



EARN

While
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LEARN

Directorate of Public Instruction, Madhya Pradesh, Bhopal

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EARN WHILE YOU LEARN

AN EXPERIMENT OF THE GOVERNMENT OF MADHYA PRADESH

(Directorate of Public Instruction, I.P. Bhopal)

1. NEED:

- 1.1. The concept of education in its true perspective has always been an education for life. If we throw a glance over the educational history of India, we will find that down from ancient India to present day, life-based and work-oriented education has been advocated and practiced except during the British period when education was reduced to bookish knowledge only.
- 1.2. During the Gurukul and "Maktab Education", dichotomy between education and work did not exist. It was education for life and through life.
- 1.3. With the advent of formal education in the nineteenth century, the education was shaped for the elite and the students were prepared for white colored jobs. Today our society is suffering from the consequences of the present system of education inherited from the Britishers. It is not suitable to our society, leading to socialistic and democratic way of life.

2. THOUGHTS AND EFFORTS:

2.1. Education in Ancient India.

The concept of manual work as a tool of education was recognised long before the advent of formal education. In ancient India, when the students lived in the ASHRAMS with their "Gurus", they had to do every kind of manual

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work for living and learning by doing. There was less division of labour at that time. Education was related to the life of the pupils and the dichotomy between education and work did not exist. It was education for life and through life.

2.2. Education for the Elites:

With the introduction of formal education in this country, education became bookish. It was meant for the elite and aimed at preparing the students for white-collared jobs. There was no provision of manual activity in general education. This short coming was pointed out in the Woods Education Despatch (1854) which contemplated introduction of pre-vocational education at the secondary stage. But practically no action was taken. Wood and Abbott (1937) also stressed the need of manual activities for the sake of harmonious development of personality.

2.3. Tagore on Education:

Deploring the ineffectiveness of book-learning, Rabindranath Tagore also emphasised the role of manual work for acquiring all round education.

2.4. Mahatama Gandhi on Education:

It was Mahatama Gandhi, who for the first time insisted that manual and productive work should not only find a place in the school curriculum but it should form the basis of education.

2.5. Wardha Resolution:

2.5.1. The following resolution was passed at the Wardha National Education conference in October 1937:-

"The conference endorses the proposal made by Mahatama Gandhi that the process of education through this period (Seven years) should centre around some form of manual and productive work, and that all the other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child".

It was further observed in the resolution:

"This craft if taught efficiently and thoroughly should enable the school to pay towards the cost of its teaching staff".

2.6 Zakir Hussain Committee and Basic Education:

The educational ideas of Mahatama Gandhi were given practical shape by the Zakir Hussain Committee. Basic Education was accepted as the national pattern of education for the elementary stage in 1938. The syllabus of basic schools prescribed by the Ministry of Education, Government of India (1957) allocated 2 hours to crafts for classes I to II, 2½ Hours for classes III to V and 3 hours for classes VI to VIII per day. Since then, many issues pertaining to the socially useful productive work have remained controversial as to its productive aspect, its relation to other areas of the curriculum, position of text-books etc. Therefore, clarification about these issues was given by the Ministry of Education and Social Welfare, Government of India, in 1955. While Basic Education was under implementation, many practical difficulties came on to the surface and efforts were made to find solutions thereof.

2.7. Kothari Commission and Work Experiences:

In 1956, the Kothari Commission observed that the activities

proposed in Basic Education concerned with indigenous crafts of the village employment patterns and suggested that with a to forging link between education and productivity, work experience form an integral part of general education. The commission also clarified that the concept of work experience was essentially similar to the philosophy of Basic Education as propounded by Mahatma Gandhi and it might be described as a redefinition of his thinking in terms of a society launched on the road to industrialisation. Consequently, great emphasis was laid on work-experience in the new 10+2 pattern of education. But in actual practice, again the different aspects of this programme could not be implemented.

2.8. Ishwarbhai Patel Committee and Social Useful Productive Work:

It was pointed out by the Ishwarbhai Patel Committee (June 1977): "That work experience which was intended to be an integral feature of the curriculum, at all stages, did not find a proper place in the teaching-learning process that followed the introduction of the new pattern". The scheme of education recommended by this committee has three main components - Humanities, Science and Work (Socially Useful Productive Work and community service).

2.9. National Conference (1977)

The National Education Conference held at New Delhi from December 18-20, 1977, under the Chairmanship of Sriman Narayan also recommended that fifty percent of the total school time be devoted to productive, creative and recreational activities, at least half of which should be concentrated on socially useful productive work of various kinds. It was further

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suggested that the existing burden on students of text-books on a large number of compulsory subjects be reduced accordingly.

3. PROBLEM:

- 3.1. The sum total of all the recommendations of the education committees and commissions is that Craft/Work experience/Socially Useful Productive Work should find a prominent place in general education. At present, the society has become so complex and the production process so scientific and technological that the existing system of education impregnated with bookish knowledge cannot solve the individual and social needs of the child.
- 3.2. Our targets of universalization are not being achieved even after 24 years of vigorous efforts. The Government made provisions for schools, teachers, hostels, free books, mid-day meals, uniforms, equipment, training of teachers, renewal of books and curriculum. Yet Madhya Pradesh is lagging behind the targets of universalization of elementary education. There is a high drop-out rate in Madhya Pradesh. Most of the students do not go beyond class V because of their socio-economic status. Hence, either the children are not sent to schools or withdrawn after a few years when they become grown up to help the parents in augmenting the income of their families. There is no provision for direct financial compensation to the parents for the loss of earning, however meagre it may be, if the child is sent to school.
- 3.3. In pursuance of the recommendations of various educational committees and commissions in the past the State Education Departments made provision of teaching craft or work-

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experience in their school curricula and started its implementation accordingly. Even today, there is pressure over the State Governments from the Government of India for introducing 10+2+3 system of education. The 10+2 system lays great stress on the teaching of craft and vocations. Some of the states have introduced this new system but the teaching of craft or vocation has not been able to achieve the desired success due to the following factors:

- i. There is a lack of sufficient capital needed to start vocational training and continue it thereafter;
- ii. The problem of marketing of products;
- iii. There was a doubt in the minds of the people that the children could not produce goods good enough to compete in finish and quality with commercial goods. They also doubted a great loss due to wastage done by unskilled hands;
- iv. It was also alleged by some that manual labour in such craft or vocations might affect the studies of the children; and
- v. There was no provision of motivation and incentive to children and teachers.

4. The factors mentioned above were in the root of failure of basic education, work-experience and vocational education. Keeping in view these factors, Education Department of Madhya Pradesh decided to take up an experiment in 1978-79 to find-out:-

- i. Whether a source for capital can be located;
- ii. Whether marketing problem of the products can be solved;
- iii. Whether it can be proved that the products of the students can compete with the commercial goods;

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- iv. Whether the manual labour affects the studies of the children adversely.
- v. Whether an effective provision for motivation and incentive to the children can be made.
- vi. Whether holding power of the school can be enhanced through the experiment.

5. Exploring Avenues:

The task was none too easy as it envisaged strenuous efforts along with dependability on other cooperative agencies. The issues raised above were discussed one by one and the strategy worked out as to the solutions was as under.

5.1. Exploring source for investment and possibility of marketing:

From the experience of earlier schemes it was made obvious that it would not be possible for the Education Department to have separately ear-marked funds in the state budget for the proposed scheme. It was therefore felt that an agency having commercial base be approached and its cooperation as to investment be sought. This thinking was in line with the recommendations made by the Education Commission 1964-66. The commission had clearly spelt out that work education should not be confined to class-rooms only. As far as possible, school be taken out to farms and factories. When this idea was discussed with some of the factory owners, the response received by the Education department was quite disheartening. The argument put forth by the factory owners was that the school children were unskilled and as such the quality of goods produced by them would be too inferior to have saleability. Thus they were not prepared to run any risk. Then the officials of the Education Department with a sinking heart approached the

officials of the Madhya Pradesh Khadi and Village Industry Board. Shri Y.W. Chaturvedi, Joint Secretary in the Ministry of Education and Culture, Government of India, was holding the reins of the Board as Managing Director when the proposed scheme was discussed with him, he was although fully convinced of the utility of the production based scheme in schools yet he was not able to find out how the Madhya Pradesh Khadi Board could help in the matter. He pleaded that the goods the Board was dealing in were such that the Board was facing the problem of marketing them and under those conditions, additional production would simply have put the Board on to further financial loss. There had been a series of sittings between the officials of the department and the Board and finally a decision was arrived at as under:

Under the proposed scheme only such items would be taken up for production as had enormous annual consumption in the Education Department itself. The items that were listed for production were -Tat-Patti, Chalk stick, sealing wax and school furniture. It was also decided that the Board would invest money on raw-material and equipment.

5.2. Ensuring Quality:

There can not be different opinions on the point of quality of goods. Under the scheme it was to be ensured that the goods produced by school children would be inferior in finish and quality. The State Government accorded permission for the scheme on the condition that the goods produced by the students would in no case lack quality and finish as compared to those supplied by the Madhya Pradesh Laghu Udyog Nigam. The binding was imposed by the state government as to six paise and rate of the material. It was therefore decided that the work be carried out in schools under the guidance of trained persons. As the persons working as craft

instructors in schools were not trained in the crafts selected under the scheme, the Education Department offered to take the responsibility of organising training camps while the Board agreed to provide technical expertise. Efficacious safe-guards to avoid wastage of material and mis-utilisation of money were also taken into consideration.

5.3 Safeguards against adverse effect on children's health and study:

There is no denying the fact that the children left by parents into the care of school ought to be looked after properly ensuring their maximum development, physical and mental, with least exposure to physical or mental illness. It was therefore deemed proper that the workshop, environment, be kept neat, clean and unpolluted and that proper check be imposed on the duration of work under the scheme so that the students might be able to devote sufficient time to their studies. In the light of this particular thinking, it was decided that the maximum duration for which a student would work would not exceed an hour.

5.4. Provision for incentives:

The incentives in terms of cash produces desired results is a universally acknowledged fact, regardless of the financial status of the clientele. The Education Department had already had the acrimonious experience of the miserable failures of the earlier such schemes as were taken by the Department as an endeavour to introduce vocational training. The absence of any provision for economic incentive to the Chief cause of their gloom. It was, therefore, decided that the children to be engaged in production under the scheme be given economic incentive sufficient to be at least fulfilling their educational and other domestic needs.

without the craft instructor's perseverance and his will to work the scheme, it was visualised, the scheme was not going to be a success. Hence it was decided that craft instructors be also given incentive money on the work they would get done by the students.

5.5. Motivating the guardians:

Manual work is still conceived to be an activity done by menials for livelihood. It was presumed that since the proposed scheme involved manual labour by the children, the guardians would not approve of it and might show reluctance to allow their children to participate. As a measure to motivate the guardians, it was decided that all available mass-media viz. radio, newspapers door to door contacts etc. be geared into action.

6. IMPLEMENTATION:

6.1. The programme was formally launched in October 1978 on an experimental basis. In the beginning 6 centres for Tat-patti and chalk were established. Production of these centres started in January 1979 and within 2 months, the children produced the goods worth Rs.33,471.00 and Rs.3770.15 was distributed among them as remuneration.

6.2. Expansion:

As the programme brought out encouraging results the scheme was expanded. Centres were set up in each Basic Training Institute and in Higher Secondary School in each district. By the end of the second phase of the programme, the number of centres rose to 198. The production of these centres was worth Rs.8,00,973. More than one thousand children were benefitted. They earned Rs.67,159.65 as remuneration. During this period chalk making was introduced in one Girls Higher Secondary School of each district.

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- The scheme was gaining ground and so it was felt to have the facility of stores in each division of the State. Alongwith the stores, training centres should also be opened at the divisional level for the intensive training of craft teachers of EML Scheme. As such six training centres were started and they were assigned the work of store-keeping of raw materials and equipment.
- 6.3. The third phase of the scheme began from December 1979, when a new item sealing was introduced at three centres in Bilaspur district because raw material "Lakh" used in making sealing wax is found in the forests of Bilaspur district. The actual production of sealing was started in January 1980 and upto the end of 1980-81, the production of Rs.562 50 was done at these centres and an amount of Rs.11250 was paid to the school children as remuneration. The progress of the schemes continued and the number of centres went upto 367.
- 6.4. The scheme got sound footing and gained popularity. There was a pressing demand from various institutions of the state to introduce one or the other item of the scheme. The K.Y.I. Board found itself unable to meet the needs of its expansion. As a result, the Education Department was compelled to find out some alternative and the department decided to establish a rolling fund for the scheme with Rs.41 lacs. With the amount of the rolling fund, a new item "Furniture" was taken up. In 1981 a centre of furniture was started at Khandva on an experimental basis to see its results. The results of this centre were quite encouraging. The furniture prepared by these children was far superior to the goods supplied by the Laghu Udyog Nigam, Madhya Pradesh and in 1982, the number of centres for furniture was raised to 3. Within this short span of

time more than three thousand sets worth Rs.4 lacs were prepared. The quality and finish of the sets was so fine that the officials of the Education Department approved opening more centres and in 1984 twelve centres in each division have been started.

- 6.5. It was felt by now that the craft started so far were useful only for boys. Except chalk making, there was nothing for girls. In 1983 a scheme of providing uniforms to the girls was introduced by the state Education Department. The Department thought of getting the uniforms prepared by school girls and in 1983-34, in a few selected girls' Higher Secondary Schools of three Educational Divisions, Indore, Sagor and Jabalpur on experimental basis. The school girls prepared the uniforms worth Rs.6 lacs in a very short period. Now the Education Department proposes to take up the work of uniforms preparation in two centres of each district and production of more than 1 crore rupees is expected by the end of November 1984.

6.6. PROCEDURE:

- i. Khadi and Village Industries sanctioned Rs.10 lacs for EHL as initial capital.
- ii. The Education Department place orders for lat-patti and chalk to Khadi & Village Industries.
- iii. The khadi & village industries provides equipments, raw material, and raw material to the training centres
- iv. Khadi & Village Industries Board purchases raw material, direct from the mills and arranges for its transportation to the centres.
- v. The Board places an amount of Rs.1,000 at the disposal of the Principal of the centre to be paid to the

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- students as remuneration and for minor repairs of equipment.
- vi. The goods prepared in each centre is taken by the Distt. Educational Officer of the District.
 - vii. The Distt. Educational Officer sends the receipt of the products received to the Khadi & Village Industries.
 - viii. At the end of the year the Khadi & Village Industries submits the accounts to the Director of Public Instruction.
 - ix. The remuneration to the children is paid daily or weekly.
 - x. The bonus (incentive money) is paid to the teacher at the end of the year.

6.7. RATES:

Remuneration to the Students:

a.	<u>Tat patti:</u>	
	For making a bundle of Sutti weighing 4 kg.	Rs.0.40
	For filling 21 ft. Tana	T.1.0.40
	For weaving a Tat-patti of 20'x14'	Rs.2.00
	Stitching of both ends	Rs.0.50
		<u>Rs.3.00</u>
b.	<u>Chalk sticks:</u>	
	For making 100 chalk sticks	Rs.0.20
	For packing	Rs.0.05.
		<u>Rs.0.25</u>
c.	<u>Sealing Wax.</u>	
	For making sticks	Rs.0.30
	For packing	Rs.0.05
		<u>Rs.0.35</u>

- d. Furniture
8% of the sale price @ 15%
- e. Uniforms
Rs.4.25 per dress (one frock and one chadli)

Time given for craft is generally one hour period of craft but in holidays and vacations, the EWL centres are kept open according to the convenience of the students so that they may utilise the leisure in productive hours.

7. RESULTS OF THE SCHEME:

To what extent a scheme has been successful is always assessed on the basis of the results it has yielded after a given period of time. This criterion of assessment holds equally good in the case of the "Earn While You Learn" scheme also. The results achieved so far are encouraging. They reveal that the objective and with which the scheme was launched have been realised to a great extent. Let us have a look at the objectives, one by one, and the results that reveal the extent of realisation of a particular objective.

7.1. Rejuvenating craft teaching:

The production that has been done at the EWL centres by the students is an evidence by itself to bear testimony to the fact that the programme of craft teaching in schools can be made effective and fruitful by operating it on the lines of the Earn While You Learn scheme that is:

- i. Only such crafts be taken up as may have a wide scope of easy marketability.
- ii. There should be a provision for some sort of economic incentive to the students in return for their labour.

- iii. The craft instructors should also have nominal monetary gain as their share in pushing up production
- iv. The programs be kept open to involvement of any industrial or business concern willing to offer voluntary cooperation in matters of investment and supply of raw material etc..

TABLE I

(PRODUCTION, COVERAGE OF STUDENTS AND REMUNERATION)

Item	Year	Production		Number of students Participated			Amount of Remuneration given to students (in lacs)
		Number	Value (In lacs)	Boys	Girls	Total	
<u>TATPATTI:</u>							
	1978-79	21100	7.97	924	-	924	0.65
	1979-80	34200	11.80	1368	-	1368	0.96
	1980-81	41482	14.31	1696	-	1696	1.16
	1981-82	72447	24.99	3045	-	3045	2.02
	1982-83	87547	28.66	3600	-	3600	2.53
	Total	256676	87.73	10634	-	10634	7.12
<u>CHALK</u>							
	1978-79	25500	0.33	-	100	100	0.06
	1979-80	37000	0.55	-	148	148	0.09
	1980-81	75200	1.13	-	300	300	0.19
	1981-82	75300	1.13	-	304	304	0.19
	1982-83	12403	0.25	-	98	98	0.03
	TOTAL	224283 Plus	3.44	-	950	950	0.56

ITEM	YEARS	PRODUCTION		NUMBER OF STUDENTS PARTICIPATED			AMOUNT OF REMUNERATION GIVEN TO STUDENTS (in lacs)
		Number	Value (in lacs)	Boys	Girls	Total	
<u>SEALING WAX</u>							
	1979-80	1875	0.04	50	-	50	0.01
	1980-81	7500	0.15	100	-	100	0.03
	1981-82	18750	0.37	250	-	250	0.07
	1982-83	28000	0.56	280	-	280	0.11
	TOTAL	55125 Pkt	1.12	680	-	680	0.22

SCHOOL FURNITURE:

	1981-82	100	0.20	40	-	40	0.02
	1982-83	150	0.30	50	-	50	0.03
	1983-84	4000	8.90	1000	-	1000	0.72
	TOTAL	4250 sets	8.90	1090	-	1090	0.77

SCHOOL UNIFORMS:

	1983-84	4000 Sets	1.40	-	400	400	0.11
	GRANT TOTAL		93.69	12404	1350	13754	9.09

From the above table it is evident that a tremendous amount of interest has been shown by the students community towards the scheme. In a period of 5 years, the students have produced goods worth Rs.93.69 lakhs earning thereby Rs.9.09 lakhs. The scheme has so far covered 13754 students.

Since the scheme has been operational in only 367 centres, the achievements in terms of production, coverage and earning are very significant.

7.2. Developing productive skill:

The achievement of the EWL Scheme is such that it serves

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as an eye-opener to those who often say that school children cannot produce quality goods and that goods produced by them will involve large scale wastage of material and the time the students will take in making a particular item will be far more than the skilled worker's. It sounds relevant here to mention:

- i. That the tat-pattis, chalks, school furniture and uniforms made by the students under the EWL scheme have much better finish and much longer durability than those that were supplied to the Department in the past by such agencies as Laxhu Udyog Nigam and others.
- ii. That the wastage caused in the process of making these items has been very nominal and within the limits imposed by the Madhya Pradesh Khadi and Village Industries Board.
- iii. That the time taken by the students in completing a particular item has been extra-ordinarily very low. For example, a student can complete one tat-patti in less than an hour whereas the same tat-patti is made in more than three hours by the professional workers. Similarly, a packet of one hundred chalk sticks takes only 5 or 6 minutes. There are two factors chiefly responsible for finish and speed:
 - a. As there is always constant supply of raw material to the production centres and the possibility of goods lying dumped in godowns is also rare, the students get a lot of practice, which is conducive to finish and speed.

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- b. Under the scheme improvised equipment such as pit-loom and plastic moulds in place of traditional looms and aluminium moulds are being used respectively for tat patti and chalk sticks. These improvised equipments facilitate easy and prompt production.

In state level competitions the students have set record of making a 20' x 1.5' tat patti in 25 minutes.

Thus the EWL scheme has proved its effectiveness in developing productive skill in students. It has also established its utility in helping to train the students in economic self dependence.

7.3. Utilisation of leisure in productive work:

Normally, production under the EWL scheme is carried out in the period of craft allotted in the school time-table. But experience shows that the children have been so much charmed with the usefulness of the scheme that even in their leisure hours i.e. out of school hours on holidays and during vacations they have come to the centres and done the jobs. Thus EWL scheme has been able to create in the students a healthy habit of utilising leisure hours in productive work.

7.4. Developing Dignity Towards Labour:

That the EWL scheme has been an effective tool of developing dignity of labour in the students is evident from the fact that the scheme has attracted not only the poor children but also many of those belonging to the upper strata of society. It has equally attracted the son or daughter of a farmer and that of a Deputy Collector. A study of the EWL programme carried out by Shri P.N. Rusia, Deputy Director, Public Instruction, Madhya Pradesh, reveals that the beneficiaries

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of the scheme belong to five categories of different income groups. The number of beneficiaries and their percentage to the total beneficiaries has been shown in the study as under:

TABLE II

S.No.	Income Group(Annual)	Number of beneficiaries	Percentage
1.	Above Rs.25,000	617	5%
2.	Between Rs.18000-25,000	988	8%
3.	Between Rs.12000-18000	2717	22 %
4.	Between Rs.6000-12,000	3088	25%
5.	Below Rs.6,000		40%

7.5. Helping Retention in Schools:

It has been observed that the EWL scheme has helped to a large extent in increasing the holding power of the institution wherein the scheme is in operation. It is also noteworthy that on account of student's involvement in production-work, their studies have not suffered at all. The figures given in the following table bear testimony to this statement:

TABLE III

(Scholastic achievement of EWL beneficiaries)

S.No.	Percentage of marks obtained in the examination	No:of students	Percent
1.	50% or above	7432	59%
2.	Between 45% -50%	2470	19%
3.	Between 33%-44 %	2225	18%
4.	Below 33%	247	14%

From the above table it is evident that 59% beneficiaries have secured first class marks whereas the percentage of failure

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among them is only 14%. The involvement of students in the scheme is not the reason for this failure, but it is on account of other factors which need no mention here.

8. RESTRAINTS:

As stated in the beginning that the EML scheme was launched on an experimental basis. Besides aiming at realising certain objectives, it aimed at finding answers to certain issues which formed the hypothesis of failure of the all previous educational programmes oriented towards production. The EML scheme has achieved tremendous success as far as the realisation of its declared objectives and finding answers to the issues are concerned. Yet some of the restraints under which the EML scheme is being operated need special mention here. The restraints are as under:

8.1. In sufficient budgetary provision:

In view of the tremendous result producing capacity of the EML scheme, it would have been worth while if its benefit had reached to all other schools where presently it is not operating. This could have been possible by implementing the programme of Craft Teaching on the same lines. But the financial means of the state government are so limited that it can hardly make provision in the state budget for the programme of craft. It is because of the limited budget that the purchasing capacity of the Education Department has come to stand still. If production is increased, at the centres, the Department has a problem of purchasing the goods.

Presently the scheme is operating in a few selected Higher Secondary schools and Teacher Training Institutes only. The number of Middle schools where the scheme is operating is rather negligible. As for primary level, it is operating in a very few non-formal centres. Thus the benefits of the scheme are hardly reaching the children of the elementary level at which as a matter of fact the concentration should have been

more in the context of the 16th point of the new 20-point programme. The scheme has great potential to accelerate the pace of universalisation of elementary education but owing to financial restraints, it is not possible to implement it at the elementary level.

8.2. Administrative Problem:

A rolling fund of Rs.41 lakhs was created in 1981-82 with the objective of extending the benefits of the scheme to a larger student community and adding new dimension to the scheme. This amount was placed in the Civil Deposit Account wherein state government's permission is a binding on any withdrawal from the account. It is unfortunate that not a single paisa has so far been withdrawn from the account, the reason being the complexities involved in the procedures.

9. Future Strategy:

It is expected that the restraints mentioned above will either cease or ease in due course of time and then it will be possible to add new dimensions to this scheme, and also to enlarge its catchment area.

9.1. The strategy worked out for future expansion is as follows:

NEW ITEMS:

The expansion will take place in phases. In each phase one or two new trades will be introduced. The proposed trades are:

1. Doll making
2. Manufacture of exercise 'note books
3. Preparation of file pads, file covers etc.
4. Book binding
5. Making school bags
6. Manufacturing pins
7. Poultry farming

9.2. Assets:

Efforts will be made to utilise all available resources to obtain financial assistance for the scheme. The probable sources are:

1. State Government (for making more provision)
2. Central Government (for grant-in-aid)
3. UNICEF (Financial aid)
4. UNESCO (financial aid)
5. Voluntary organizations.

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