(ii) Books	Rs. 2,550.00
(iii) Maps, charts, pictures	Rs. 1,500.00
(iv) Sports items and recreational materials	Rs. 1,700.00
(v) Bicycles	Rs. 1,250.00
Total	Rs. 10,000.00

Recurring

	AMOUNT
(i) Honorarium of Prerak	Rs. 3,600.00
(ii) Kerosene	Rs. 600.00
(iii) Purchase of newspapers and periodicals	Rs. 1,800.00
(iv) Training of Prerak	Rs. 250.00
(v) Purchase of Books	Rs. 2,000.00
(vi) Replacement of materials related to sports, recreation and others	Rs. 800.00
(vii) Office Expenses	Rs. 950.00
Total	Rs. 10,000.00

Appendix -II

Illustrative financial Pattern For A Nodal CEC

Non- Recurring

	AMOUNT
(i) Equipments (almirah, bookshelves, petromax, ground-table, Chair, durrie, roller-board etc.)	Rs. 8,500.00
(ii) Books	Rs. 7,000.00
(iii) Maps, charts, pictures and other teaching aids	Rs. 1,550.00
(iv) Sports items and recreational materials	Rs. 1,700.00
(v) Bicycle	Rs. 1,250.00
Total	Rs. 20,000.00

Recurring

	Amount
(i) Honorarium to Prerak @ Rs. 700/ pm	Rs. 8,400.00
(ii) Kerosene	Rs. 650.00
(iii) Purchase of Books	Rs. 2,500.00
(iv) Purchase of newspapers & periodicals	Rs. 1,800.00
(v) Training of Prerak	Rs. 250.00
(vi) Monitoring and supervision (including travel expenses)	Rs. 1,200.00
(vii) Organisation of training workshops/ programmes	Rs. 1,800.00
(viii) Replacement of materials	Rs. 800.00
(ix) Office expenses	Rs. 2,600.00
Total	Rs. 20,000.00

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CHIEF
 Director of Nodal CEC
 Training and Administration
 /-B, Sri Aurobindo Marg,
 New Delhi-110016
 D-9112
 JCC, No. 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100