

STATE LEVEL FINAL REPORT

EVALUATION STUDY

OF

NON-FORMAL EDUCATION

1986

N.F.E. EVALUATION STUDY PROJECT, N.I.E.P.A.

DIRECTORATE OF SCHOOL EDUCATION,

ANDHRA PRADESH,

HYDERABAD.

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PREFACE

The State Level Final Report on the Evaluation Study of Non-Formal Education Programme in Andhra Pradesh, is the result of the hard work turned by the Project Staff of Andhra Pradesh during the last ten months.

The Study was undertaken under the guidance of NIEPA, New Delhi, at the instance of Union Ministry of Education. The State Education Department, specially the Director of School Education and the District Educational Officers of West Godavari and Adilabad Districts and their staff in the four selected Blocks have given hearty cooperation and helped in getting the data from the field. The 25 Field Investigators, appointed for the purpose, also did much spade work to make the Study a success.

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PART - II

TABULATIONS PLANS (SEPARATE VOLUME)

CHAPTER. 1-0 :

THE BACKGROUND OF ANDHRA PRADESH AND ITS EDUCATIONAL DEVELOPMENT

1.1 INTRODUCTION:

Andhra Pradesh is one of the youngest States in the Indian Union, having its birth on 1st November, 1956, consequent upon passing of the States' Reorganisation Act of Government of India.

The State consists of three ⁱⁿ district regions:

(1) Sarkars and (2) Rayala Seema of former Madras Presidency, and (3) Telengana of the erst-while Hyderabad State. Its birth resulted in the amalgamation of different cultures and traditions that existed in former Madras province and Hyderabad State. The common bondage has been one language, TELUGU.

The Administrative Patterns of these two distinct areas were also quite different in respect of Public Administration as well as Educational Administration.

1.1.1 Historical Retrospect:

The Andhras have a very long history, which can be traced back to ancient times, when civilisation had its origin in this ancient land. They have great culture and traditions originating from the Buddhist times. The

VIGNANA SARYASEMI says: "It is known from the Buddhist literature that on the banks of Godavary, there existed a State by name ANDHAKARA KUTTA (Andhra Rashtra) and that ASUKI and ALAKI were the Andhra Kings. It is clear that the Andhras were residing by the side of Godavary during the time of Buddha".

ANDHRA DESAMI had its name from the Andhra Kings who ruled these areas. Their language came to be known as the ANDHRA BHASHA. It was also known as TRILINGA DESAMI for it was surrounded by three great LINGAS :- 1) Hinayana of Droksavayana, 2) Mallikarjuna of Srisailem and 3) Kaleswara of Kaleswara. Its language was also known as TALUHI or TELUHI. Hence it is also called as TELUGE DESAMI and TELUGI DESAMI.

The Andhras belong to the Aryan Tribe that had migrated from the Northern India in the past.

The Andhras had faced many a political vicissitudes during their long history. Under Satavahana, Ikshvaku, Pallava, Chalukya, Kakatiya and Vijayanagar Kings, the State remained as a single unit. The Vijayanagar Period was known as the Golden Era in the history of Andhras.

Before independence, it was a part of Madras Presidency.

1.1.2 The struggle for a separate State:

The Andhras waged a relentless struggle for a separate State for over 40 years. The demand remained uncooceeded during the British period.

With the growth of national movement, the problem of re-organisation of States on linguistic basis gained impetus. In 1919, the All India Congress in its Calcutta Session in principle had accepted the linguistic re-organisation of the States in India. In 1928, the Motilal Nehru Committee gave its support to that view.

In 1910, the first agitation for a separate State was launched in Gantur. In 1913, the Andhra Maha Sabha was formed to spearhead the movement. In 1947, the Dhar Commission had negated the idea. But in 1949, the Jawaharlal-Vllabhai-Pattabhi Committee favoured the formation of a separate Andhra State, provided the Andhras gave up the claim for the City of Madras. After the martyrdom of Sri Petti Sriramulu, through a fast unto death for the cause in 1952, the Government of India have cooceeded for the creation of a separate Andhra State, and on 1st October, 1953, the Andhra State, the first Indian linguistic State had its birth, with Kurnool as its Capital.

1.1.3 Formation of Andhra Pradesh State:

After the recommendation of the States' Re-organisation Commission and after the States' Re-organisation Act was passed by the Parliament, Andhra Pradesh came into existence, with Hyderabad as its Capital combining the former Andhra State and Telangana Region of the former Hyderabad State on 1st November 1956.

1.1.4 Description of the State:

Among all the 22 States of the Indian Union, Andhra Pradesh is centrally situated in the southern part in respect of communications. It extends over a part of Deccan Plateau and the Eastern Coast. It presently consists of 23 Districts, covering a total area of 275, 280 Sq. Kms.

Geographically, it is located between the Latitudes of $12^{\circ}14'$ and $19^{\circ}54'$ to the North of Equator and the Longitudes of $76^{\circ}50'$ and $80^{\circ}50'$ of Greenwich. It has: 1) on the Eastern border Penninsular and South-Eastern part of the Indian Sub-continent and the natural boundary of Bay of Bengal and the Chilka Lake in the State of Orissa, 2) in the South, the Pulikat Lake near Madras, 3) the State of Maharashtra in the North-West, and 4) the State of Karnataka in the South-West, and 5) the State of Madhya Pradesh to the North.

The State has also the biggest coastal line of

960 Km. The perennial rivers of Godavary, Krishna, Pennar, Vamsadhara and Nagavali flow through the state. Hence it is also called the State of Rivers. As it is a Highest rice-yielding state, it is known as ANAPURNA, the Bowl of rice too.

The state has been traditionally divided into three Regions:- 1) the Coastal Andhra known as the CIRCARS, consisting of eight districts, 2) the NAYALA DEKANA, consisting of four districts, and 3) the TELANGANA consisting of eleven districts.

The climatic conditions of the state vary from Region to Region. The Coastal Andhra receives the maximum rainfall, when compared to the other Regions. The South-West and the North-West monsoons cover the whole state. The former gives the maximum rainfall i.e., 81% and the latter, the rest.

Figure 1.1, on page 6, gives the Map of Andhra Pradesh.

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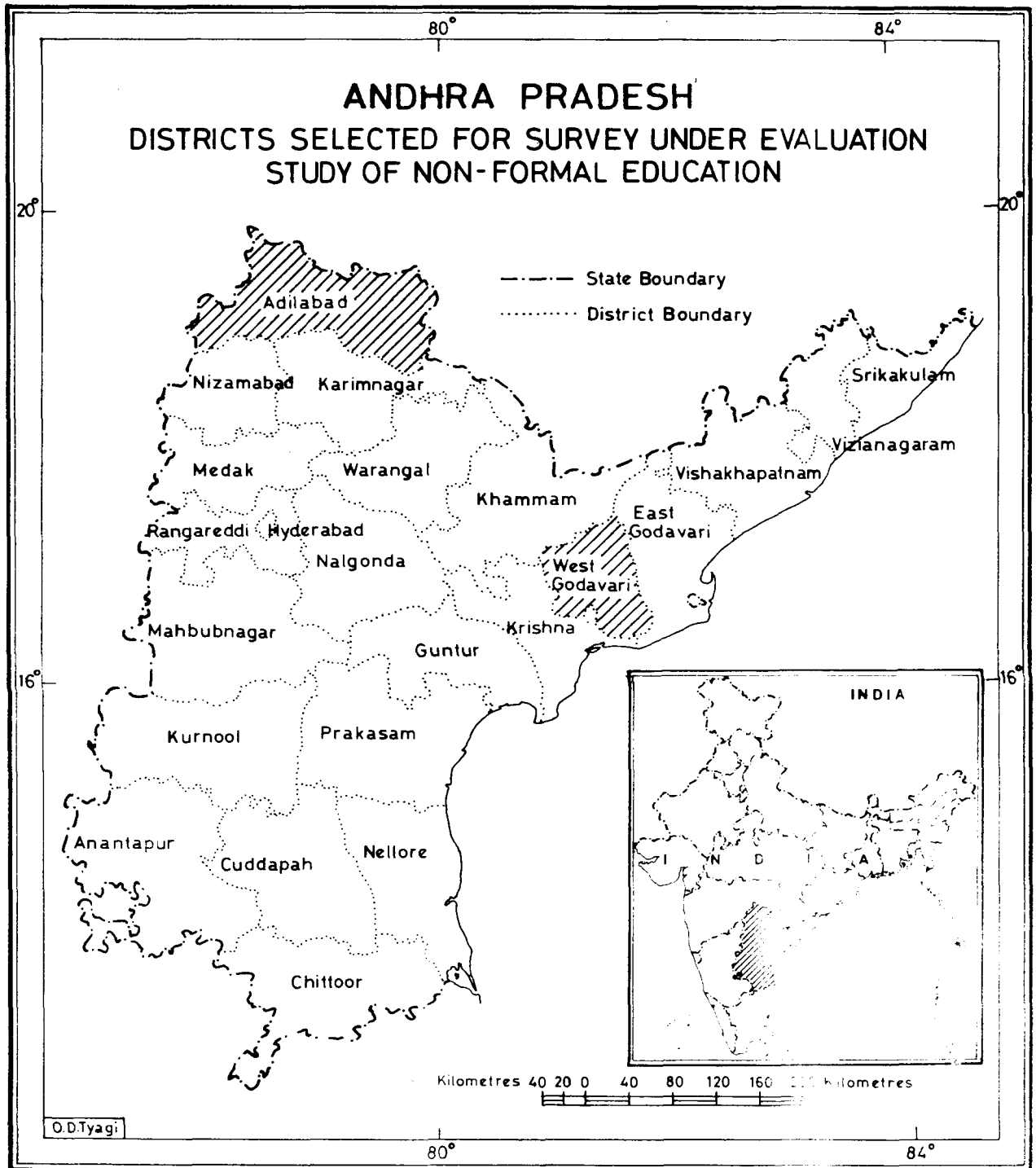


FIGURE - 1.1
THE MAP OF ANDHRA PRADESH

Table 1.1 on page 7, gives Andhra Pradesh at a Glance.

TABLE - 1.1:

MADHRA PRADESH AT A GLANCE

Sl.No.	ITEM	Particulars
1).	Population as per 1981 census	5,35,92,605
2).	Area in Square kilometers	2,75,068
3).	Density of Population per square kilometer.	195
4).	Sex Ratio (Female per Thousand Males)	976
5).	Literacy Ratio	29.72
6).	Proportion of Rural/Urban population to total population.	(i) Rural 76.75 (ii) Urban 23.25
7).	Percentage of Main workers to Total population	(i) Rural 15.75 (ii) Urban 12.25 (iii) All areas 12.18
8).	No. and Names of Regions	(i) Circars. (ii) Telangana (iii) Rayalaseema
9).	No. of Districts	: 23
10).	No. of Mandals	: 1104
11).	No. of Parliament Members	: 42
12).	No. of Members of Leg. Assembly	: 295
13).	No. of Universities	: General : Technical 8 4 2 10
		ii) Central University 1
		iii) Deemed Universities 2
14).	No. of Degree Colleges	: 391
15).	No. of Junior Colleges	: 659
16).	No. of Oriental Colleges	: 23
17).	No. of Secondary schools	: 4,283
18).	No. of Upper Primary schools	: 5,445
19).	No. of Primary schools	: 41,702
20).	No. of Non-Formal Ed. Centres	: 17,790

1.1.5 Demographic Features:

According to 1981 Census the Total Population of the State constitutes 5.35 Crores, out of which 2.71 crores are males and 2.64 crores are females. 2/3 of the population belongs to rural areas and rest of them live in urban areas. In absolute terms, they are 4.09 crores and 1.26 crores respectively. If we give a look at the down-troddenⁿ people of the society, there are 79.62 lakhs of Scheduled Caste people and 31.76 lakhs of Scheduled Tribe people.

If we see in the view of regions, Coastal Andhra accounts for 45 percent of State population, which covers about 32.4 percent of the State land also. According to 1981 Census, it is most densely populated area of the State with 255 persons per square kilometer.

The next region of the State is Rayalaseema. It is a very backward area in all aspects and rocky area. It is more sparsely populated with 19.19 per cent of State population, which covers the 26.8 percent of area of the State, with 144 persons per square kilometre as the density of population.

The last, but not least, the Telangana, accounts for 35 per cent of State population and for 41.8 per cent of State Geographical area. The density of population is 196 per square kilometers in Telangana.

Table 1.2 on page 9 ^{gives} Demographic Data of Andhra Pradesh as per 1981 Census.

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TABLE - 2
THE DEMOGRAPHIC DATA OF ANDHRA PRADESH AS PER
1961 CENSUS *

Sl. No.	NAME OF THE DISTRICT	TOTAL POPULATION OF THE DISTRICT	CUMULATIVE POPULATION SIZE OF THE DISTRICT
1.	East Godavari	3,781,714	6.2%
2.	Guntur	3,487,001	6.0%
3.	West Godavari	2,856,939	5.2%
4.	Krishna	3,041,949	5.4%
5.	Chittoor	2,746,047	5.1%
6.	Anantapur	2,618,239	4.8%
7.	Vishakhapatnam	2,582,313	4.7%
8.	Prakasam	2,456,545	4.5%
9.	Nababob Nagar	2,446,542	4.5%
10.	Narayanagar	2,436,075	4.5%
11.	Karnool	2,404,358	4.4%
12.	Warangal	2,391,374	4.4%
13.	Nalgonda	2,273,476	4.2%
14.	Hyderabad	2,240,308	4.2%
15.	Nellore	2,006,447	3.7%
16.	Godavari	1,957,682	3.6%
17.	Srikalahasti	1,902,541	3.5%
18.	Kodak	1,827,308	3.4%
19.	Vijayanagara	1,808,628	3.3%
20.	Eluru	1,764,966	3.2%
21.	Wizambad	1,679,277	3.1%
22.	Adilabad	1,622,130	3.0%
23.	Rangareddy	1,573,042	2.9%
ANDHRA PRADESH		33,574,645	100.0%

(*) Source: Census of India, 1961
Series - 2, Andhra Pradesh
Paper - 1 of 1961 Supplement - Chart-1

1.1.6 Socio-religious aspects

The State of Andhra Pradesh consists of multi-lingual and multi-religious people. 90 per cent of the people's dialect is Telugu and the largest number of persons are Hindus. After Hindus Muhammadans, Christians, Jains, and Parsis, also live in the State. Urdu is also spoken widely in the State.

Fourfold caste system is existing in the State i.e. Brahmins, Kshatriya, Vyasa and Sudras. Numerically, economically and politically upper placed Sudras castes, namely, Reddy, Kamma, Kapu, Velama are dominant. Backward Classes, Scheduled Castes and Scheduled Tribes are also in considerable numbers.

In religious aspects, the Andhras are more pious. A large number of religious places and pilgrim centres exist in the State e.g. Tirumala, Tirupati, Srisailem, Kalahasti, Bhadrachalam, Amaravati, Tadgiri, Vijayawada, Srikalahasti, Anaparthi, Venkateswara, Brahmavarum, Kalavaram, etc. All these temple towns are famous from ancient times.

All the religions, namely, Hinduism, Islam, Christianity, Sikhism etc., are duly flourishing in the State and are co-existing in peace.

The socio-economic condition of the people of the State is generally below average, when compared to other States.

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It is making rapid strides in the post-Independent period due to planned and phased developmental activities undertaken by way of Five Year Plans.

1.1.7 Literacy situation:

Andhra Pradesh is one among the educationally backward States of India, according to the Report of the Education Committee of 1979. According to the 1961 Census Report, the State occupies the twenty third place in the hierarchy.

The Table 1.3 below, gives the Literacy Situation in Andhra Pradesh as in 1961.

TABLE -- 1.3 *
THE LITERACY SITUATION IN ANDHRA PRADESH AS IN 1961

Sl. No.	DISTRICT	TOTAL NUMBER OF LITERATES	PERCENTAGE OF LITERACY TO TOTAL POPULATION
1.	Amalapuram	1,65,866	24.46
2.	Vizianagaram	1,12,866	19.28
3.	Vizianagaram	1,08,866	17.22
4.	East Godavari	1,08,866	17.22
5.	West Godavari	1,08,866	17.22
6.	Krishna	1,08,866	17.22
7.	Guntur	1,08,866	17.22
8.	Prakasam	1,08,866	17.22
9.	Nellore	1,08,866	17.22
I. GENERAL ANDHRA TOTAL		77,77,605	32.78

Contd.....

Sl. No.	DISTRICT	TOTAL NUMBER OF LITERATES	PERCENTAGE OF LITERACY TO TOTAL POPULATION
10.	Amalapuram	5,22,428	20.42
11.	Anaparthi	1,02,822	17.28
12.	Chittoor	2,11,329	19.22
13.	Chittoor	2,22,527	11.22
II. RAYALASIMA TOTAL		22,97,499	24.47
14.	Chittoor	2,77,842	22.26
15.	Chittoor	1,22,822	21.28
16.	Chittoor	1,22,822	21.28
17.	Chittoor	1,22,822	21.28
18.	Chittoor	1,22,822	21.28
19.	Chittoor	1,22,822	21.28
20.	Chittoor	1,22,822	21.28
21.	Chittoor	1,22,822	21.28
22.	Chittoor	1,22,822	21.28
23.	Chittoor	1,22,822	21.28
XI. TELANGANA TOTAL		22,99,499	26.72
ANDHRA PRADESH		1,99,25,661	29.72

(* Source: Census Report, 1961)

Contd.....

TABLE 1.A below gives a comparative picture of ranking order of Literacy of States and Union Territories according to 1961 and 1971, Census and increase in percentage of Literacy.

TABLE - 1.A *

A COMPARATIVE PICTURE OF RANKING ORDER OF LITERACY OF STATES AND UNION TERRITORIES ACCORDING TO 1961 AND 1971 CENSUS AND INCREASE IN PERCENTAGE OF LITERACY

Sl. No.	STATE	1961 CENSUS		1971 CENSUS		PERCENTAGE INCREASE LITERACY.
		LIT-%	RANK	LIT-%	RANK	
1.	Kerala	69.27	1	69.42	2	+ 14.48
2.	Chandigarh	64.88	2	61.96	1	+ 9.59
3.	Bihar	61.86	3	59.91	3	+ 9.88
4.	Mizoram	59.59	4	58.79	4	+ 18.98
5.	Goa Daman & Diu	55.86	5	44.75	6	+ 24.48
6.	Lakshadweep	54.72	6	45.86	7	+ 28.53
7.	Pondichery	54.33	7	46.82	5	+ 27.84
8.	Andaman and Nicobar Islands	51.27	8	45.59	8	+ 27.82
9.	Maharashtra	47.37	9	39.28	10	+ 28.88
10.	Tamil Nadu	46.78	10	39.68	9	+ 26.82
11.	Gujarat	45.75	11	35.79	11	+ 22.84
12.	Madhya	41.88	12	38.91	14	+ 27.88
13.	Assam	41.88	13	27.46	19	+ 33.88
14.	Himachal Pradesh	42.84	14	31.96	15	+ 31.83
15.	Tripura	41.88	15	38.88	17	+ 34.82
16.	West Bengal	40.58	16	35.88	13	+ 23.13
17.	Punjab	40.74	17	35.87	12	+ 21.88
18.	Madhya	38.41	18	31.82	16	+ 21.86
19.	Manipur	35.88	19	26.88	20	+ 33.88

Contd.....

Sl. No.	STATE	1961 CENSUS		1971 CENSUS		PERCENTAGE INCREASE LITERARY
		Literacy %	RANK	Literacy %	RANK	
20.	Orissa	34.12	20	35.15	21	+ 30.33
21.	Sikkim	33.83	21	37.74	27	+ 90.70
22.	Naghalaya	33.22	22	39.44	18	+ 32.85
23.	Andhra Pradesh	29.94	23	34.87	22	+ 21.86
24.	Madhya Pradesh	27.82	24	32.14	23	+ 25.48
25.	Uttar Pradesh	27.38	25	31.70	24	+ 26.10
26.	Jammu and Kashmir	26.60	26	34.87	20	+ 77.60
27.	Bihar	26.01	27	29.99	25	+ 30.44
28.	Rajasthan	24.85	28	29.87	26	+ 26.11
29.	Assam	20.09	29	21.29	29	+ 77.85

(* Source: Census Reports of 1971 and 1961)

The Table 1.5 below gives the Literacy Population among the Nine Educationally Backward States of India as in 1961.

TABLE -- 1.5 *
LITERACY POPULATION AMONG THE NINE EDUCATIONALLY BACKWARD STATES OF INDIA AS IN 1961

Sl. No.	STATE	Total NUMBER OF LITERATES	PERCENTAGE OF LITERATES TO TOTAL POPULATION
1.	West Bengal	22, 271, 027	40.86
2.	Orissa	6, 94, 825	19.11
3.	Andhra Pradesh	18, 12, 871	20.72
4.	Uttar Pradesh	10, 52, 015	17.28
5.	Madhya Pradesh	14, 94, 22	17.28
6.	Bihar	12, 12, 419	16.01
7.	Rajasthan	2, 291, 015	14.05
8.	Assam	N.A.	—
9.	Jammu and Kashmir	N.A.	—

(* Source: Census Report of 1961)

The State got 23rd rank from the point of literacy among the Indian States and the Union Territories according to 1961 Census. In 1961 only 13% of the people of Andhra Pradesh were literates, as against 16.6% at the country's level. The percentage had gone from 23% in 1971 to 29.5% in 1981, where as the national average was 36.17% in 1981.

1.1.8 Work participation

The total work force was 187 lakhs during 1960-61, which increased to 226 lakhs by 1981. Among the 226 lakhs of the total work force, non-agricultural labourers are 69.4 lakhs.

The majority of the work force in Andhra Pradesh are engaged in Agriculture. More than 75% of the work force is engaged in Agricultural and allied services. The proportion of work force engaged in the Industrial Sector constitutes to be as low as 13%. The services Sector engages about 10%.

1.1.9 General economic conditions

The State of Andhra Pradesh is predominantly an agricultural State. The contribution of agriculture and animal husbandry to the State's income constitutes to be very high, i.e. about 53%. More than 75% of the work force is engaged in agriculture and allied services, as observed earlier. The total area under cultivation is 118.5 lakhs

Contd.....

of hectares in 1961. It increased to 130.5 lakhs of hectares in three decades. Apart from paddy, all types of cereals and commercial crops like groundnuts, cashew nuts, cotton, sugarcane and other dry crops are also produced in the State.

Industrially, the State continues to be backward compared to the all-India level. Less than 20% of the State's income comes from the industries and commerce.

The State's income estimates during 1960-61 had increased from Rs. 1.191 Crores during 1964-65 to Rs. 1.221 crores during 1969-70 and by 1981-82 it rose to Rs. 7,963 Crores. The percentage of income of the State during 1960-61 to constant price of 1970 was Rs. 530 Crores and it increased to Rs. 602 Crores during 1981-82.

1.1.10 Employment position

The chief occupation in the State is cultivation as it is an agriculturally oriented one. Industrially, it is less developed. The work participation, therefore, is mainly on agricultural labour.

Contd.....

Table 1.6 below shows the Employment Position in the Public and Private Sector Establishments

TABLE - 1.6:

THE EMPLOYMENT POSITION IN THE PUBLIC AND PRIVATE SECTOR ESTABLISHMENT*

Sl. No.	TYPE OF SECTOR	EMPLOYMENT IN THOUSANDS		
		1979	1980	1981
1.	The Central Government	211.2	220.1	220.1
2.	The State Government	302.5	315.1	317.6
3.	The Local Government	323.5	346.5	342.7
4.	The Local Bodies	216.0	224.5	226.6
5.	The Private Sector	276.8	296.7	316.8
		1,329.6	1,402.9	1,458.8

(* AS ON 31ST DECEMBER 1981)

In 1979, there were 26 District Employment Exchanges and 7 Sub-Employment Exchanges. Three University Employment and Guidance Bureau were later established. The employment facilities available in 1981 were :

- a) 17 District Employment Exchanges;
- b) 2 Employment Exchanges;
- c) 6 Employment sub-exchanges
- d) 3 University Employment and Guidance Bureau

(*Source: Directorate of Employment and Training, Andhra Pradesh).

Contd.....

1.1.11 The Administrative set-up of Andhra Pradesh

The Administrative Pattern of Andhra Pradesh, in general, resembles that of all other States of Indian Union.

The Governor, who is appointed by the Government of India, is the Head of the State.

The State Government is formed by the Party that secures majority of seats in the State Legislative Assembly. The leader of that party is invited by the Governor to become the Chief Minister and form the Government. He, in turn, will select his team of Ministers. They will be the Cabinet and take-up the reins of the State.

The State Legislature passes all Acts after due discussions in the Assembly.

The Secretariate assists the Government in its varied functions relating to different Departments.

(A) Departments in the Secretariate:-

The following Departments are existing in the Secretariat at present:-

- 1) Education Department;**
- 2) Department of Finance and Planning -
Financing, Planning Wing;**
- 3) Department of Finance and Planning - Project Wing;**
- 4) Food and Agriculture Department;**
- 5) Department of Forest and Rural Development;**

Contd.....

- 6) General Administration Department;**
- 7) Home Department;**
- 8) Department of Housing, Municipal Administration and Urban Development;**
- 9) Industries and Commerce Department;**
- 10) Irrigation Department;**
- 11) Irrigation Department - Projects Wing;**
- 12) Department of Irrigation, Utilization and Command Area Development;**
- 13) Department of Labour, Employment, Nutrition and Technical Education;**
- 14) Legislature Department;**
- 15) Medical and Health Department;**
- 16) Panchayat Raj Department;**
- 17) Revenue Department;**
- 18) Social Welfare Department;**
- 19) Transport, Roads and Buildings Department; and so on.**

(B) District in the State-

The State is presently divided into 25 Districts, namely:

- 1) Srikakulam;**
- 2) Vizianagaram;**
- 3) Visakhapatnam;**
- 4) East Godavari;**
- 5) West Godavari;**
- 6) Krishna;**
- 7) Guntur;**
- 8) Prakasam (Circars);**
- 9) Nellore;**
- 10) Chittoor;**
- 11) Guntur;**

Contd.....

- 12) Anantapur**
- 13) Kurnoor (Rayala Seema)**
- 14) Adilabad**
- 15) Nizamabad**
- 16) Karimnagar**
- 17) Warangal**
- 18) Nalgonda**
- 19) Khammam**
- 20) Naga Reddy**
- 21) Mahabub Nagar**
- 22) Nandak**
- 23) Twin Cities (Telangana)**

Each District is administered by a District Collector, who is duly assisted by Deputy Collector, District level Officers of all the above Departments, etc.

Under the Decentralisation of Administration, Zilla Parishads are formed as a part of Panchayat Raj System and recently Mandal Administration has come to stay in place of Panchayat Samithies. At the Village level, Grama Panchayats village Panchayats are at the bottom of the hierarchy.

1.1.12 Educational Administrative set-up:

As per the Constitution of India, Education is a subject under the State responsibility.

State Educational Administration has been endeavoring to fulfil its Constitutional obligation since the formation of the State to its level best.

Contd.....

In the State Ministry, there is a cabinet Minister incharge of the Educational Portfolio and another, incharge of Technical Education.

There is an Educational Secretariat duly headed by a Principal Secretary to Government, Education Department. He is assisted by a ^{number} of Joint Secretaries, Deputy Secretaries, Assistant Secretaries and Section Officers.

(A) Directorates:-

In the Education Department there are numerous Directorates as mentioned below:

- 1) The Directorate of School Education;
- 2) The Directorate of Higher Education;
- 3) The Directorate of Technical Education;
- 4) The Directorate of Adult Education;
- 5) The Directorate of Archaeology;
- 6) The Directorate of State Archives;
- 7) The Directorate of Text Book Press, etc.

(B) Statutory and Autonomous Bodies:-

There are also the following statutory and autonomous Boards in the Education Department

- 1) The State Council of Educational Research and Training;
- 2) The Board of Secondary Education;
- 3) The Board of Intermediate Education;
- 4) The Board of Technical Education;
- 5) The Directorate of Human Resource Development;
- 6) The ^{State} Institute of Educational Technology;

Contd.....

- 7) The B Tolaga Academy;**
- 8) The Urua Academy;**
- 9) The Science Academy;**
- 10) The Andrew Fradesch Residential Schools Society, and the like.**

Figure 1.2 on page 23 gives the Educational-Administrative set-up in Andrew Fradesch.

1.1.13 Directorate of School Education

In the Education Department the Directorate of School Education is in overall charge of Education in general.

The Directorate takes care of all administrative, academic and Evaluational aspects relating to School Education. The following subjects are at present handled by it.

- 1. Educational Finance and Planning relating to School Education.**
- 2. Secondary Education.**
- 3. Upper Primary Education.**
- 4. Primary Education.**
- 5. Teacher Education Leading to Degrees as well as Teacher Training Certificates.**
- 6. Inservice Education.**
- 7. Development of Curricula.**
- 8. Production Printing of Nationalised Text Books.**
- 9. Vocationalisation of Education.**
- 10. Universalization of Primary Education.**
- 11. Non-formal Education.**

Contd.....

12. Mid-day meals.
13. National Fitness Scheme.
14. Oriental Studies.
15. Promotion of Hindi Urdu and English.
16. Educational Research.
17. Inspection and Supervision both Academic and Administrative of all Schools.
18. Sanction and withdrawal of Recognition of Schools.
19. Grants-in-aid.
20. Release of Scholarships and other Incentives.
21. Teachers' Welfare Fund.
22. Administration Control and discipline of all personnel.
23. Conduct of S.S.C. Examinations.
24. Conduct of T.T.I. Examinations.
25. Conduct of Accounts Test for Headmasters.
26. Educational Statistics.
27. Promotion of Science and Mathematics.
28. Reforms in Examinations.
29. Re-orientation courses of Content and new practices in education.
30. U.N.I.C.E.P. Projects.
31. Boys Scouts and Girls Guides.
32. Junior Red-Cross Activities, and,
33. Auditing of Financial Aspects of Educational Institutions.

Figure 1.3 on page 25, gives the Organisation of Directorate of School Education.

Contd.....

INDIAN
EDUCATION
MINISTRY

NIEPA NCERT

STATE
EDUCATION
MINISTRY

UNIVERSITY
GRANTS
COMMISSION

CABINET MINISTER
FOR EDUCATION

TECHNICAL ACADEMY HUMAN ACADEMY SCIENCE ACADEMY EDUCATIONAL SECRETARIAT UNIVERSITIES

AMERA PRADHAN
RESIDENTIAL
SCHOOL
SOCIETY

PRINCIPAL
SECRETARY

BOARD OF
INTERMEDIATE
EDUCATION

SPECIAL SECRETARIES

DEPUTY SECRETARIES

ASSISTANT SECRETARIES

EDUCATIONAL DIRECTORATE

DIRECTORATE
OF HIGHER
EDUCATION

DIRECTORATE OF
SCHOOL
EDUCATION

DIRECTORATE
OF PUBLIC
LIBRARIES

DIRECTORATE
OF STATE
ARCHIVES

DIRECTORATE
OF TECHNICAL
EDUCATION

DIRECTORATE
OF ADULT
EDUCATION

DIRECTORATE
OF TEXT
BOOKS
PRESS

DIRECTORATE
OF
ARCHAEOLOGY

FIGURE - 1.2

THE EDUCATIONAL ADMINISTRATIVE SET-UP IN ANDHRA PRADESH

DIRECTOR OF SCHOOL EDUCATION
ADDITIONAL DIRECTOR, SCHOOL EDUCATION
JOINT DIRECTORS & EQUIVALENT POSTS-(10)

**Regional
Joint
Directors -3.**
(Hyderabad,
Warangal,
Gadagah
Guntur
Machilipatnam.)

**Joint
Commissioner
for Govt
Examinations
(Hyderabad)**

**Director
SCERT, 1
A.P.**

Joint D.S.Es - 3
(1. Secondary
Education
2. Vocational
Education and
T.E.T.S
in the Head
Office)

**DEPUTY DIRECTORS
& Special Officers : 5**

Deputy Directors - 3
(1. Planning &
Finance,
2. Training and
3. Oriental Studies)

SPECIAL OFFICERS-2
(1. Mid-day Meals &
2. Text Books)

Assistant Directors & Special Officers - 12

Assistant Directors - 7
(1. Personnel
2. Govt Education
3. High Education
4. Non-Govt Education
5. National Fitness Corp
6. Planning and
7. Finance)

Special Officers -5
(1. Pension,
2. Hindi Education
3. Urdu
4. English and
5. Statistics)

CHIEF ACCOUNTS OFFICER

Accounts Officer-1

Accounts Officer-2

FIGURE 1.3:

ORGANIZATION

**ORGANOGRAM OF THE DEPARTMENT
OF SCHOOL EDUCATION, A.P.**

4.1.14 Other Educational Agencies

As in the case of all other States, in the State of Andhra Pradesh also all the important educational agencies such as Central Government, Panchayat Raj system, Municipalities and Private Voluntary Organisations take active part in education functions besides the State Government.

There are many Central Schools run by the Central Government through-out the State.

The Zilla Parishads administer Secondary Education at the district level and the Panchayat Samithies run Elementary Schools in the rural areas. The Municipalities also run Secondary and Elementary School in their jurisdiction.

The Private Voluntary Educational organisations establish and manage Elementary Schools Secondary Schools Junior Colleges and Arts, Science and Teacher Training Colleges.

The Teaching⁽²⁷⁾ Training Institutes are run wholly by the State Government.

The State Private Boards and Universities also establish and manage Teacher Education College.

Conti.....

1.1.15 Educational Structure in the States

The Educational Structure in the State of Andhra Pradesh generally agrees in the pattern of Education that exists today in many other States.

In general there is 10 - year general education, 2 - year Intermediate Education, 3-Year Graduation Courses 2-Year Post-Graduate Courses and 2 or more years of Doctoral Courses.

Table 1.A on page 28 gives the Educational Ladder in Andhra Pradesh.

1.1.16 Educational Finances

An amount of Rs.4.04 Crores was spent on Primary Education during 1956-57. It was gradually increased to Rs.151.93 Crores by the year 1982-83. As per the above mentioned figures, Primary Education should have received ^e greater priority to fulfil Constitution^l obligation of Universalisation of Elementary Education and also to reduce the incidence of illiteracy. The literacy rate has increased from 21.19% in 1961 to that of 29.94% in 1981.

Contd.....

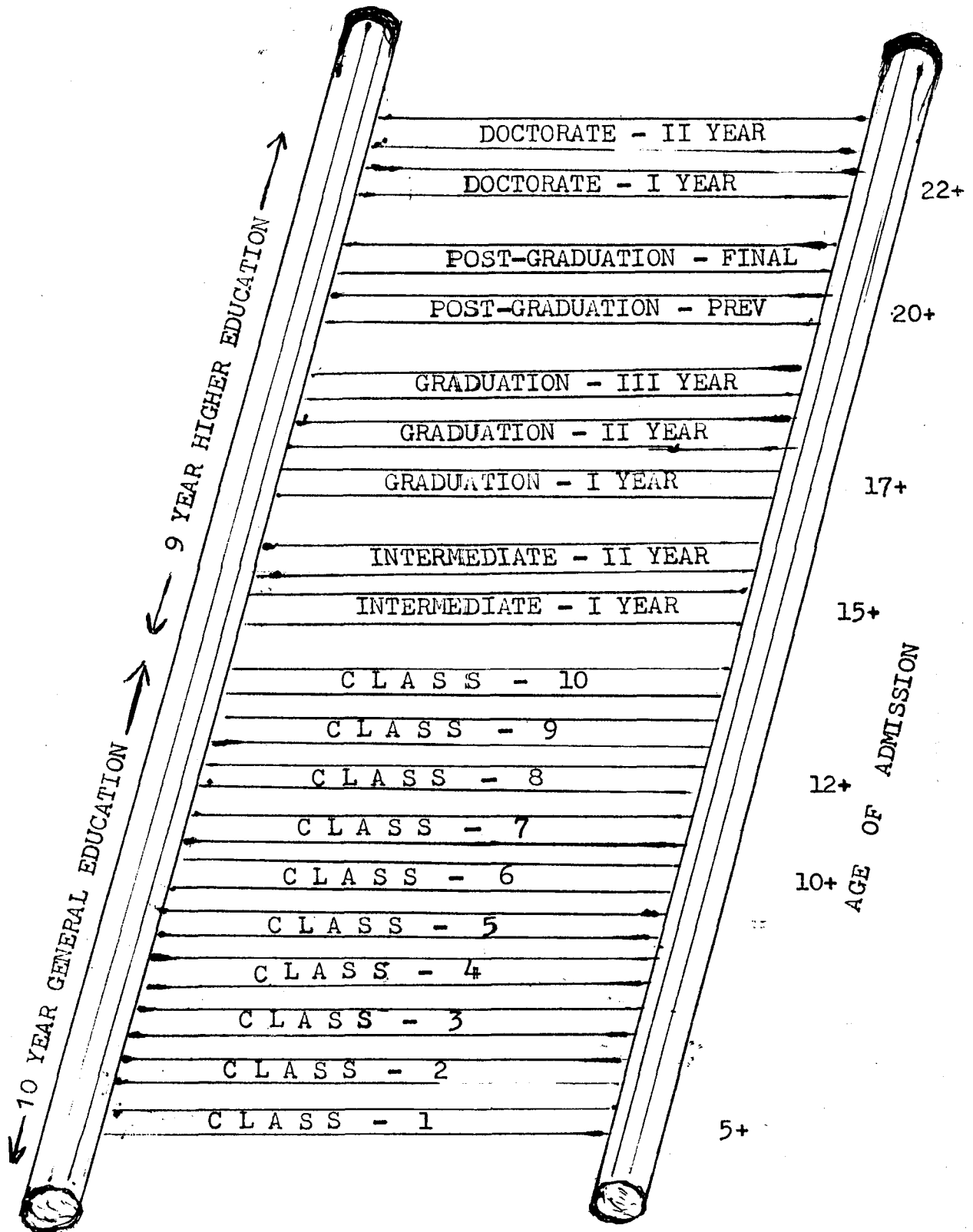


FIGURE - 1.4
THE EDUCATIONAL LADDER IN ANDHRA PRADESH

Since 1974-75, Budget outlays, both plan and Non-plan, for the Education Sector have increased at an annual rate of over 17.0% in current prices. The cost of Primary Education to the State had increased from about Rs.15/- per pupil in 1956-57 to Rs.245/- in 1982-83.

Table - 1.7 below, gives Expenditure on Education in Andhra Pradesh.

TABLE - 1.7
EXPENDITURE ON EDUCATION IN ANDHRA PRADESH.

Sl. No.	LEVEL OF EDUCATION	RUPES IN CRORES	
		1956-57	1982-83
1.	Primary Education	4.04	161.55
2.	Secondary Education	2.34	95.05
3.	Intermediate and Degree Education	0.77	74.92

Contd.....

Table - 1.8 Following shows State Income and Per-Capita Income

Table - 1.8
STATE INCOME AND PER-CAPITA INCOME *

	STATE INCOME		PER CAPITA INCOME IN Rs	
	At Current Price	1970-71 Price	At Current Price	At 1970-71 Price
1970-71	2,825	2,825	282.5	282.5
1971-72	4,000	3,500	400.0	350.0
1972-73	5,000	4,500	500.0	450.0
1973-74	6,000	5,500	600.0	550.0
1974-75	7,000	6,500	700.0	650.0
1975-76	8,000	7,500	800.0	750.0
1976-77	9,000	8,500	900.0	850.0
1977-78	10,000	9,500	1,000.0	950.0
1978-79	11,000	10,500	1,100.0	1,050.0
1979-80	12,000	11,500	1,200.0	1,150.0
1980-81	13,000	12,500	1,300.0	1,250.0
1981-82	14,000	13,500	1,400.0	1,350.0

(* Source Bureau of Economics and Statistics Andhra Pradesh)

Table 1.9 below, gives the Five-year Plan Out-lays and Expenditure on School Education in Andhra Pradesh.

TABLE 1.9*

THE FIVE-YEAR PLAN OUT-LAYS AND EXPENDITURE ON SCHOOL EDUCATION IN ANDHRA PRADESH.

S.No.	FIVE YEAR PLAN	SCHOOL EDUCATION	
		Plan Out-lay Rs. in lakhs	Expenditure Rs. in lakhs
1.	I PLAN	---	---
2.	II PLAN	414.06	490.42
3.	III PLAN	2,330.32	2,629.28
4.	IV PLAN	702.66	672.32
5.	V PLAN	2,330.33	2,629.28
6.	VI PLAN	6,444.76	5,372.701
7.	VII PLAN	51,284.66	---

(* Source: State Five Year Plan)

1.2 AN OVERVIEW OF ELEMENTARY EDUCATION IN ANDHRA PRADESH

Elementary Education is considered to be the most crucial aspect among all the stages of education, because it is expected to give to the students the keys of the gate of learning by developing Tools of learning as well as Tools of thinking.

All the Educational Agencies: the State Government, the Private Educational Managements, the Local Bodies like Panchayat Samithies and Municipalities take active part in its administration.

In the State of Andhra Pradesh, the Directorate of School Education is directly responsible for administering Elementary School Education, both Formal and Non-Formal.

1.2.1 ^e New Conceptualisations and Trends at the Primary Stages

After the advent of independence after the commencement of Constitution of India and after formation of Andhra Pradesh State many new conceptualisations and trends have found their way into the field of Elementary Education. Some of them are indicated below:-

- 1. Implementation of Universal, Free and Compulsary Elementary Education.**
- 2. Reconstruction of Elementary Education Curricula.**
- 3. Preparation, Printing and Supply of Nationalised Text Books.**

4. **Quantitative Expansion of Elementary Schools within a walkable distance of one (1) kilometre for the learners.**
5. *Qualitative*
Quantitative Improvement of Elementary School teachers through In-service Education Programmes.
6. **Introduction of Incentive-Motivation like Mid-day Meals, Free Uniforms, Text Books etc.**
7. **Equalization of Educational Opportunities for all.**
8. **Promotion of Girls Education and Education of Children of Voucher Sections, Scheduled Castes and Scheduled Tribes.**
9. **Efforts for Reduction of Wastage and Stagnation at the Primary 2 Level.**
10. **Introduction of new curricular areas like Environmental Education, Health Education, Rural Education, Socially Useful productive Work, Creative Activities, etc.**
11. **De-centralization of Primary Education to Panchayat Raj System.**
12. **An Experiment with Abhyudaya, Pradhikara Vidya Samithi by establishing Model Primary Schools, etc.**

1.2.2 Expansion of Elementary Education

The Government of Andhra Pradesh have been endeavouring sincerely and seriously to expand elementary educational facilities to all, these include:-

- 1) **Quantitative Expansion of Primary and Upper Primary Schools in rural, Urban and Tribal areas.**
- 2) **Improvement of their physical facilities like sanctioning of new buildings and rooms providing to toilet facilities, benches, desks, etc.**

- 3) Development and supply of teaching aids and instructional materials;
- 4) Publication of Nationalised Text Books and Teachers' Hand-Books;
- 5) Organisation of Re-Orientation Training Programmes for the Primary and Upper Primary School Teachers; and
- 6) Introduction of incentive motivative schemes like scholarship, Mid-day Meals, Free Text Books, Free Uniforms, Free Note Books etc.

Table 1.10 below gives the Expansion of Primary and Upper Primary Education in Andhra Pradesh from 1950-51 to 1984-85.

Table 1.10:

EXPANSION OF PRIMARY AND UPPER PRIMARY EDUCATION IN ANDHRA PRADESH FROM 1950-51 to 1984-85

Sl. No.	YEAR	PRIMARY SCHOOLS	UPPER PRIMARY SCHOOLS
1.	1950-51	40,511	4,621
2.	1961-62	40,691	4,812
3.	1962-63	41,291	5,056
4.	1965-64	41,626	5,211
5.	1984-85	47,702	5,445

(* SOURCE: STATE YEARBOOK)

During 1950-51, there were only 29,000 schools for Primary Education by 1984-85, it rose to 47,247.

Contd.....

1.2.3 Enrolments:

Besides expansion of educational institutions at the Primary and Upper Primary Levels of Education, Government of Andhra Pradesh have been making strenuous efforts to enroll as many students as possible in to the formal education institutions in order to fulfil the Constitutional Guarantee of Universalisation of Primary Education at the earliest possibilities.

The State Administrative Reports for the years 1983-84, and 1984-85 report the following additional enrolments.

1983-84	Primary Stage	4,07,509
	Upper Primary Stage	67,418
1984-85	Primary Stage	3,38,568
	Upper Primary Stage	65,591

Table 1.11 on page 15, gives enrolment in Primary and Upper Primary Classes from 1980-81 to 1984-85.

a) Disparities in Enrolments:

According to the Fourth All India Educational Survey of 1976-79, there is much disparity in the enrolment in Urban and rural areas of the State. The percentage of girls enrolled at the Primary, Upper Primary and

Table 1.11

ENROLMENT IN PRIMARY AND UPPER PRIMARY CLASSES FROM 1980-81 to 1984-85*

Sl. No.	YEAR	Enrolment at Primary Level			Upper Primary		
		Total	Girls	Col. 3 % of col.2	Total	Girls	Col.6 as a % Col.5
	1	2	3	4	5	6	7
1	1980-81	54,17,340	22,35,706	41.26	9,14,784	3,13,173	34.23
2.	1981-82	56,87,406	23,73,462	41.41	9,60,833	3,53,440	36.78
3.	1982-83	56,65,840	23,47,933	41.28	10,48,220	3,70,471	35.30
4.	1983-84	62,73,040	25,24,273	40.06	11,26,337	3,93,782	34.80
5.	1984-85	64,11,808	27,02,432	42.14	12,05,988	4,51,991	37.42

1234

(* SOURCE: Tabulation Plan for State Schedule).

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, S. A. B. Road, Marg, New Delhi-110016
DOC. No.
Date: 20-10-85

Secondary levels of Education to the corresponding age-group of population in the rural area is 39.6, 28.3, and 22.7 respectively.

Table 1.12 below, Depicts Comparison of Girls Enrollment in Rural and Urban Areas

TABLE 1.12

THE COMPARISON OF GIRLS' ENROLLMENT IN RURAL AND URBAN AREAS,

Sl. No.	CLASSES	ENROLLMENT OF GIRLS (NUMBER IN LAKHS)			ENROLLMENT AS % TO THE TOTAL	
		URBAN	RURAL	TOTAL	URBAN	RURAL
1.	I-IV	9.23	15.01	20.24	25.9	74.1
2.	VI-VII	2.57	2.22	2.59	32.8	47.2
3.	VIII-X	1.44	0.79	2.23	64.5	35.5

High rates of drop-outs, wastage and stagnation are yet another handicap, which are not confined to Primary School Education alone, but they are also quite serious at higher levels of school Education.

Due to adoption of non-detention policy in 1971, stagnation has become minimum except in Classes VII and X, where the failed students are not allowed to study in the higher classes. Wastage continues to be more serious because

of dropping out of students before they complete their education. Also stagnation has a cumulative effect in Classes VII & X.

Table 1.13 below, given, depicts for 1988-89, the Enrolment of Pupils in Classes II to X expressed as a Percentage of Enrolment

TABLE - 1.13

COMPARISON OF ENROLMENTS IN DIFFERENT CLASS GROUPS IN RURAL AND URBAN AREAS.

Sl. No.	CLASS	RURAL AREAS		URBAN AREAS	
		BOYS	GIRLS	BOYS	GIRLS
1.	I	100.0	100.0	100.0	100.0
2.	II	55.0	51.0	74.8	73.7
3.	III	41.7	35.9	67.5	64.1
4.	IV	31.8	25.6	59.2	55.8
5.	V	25.6	19.6	56.0	49.8
6.	VI	17.2	9.9	57.9	44.4
7.	VII	16.9	8.9	61.5	45.6
8.	VIII	11.6	5.1	49.7	35.6
9.	IX	9.1	3.8	39.8	27.0
10.	X	7.0	2.6	33.7	21.0

Contd.....

The above Table shows the drop-out rate and disparities between enrolment of boys and girls, rural and urban. In this the percentage of boys in class X relative to enrolment in Class-I, is 13.7% in Urban areas, likewise the percentage of girls in Class X relative to Class-I in Urban areas is higher than the corresponding figure for girls in rural areas.

Table 1.14) on page 38, shows enrolment of Population of the Age-group 6-11, into corresponding classes I to V and Percentage of enrolment to the corresponding Age-group.

(b) Incentive Motivations

Innumerable incentive motivation schemes are being launched, both by the Central Government the State Government to increase enrolment at all stages of education, specially in the Age-group of 6-11.

The incentive Schemes provided in Andhra Pradesh include: Freeships, Merit Scholarships, Scholarships for Attendance, Free Supply of Text Books and Note Books, Free supply of School Uniforms for the Scheduled Castes, Scheduled Tribes and Backward Classes children, Mid-day Meals (which was recently given up), ^{providing} Hostel Facilities, Extra-schooling Facilities, Organising Ashram School and Residential Schools, also ^{of the} ~~are~~ ^{are} other motivational Schemes.

Table 1.24 below, shows enrolment of populations of the Age-group 6-11, into corresponding Classes I to V and Percentage of Enrolment to the Corresponding Age-group.

TABLE - 1.24

ENROLMENT OF POPULATION OF THE AGE-GROUP OF 6-11, INTO CORRESPONDING CLASS I to V, AND PERCENTAGE OF ENROLMENT TO THE CORRESPONDING AGE-GROUP.*

Sl. No.	YEAR	Population of age-group 6-11 (in thousands)			Enrolment in to Classes I to V (in lakhs)			Percentage of enrolment in Classes I to V to the total population of the Age Group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	1956-57	21.33	21.03	42.36	15.44	9.20	24.64	72.29	43.27	57.53
2.	1960-61	21.84	21.76	43.60	18.41	11.33	29.74	84.29	52.16	68.26
3.	1965-66	25.41	23.86	49.27	22.46	13.23	35.69	89.39	60.29	74.32
4.	1970-71	29.51	29.24	58.75	25.25	15.38	40.63	78.79	53.28	66.09
5.	1975-76	32.73	32.41	65.14	24.97	16.78	41.75	75.42	51.77	63.46
6.	1980-81	36.34	35.95	72.29	31.72	22.26	54.28	87.56	62.20	74.73
7.	1985-85	37.79	35.39	73.18	33.00	23.77	56.77	87.72	68.90	74.92

(* Source: Population Census Publications Enrolment office of the Director of School Education.)

1.2.4 Universalisation of Elementary Education:

The Article 45 of the Constitution of India directs that "the State shall endeavour to provide within a period of 10 years from the commencement of this Constitution is, by 1960, for free and compulsory Education for all children until they complete the age of 14 years".

This implies that Government should provide adequate facilities to bring all the children of the Age-group 6-14 in order to combat illiteracy and make them join the main stream of Education.

Progress of Universalisation of Elementary Education in the State of Andhra Pradesh is not fully satisfactory. Target for achieving Universalisation of Elementary Education is in two stages- (1) The enrolment of 95% of Children in the age-group of 6-11 and 90% in the age-group of 11-14 is to be achieved by 1965 with (2) the ultimate goal of achieving universal enrolment in the age-group of 6-14 by 1970.

Andhra Pradesh is one of the Educationally Backward States as identified by the IV, Educational Survey conducted by the NCERT in 1973. As identified by the above Survey, the State has also the lowest literacy rate. Maximum number and percentage of non-enrolled children in the agegroup of 6-14.

Contd.....

High drop-out rate poor physical facilities etc are impediments in the way of achieving the goal of universalisation of Elementary Education.

Efforts were made to achieve the goal by various means implementing projects like Evening/Night primary schools, Non-Formal Educational Centres, Functional Literacy and Adult Education Programmes.

1.2.5 Education of Weaker Sections of Society:

Education of the weaker sections of the Society can be considered under the following Sub-headings:

- (a) Education of the Scheduled Castes and Scheduled Tribes;**
- (b) Education in the Backward Areas, and**
- (c) Education of the Girls.**

a) Education of the Scheduled Casts and Scheduled Tribes

To educate the children of weaker sections belonging to Scheduled Casts and Scheduled Tribes is given top priority in the State. Most of the children belonging to these categories either do not join the school at all or join and drop-out before completing the Primary Education even. Sometimes their parents withdraw them from the schools due to their economic backwardness.

Among these, Education of the Tribal children is drawing more attention of the Educational authorities. Since the attainment of independence considerable amounts and resources have been spent on these unprovided undeveloped Tribal people so that they could get a fair deal. In spite of these best efforts of the Central and State Government, voluntary agencies and Social Workers, the Education of Tribal people has not achieved the desired success.

Incentive schemes like Mid-day Meal Scheme, Hostels, Ashram Schools, free supply of books and stationery and school uniforms and special allowances for girls and tribal people are being implemented to give greater impetus to their Education.

b) Education in the Backward Areas

On the basis of Enrolment in Class I to V among the 23 districts of the State. Prakasham and Nellore Districts have crossed 90% of enrolment. Srikalahasti, Vizianagaram, West Godavari, Krishna, Karnool, Giddalur, Chittoor and Hyderabad (urban) districts are in the range of 80 to 90%. East Godavari, Guntur and Anantapur Districts are in the range of 75 to 77%. The most backward Districts are Visakhapatnam and 9 Telangana Districts which have a range of 58 to 70%.

e) Education of Girls

Girls and Women have always been a dis-advantaged section of the Indian population.

The enrolment of Girls in Classes I to V in the year 1956-57 amounted for 43.50% of the girls in the corresponding age-group of 6-11 years as against 72.4% of Boys enrolment. The position improved to 62.3% in 1960-63 in the case of girls as against 87.7% in respect of Boys. Though there has been considerable improvement in the enrolment of girls alongwith boys, the disparity position is still glaring. The drop-out rate is more in the case of girls in the stage of primary Education.

The Progress made in the education of girls in the districts of Visakhapatnam and Talangana districts is still worse. Apart from this, the Scheduled Tribes Pockets of Srikakulam, Vizianagaram, Visakhapatnam, East Godavari, Adilabad, Kamman and Rayachoti Districts are also very low developed in Education.

1.2.6 Programmes of Elementary Education

Usually during the last six Five-Year Plan periods the emphasis in the case of Elementary Education has been on two major aspects-- (1) Quantitative Expansion and (2) Qualitative Improvement.

During the Sixth Five Year Plan (1980-85),
Programmes in respect of Elementary Education related to
the following broad categories:-

(A) Administrations-

Continuance of posts of S.G.D.Ia, S.D.I, etc.;
continuance of L.D.C's Posts; Grant-in-aid; continuation
of SRF posts for Ashram Schools, Tribal Sub-plan Schools,
Upper Primary Schools and A.P.V.S. Primary Schools etc.,

(B) Institutional Expansions-

Opening of Primary Schools in School-less
habitations; Opening of 11 more Teacher Training
Institutes; etc.,

(C) Teacher Recruitments-

Appointment of teachers for newly opened schools,
Appointment of Hindi and Telugu Pupils; etc.,

(D) Teacher Improvements-

Starting of T.T.I.s, Qualitative Improvement
Schemes; In-service Training Programmes; Correspondence-
cum-Contact Programmes for English Teachers; Resource
Persons Course at C.I.E.F.I., Hyderabad.

(E) School Building Constructions-

Construction of new elementary school buildings;
Construction of Class rooms in Elementary Schools; Construc-
tion of Elementary Schools Buildings with U.N's Assistance.

(F) Materials Supply:

Supply of pensils; Supply of Equipment to Elementary Schools, etc.,

(G) Strengthening of Supervision and Inspections:-

Workshop for Deputy Inspectors of Schools; Appointment of 22 Deputy Inspectors of Schools, etc.,

(H) School Improvement Programmes:

School Health Programmes; Advances to the contingency Funds; Conversion of single Teacher Schools into Two-Teacher Schools; etc.,

(I) State-wide Schemes:

Strengthening of Elementary Education Unit in the Directorate; Strengthening of Inspection Cells; Creation of Urdu Cells;

During the Plan period, it was proposed to enrol by the end of 1964-65 as stated below:-

Classes	AGE-GROUP	TOTAL CHILDREN	% BOYS	% GIRLS
I - V	6 to 11	95.3%	100%	0%
VI - VII	11 to 13	90%	90%	40%

Table 1.15 below, gives Revised Provision and Expenditure incurred on State Plan Schemes of Elementary Education During the VI Plan Period in Andhra Pradesh.

TABLE - 1.15

REVISED PROVISION AND EXPENDITURE INCURRED ON STATE PLAN SCHEMES OF ELEMENTARY EDUCATION DURING THE VI-PLAN PERIOD IN ANDHRA PRADESH. *

PLAN	YEARS	REVISED PROVISION	EXPENDITURE INCURRED
		Amount in Lakhs	
VVI	1990-95	4645.022	3745.376

(* Source: State Sixth Five Year Plan)

1.2.7 Targets and Achievement during the VI Plan Periods

Table - 1.16 on page 47, gives the Physical Achievements of the Elementary Education during the VI Plan Period.

Contd.....

TABLE - 1.16

**THE PHYSICAL ACHIEVEMENTS OF ELEMENTARY EDUCATION
DURING THE VI PLAN PERIOD. ***

S.No. ENROLMENT	TOTAL PHYSICAL ACHIEVEMENTS DURING THE VI PLAN PERIOD	
	LAKE	% AGE TO THE AGE - GROUP
1. Enrolment in Classes I to V (Age-Group 6-11).		
Boys	3750	92.35
Girls	2750	66.59
Total	6500	80.42
2. Enrolment in Classes VI-VII (Age-Group 11-15).		
Boys	775	39.42
Girls	490	33.58
Total	1265	44.54

(* Source: State Report)

Contd.....

(b) Opening of New Primary Schools

New Primary Schools have been opened in the School-less habitations during the Sixth Plan Period as per details given below:-

YEAR	NUMBER OF SCHOOL OPENED
First year 1980-81	900
1981-82	600

(c) Strengthening of Existing Primary Schools

To meet the needs of targets of additional enrolment the existing Primary Schools have been strengthened in the following manner:-

- 1) 14,621 Secondary Sub Grade Posts have been sanctioned during 1983-84 to convert the single teacher schools in to the two-teacher schools.
- 2) During the same year, 2,117 Grade-II Tehsil Panchayat posts were sanctioned.
- 3) In the same year, an amount of Rs.6 Crores was released to all the districts for the construction of 3,000 additional classrooms to the Panchayat Samithis.

4) Organisation of Orientation Courses and In-service Training Programmes, for the Teachers and Inspecting Officers

The Director, State Council of Educational Research and Training had organised Orientation Courses and In-service Training Programmes to the Teachers and Inspecting Officers of the Primary and Upper Primary Schools in the new Methods of Teaching and new Areas of Curriculum as detailed below:-

YEAR	teachers oriented
1980-81	Primary School Teachers
1981-82	Upper Primary School Teachers
1982-83	Teachers of Activity Areas

However all the existing teacher could not be covered for want of sufficient funds.

e) Starting of New T.T.I.s:-

During the year 1984-85, Eleven new teacher Training Institutes were opened in the districts, where they do not exist.

2) Starting of Residential Schools

To provide best possible education to the talented students of rural areas, 40 Residential Schools have been opened in all districts at the rate of 2 per districts, one for boys and another for girls.

g) Introduction of Nutritious Mid-Day Meals Schemes in Andhra Pradesh during the Sixth Plan period

Nutritious Mid-Day Meals Schemes have been introduced in Andhra Pradesh during the Sixth Plan Period.

To retain students and to provide nutritious supplementary food to the children of Primary Schools in the age-group of 6-11, Mid-Day Meals in the form UPMA was served on 180 working days of schools covering 6.70 lakhs of children, except in the five districts (1) Hyderabad, (2) Mahabubnagar, (3) Nellore, (4) Nalgonda, and (5) Rang Reddy. The CARRS organization supplied raw materials - cereals and oil to "Hand-to-Hand processed Food Factory" at Nacharam, Hyderabad. Meals were supplied to 3.30 lakhs of children in Classes I to V including Districts of Hyderabad (Urban), Rang Reddy, Nellore, Mahabubnagar and Nalgonda. An expenditure of 14.00 lakhs was incurred towards the maintenance of the above factory.

In August of 1963, a review was made and appropriate alterations were made in the scheme shifting the responsibility from teachers to the village non-officials.

The average rate of increase in enrolment in 1961-62 when the mid-day meals programme was introduced is 2.52 to 3.0%. It may be noted that, after implementation of the scheme, the rate of increase of enrolment has gone to 4.3% in 1963-64 and 5.3% in 1964-65.

1.2.3 Problems of Elementary Education

In the independent India, Elementary Education has become a massive phenomenon due to unprecedented expansion of Elementary Schools consequent upon Universalisation of Elementary Education for all children upto the age of 14 through the Constitutional Guarantee.

Any developmental activity anywhere will have some intricate problems. So is the case with Elementary Education too in the State of Andhra Pradesh. Some of the notable problems can be enumerated as follows:-

- (a) Expansion of Elementary Schools in every habitation so that it can be located within a walkable distance of one kilometer.
- (b) Provision of School Buildings to the New Schools.

- (a) Construction of additional Class-rooms to the existing schools to accommodate the additional enrollment.**
- (d) Selection, recruitment and appointment of qualified teachers to man the ever increasing schools.**
- (e) Provision of Inservice and Orientation Training Programmes to update and upgrade the working Teachers qualitatively.**
- (f) Revision of curricula to meet the new demands of the fast-changing society.**
- (g) Preparation, Publication and Supply of Nationalised Text-books.**
- (h) Preparation and supply of Instructional material and Teachers' guides.**
- (i) Strengthening of Inspecting and Supervisory staff.**
- (j) Undertaking qualitative improvement programmes for the Inspectorate.**
- (k) Supply of materials, teaching-learning aids, games material, etc.**
- (l) Strengthening of Educational Administrative Machinery from State Level to Block Level.**
- (m) Provision of Mid-Day Meals and other incentives to ensure universal retention.**

- (n) Undertaking of Census of School-going-age children and massive enrolment drives.
- (o) Strengthening of Teacher Training Institutes to meet the growing requirements of Elementary Schools.
- (p) Conversion of Single-Teacher Schools to Plural-Teacher Schools.
- (q) Reform of Examination and Evaluation Techniques.
- (r) Conduct of Public Examinations at end of V Class and VII class.
- (s) Ensuring better teaching of ^{activity} ~~activity~~ ~~examination~~ subjects.
- (t) Providing medical and health services.
- (u) Providing Grants-in-aid.
- (v) Encouraging co-ordination among different managements, And so on.

1.2.9 Perspectives of Elementary Education in Andhra Pradesh

The Stage of Elementary Education in any nation is quite important as it lays the foundation for education of the children. Hence its prospects are very high during the coming VII Five Year Plan period, when the goal of Universalisation of Elementary Education is likely to be fulfilled.

**(A) Out-lay on Elementary Education
in the VII Plans**

In the State of Andhra Pradesh, Elementary Education is getting greater fillip. Hence increased out-lays are being provided year after year.

Table 1.17 below, gives the VII Five Year Plan Out-lay for school Education in the Andhra Pradesh.

TABLE- 1.17

**THE VII FIVE YEAR PLAN OUT-LAY FOR SCHOOL EDUCATION IN
ANDHRA PRADESH**

S.No. Developmental Schemes	VII Plan out-lay for School Edu- cation Rs. in lakhs
1. Elementary Education	
(a) Formal	35,487.88
(b) Non-formal	1,356.98
	36,844.86
2. Secondary School Education	14,279.00
T O T A L	51,123.86

(B) Detailed Schemes of Elementary Education to be implemented during the VII Plan Periods

The following are the details of the Schemes to be implemented in Elementary Education (Formal), under the VII Five Year Plan during 1985-1990.

(a) Target of Enrolments in VII Plan Periods

It is proposed to enrol 100% of Children in Class I to V of age-group 6-11 (112% of Boys and 88% of Girls), and 70.7% of age-group of 11-13 in Classes VI and VII (81.7% of Boys and 59.4% of Girls).

The proposed Targets are as given below:*

Classes	BOYS	GIRLS	TOTAL
I to V	57,60,478	22,24,478	69,84,956
VI to VII	9,53,980	6,77,200	16,31,180

(* Source: VII Plan Draft Programme)

(b) Opening of New Schools in School-less Habitations

Universalisation of Elementary Education is to be given first priority in order to provide minimum educational facilities to school-going children by opening new schools in all school-less habitations. An amount of Rs.5,000.00 lakhs is earmarked for the purpose i.e. Rs.560 lakhs per year.

It is proposed to open 5,000 new schools 4,007 in old habitations and 997 in new habitations.

(c) Strengthening of Existing Primary Schools to meet the Targets of Additional Enrolment

It is proposed to create 12,000 MNT Posts during the VII Plan period at an estimated cost of Rs.10,656.00 Lakhs., i.e. Rs.2,127.27 lakhs per year. There is need for 12,000 teachers to strengthen the existing Primary Schools and the rest for converting the Single-Teacher Schools into Two-Teacher Schools.

(d) Strengthening of Upper Primary Schools

There are 4,416 Upper Primary Schools in the State as on 31-3-1983. It is proposed to upgrade 1,000 Primary Schools during the VII Plan Period. It is proposed to create 4,000 Assistants' Posts and 2,000 Language Pandits' Posts at a cost of Rs.3,039.62 lakhs to strengthen the Upper Primary Schools.

(e) Creation of posts to meet the efficiency in the existing Elementary Schools

According to the updated survey of the IV All India Educational Survey, conducted during the year 1982-83, it has been found that a number of habitations are not having educational facilities within a radius of 1.5 K.M. Hence a number of Schools have to be opening

in habitations having more than 200 pupils and a number of Upper Primary Schools have to be opened newly or by way of upgrading the existing Primary Schools as per the demand based on the availability of pupils in the top class, i.e. Class V in Primary Schools. As per the norms prescribed by the Government of India, an Upper Primary School is to be opened, if one is not available within a radius of 3 kms, and if there are 15 and above pupils studying in the terminal class of a Primary School.

An amount of Rs.8,160.8 lakhs has been provided for this purpose in the VII Plan.

To meet the deficiency of the Primary and Upper Primary Stages, a total number of 13,200 SBT Teachers' Posts are required to be created to meet the demand of language pundits, a total number of 2,200 language pundits posts are required to be created.

(E) Creation of 800 Grade II Hindi Pundits for Upper Primary Schools

To strengthen the teaching of Hindi, under three language Formula, at the Upper Primary Stage, it is proposed to create 800 posts of Hindi Grade-II Pundits during the VII Plan period at a cost of Rs.410 lakhs under Centrally Sponsored Scheme with 50% - 50% State-Centre sharing.

(g) Creation of Sanskrit Pandita Posts Grade-II:

Rs.6.00 lakhs have been earmarked for the creation of posts of 10 Sanskrit Pandita, Grade-II, to strengthen the Oriental Schools in the State during the VII Plan period.

(h) Construction of School Buildings in Panchayat Samithies

Rs.5,429.00 lakhs were earmarked for construction of Class-rooms in the Primary and Upper Primary Schools under Panchayat Samithies and Government in both rural and Urban areas.

(i) Construction of Buildings for Government Primary and Upper Primary Schools

For this purpose, an amount of Rs.350.00 lakhs is set apart at an estimated cost of Rs.40,000/- for a Primary School, and Rs.1.25 lakhs for an Upper Primary School.

(j) Acquisition of Buildings for Primary, Upper Primary and High Schools

An amount of Rs.1,000.00 lakhs is set apart for acquiring these buildings in twin cities and for constructing additional accommodation and for repairs.

(k) Furniture for Primary Schools

Rs.1,417 lakhs have been set apart for providing furniture for 5,000 newly opened schools and for existing Primary Schools.

(1) Furniture to Upper Primary Schools

An amount of Rs.185.50 lakhs is allotted to equip the newly upgraded 1,000 schools in the VII Plan period at the rate of Rs.5,000/- per school and also to the existing upper Primary Schools of 4,416 at the rate of Rs.5,000/- each with the needed furniture.

(2) Supply of Educational Equipment to the Primary and Upper Primary Schools

An amount of Rs.236.00 lakhs is set apart for supplying educational equipment to each of the Primary and Upper Primary School during the VII Plan Period at a cost of Rs.500/- per school and Rs.1,000/- each Upper Primary School in the State.

(3) Training Programmes for Elementary School Teachers & Supervisors :

An amount of Rs.226.45 lakhs is provided to the State Council of Educational Research and Training, Andhra Pradesh, Hyderabad, for organizing Qualitative Improvement Training Programmes for Elementary Teachers including Upper Primary Teachers also. These programmes are to cover the new activity subjects, like socially useful productive work, creative activities, Health Education; work shops for the preparation of evaluation tools;

training programmes in the use of base tools; Orientation Courses on population Education; Critical Education of the Revised Curriculum, etc.;

The Teacher Educators of the T.T.Is and the Deputy Inspectors of Schools and Extension Officers (Extensive) will also be covered by these programmes.

(e) Opening of Eleven more Teacher Training Institutes in the State:

With a view to meeting the increasing demand for qualified teachers to fill up the newly-created posts and the vacancies, resulting from retirements, it is proposed to open eleven new T.T.Is in the districts, where there are no T.T.Is. An amount of Rs.219.00 lakhs is earmarked.

(p) Creation of 742 Posts of Deputy Inspectors of Schools with the Supporting Staff:

An amount of Rs.1,013.11 lakhs is provided for creating 742 posts of Deputy Inspectors of Schools to make supervision of Schools more effective and efficient.

(q) Upgrading of 214 posts of Junior Deputy Inspectors of Schools into the Deputy Inspectors of Schools:

For this purpose, an amount of Rs.4950 lakhs is set apart.

(r) Strengthening of Elementary Education Wing in the Directorate

To strengthen the Elementary Education Wing of the Directorate of School Education, an amount of Rs.450 lakhs is earmarked for the VII Plan Period. It involves the creation of the following posts:- *

(1) Joint Director	--	--	1
(2) Deputy Director			1
(3) Additional Asst Director			1
(4) U.D.Steno			1
(5) L.D.Steno			1
(6) Attenders			3

(c) Expenditure on Educational Technology Cell and Population Education Unit in the State

An amount of Rs.100.00 lakhs is set apart to meet the expenditure on the Educational Technology Department and Population Educational Unit of S.C.E.R.F. during the VII Plan Period. The programmes organised by the above are meant exclusively for Elementary Education. At present, the centre incurring the expenditure. In the VII Plan, the State has to meet the same.

2.2.10 Future Tasks

The Education Commission of 1964-65 had rightly stressed the need of using Education as a powerful instrument for the national development. Education can

become a powerful instrument of social, economic and cultural transformation, it should be developed so as to:

- i) Increase productivity;
- ii) Achieve and strengthen democracy;
- iii) Accelerate the process of modernisation;
- and iv) Cultivate social, moral and spiritual values.

The ultimate aim of modern education is to develop an all-round personality of the individual citizens so that their standard of life can be improved.

As the Elementary Education lays the foundation for one's educational career, the quality of Primary Education is quite important in enabling the achievement of these aims.

The Following are given some of the future tasks relating to this field:-

(1) Universal enrolments:- By 1990, it is being attempted to have universal enrolment of all children in the age group of 6-14 in order to attain the goal of universalism of Elementary Education.

(2) Universal Retentions:- Through increased incentive motivational methods, like Mid-Day Meals, rigorous efforts to retain students in the schools till they complete the elementary education, are to be made.

(3) Better Schools:- By constructing new school Buildings or Class-rooms, by providing the required equipment and furniture, the socio-physical conditions of the schools are to be improved so that they become attractive to the students.

(4) Improving the quality of the Teachers:- Earlier, Primary Schools were being manned by the S.C.E.T. Teachers. During the 1975-76, a new Teacher Training Course came to be designed and implemented, insisting on Intermediate as the minimum educational qualification. In the years-to-come, it will be appropriate even if B.A., B.Ed., are appointed for the Primary Schools.

(5) Strengthening of T.T.C.- The T.T.C. functioning in all districts should be so strengthened as to produce better teachers to handle the Panchayat ^{primary} Schools and Upper Primary Schools.

(6) Qualitative Improvement of Working Teachers:- The S.C.E.R.T. and the Primary Extension Service Centres should be strengthened to provide continuing in-service education to all the Primary and Upper Primary Teachers initially, so that they can update and upgrade their knowledge and skills and improve their competencies.

(7) Strengthening of Inspection and Supervision
Inspection of Supervision has to be substantially improved so as to ensure better functioning of Primary and Upper Primary Schools. It also ensures better accountability of public funds being spent on education.

(8) Ensuring State Educational Standards at the Primary and Upper Primary Stages- By conducting Common Examinations at the end of Class V and Class VII, these standards can be ensured. This also enables comparability of inter-school, inter-block and inter-district achievements.

(9) Massive Use of Educational Television and Educational Radio- This should be undertaken not only for the benefit of student population but also for teachers, teacher-educators and supervisors.

(10) Special Monetary Incentive Motivations- This has to be introduced and teachers, supervisors, teacher-educators and students should be honoured for the special achievements they have attained.

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1.3 NON-FORMAL EDUCATION AT THE ELEMENTARY STAGE IN THE STATE:

India is yet a developing nation. Illiteracy, ignorance, and ill-health are the chief evils that are standing in the way of development of our Nation at a quicker pace. Since independence the Nation has been endeavouring to eradicate these evils. What has been said in the case of the nation, is equally applicable to the State of Andhra Pradesh also.

Through Five Year Educational Plans, the Country has been attempting to develop education and erase illiteracy from our soil. Though 39 years have lapsed since attainment of Independence, though already six Five Year Educational Plans have been implemented, it is felt that much has to be done still. Incidentally the State of Andhra Pradesh has also been found, as one among the 9 educationally backward States of India.

1.3.1 Historical Backgrounds

Universalisation of Elementary Education was guaranteed by the Constitution of India to be fulfilled within 10 years of its commencement. Through 39 years have lapsed since its commencement, the goal of universalisation seems to be yet far off.

To ^acrise illiteracy, the Adult Education Programmes have also been launched through out the Country.

The coverage of all children under the age of 14 years has been found to be difficult by the Formal Education System only because of so many constraints, like finances, parental apathy, socio-economic conditions, drop-outs, child labour etc.

Hence the system of Non-Formal Education has been conceived and is being implemented as an alternative strategy by the Government of India, since late 70's in order to fulfil the Constitutional Guarantee of Universalisation of Primary Education at the earliest opportunity.

Among the Indian States 9 States have been identified as the Educationally Backward States. They are (1) Andhra Pradesh; (2) Assam; (3) Bihar; (4) Jammu & Kashmir; (5) Madhya Pradesh; (6) Orissa; (7) Rajasthan; (8) Uttar Pradesh; and (9) West Bengal.

The Ministry of Education introduced a centrally sponsored scheme of "Experimental Project for Non-Formal Education for Children of 9-14 for Universalisation of Elementary Education in these 9 States in the year of 1978-79 as a part of 6th Five Year plan.

1.3.2 Concept of Non-Formal Education

(a) Need for Non-Formal Education

The need for Non-Formal Education may be noticed from the following observations:-

(1) The right to Education, is on the Fundamental Right of Human beings. In any modern society, nobody can be denied of this right either deliberately or otherwise. The Formal System cannot cope-up with this demand. Alternative strategies have to be evolved, Non-Formal Education is such a one.

(2) India is one of the largest democracies in the World. In a democracy people govern themselves. Education equips them with such a power so that they can govern themselves effectively and efficiently. It also enables them to play their due roles and attain due statuses according to their abilities and aptitudes. Hence modern State Governments are coming to shoulder the direct responsibility of educating their public even by introducing the element of compulsion requiring parents to send their children to Schools.

(3) Civilization is considered to be the child of education, a Nation is considered to ^{be} civilized in proportion to the number of educated citizens it has. Hence

modern states would attempt to bring about educational revolution.

(4) The Constitution has upheld equality as one of the national goals. Equality, in its expanded meaning, relates to equalization of opportunities for education and employment. Equalization of educational opportunity speaks of not only starting of educational centres in the vicinity but also adopting educational system to suit to the convenience of the learning learners in respect of timings and content. Non-formal Educational Scheme is such an effort.

(b) Objectives of Non-Formal Education

The Chief aim of Non-Formal Education System is to support partially the efforts of Formal Educational System in the context of Universalisation of Elementary Education so that numerous drop-outs and non-enrolled might be attracted into the fold of education, till they attain the age of 14 years and be educated.

The specific objectives of Non-Formal Education may be enumerated as follows:-

(1) to provide education to the drop-outs and the non-enrolled, who are either employed or engaged in household work in their free times

2) to develop in them the three skills of Reading, Writing and Arithmetic (i.e. 3 Rs) / ^{at the} Upper Primary stage of Education;

3) to develop in them proper and favourable attitudes towards learning;

4) to facilitate multiple entry into the main stream of education, if the learners so desire at any time;

5) to develop in them practical knowledge and skills, required in their lives;

6) to provide special bridge courses for pursuing secondary education for those who desire to do so.

(c) Approaches and Strategies:

The approaches and strategies and Non-Formal Education may be described in the following manner:

- (1) It is a Centrally - Sponsored Scheme.
- (2) It is implemented in the nine Educationally Backward States.
- (3) The Financial Commitment on the part of the Centre and State is 50-50
- (4) In the case of voluntary organisations the Centre gives cent per cent grants.

- (5) The centres opened for girls are also financed by the Centre (100% in the case of Voluntary Organizations and 90% in the case of State Governments.**
- (6) The Non-formal Education has the Phases:
I-Phase - Primary,
II-Phase - Upper Primary.**
- (7) The Clients are children belonging to the age-group of 9-15 years (i.e. 9-11 for the Primary and 11-15 for the Upper Primary).**
- (8) The learning materials and aids are supplied to the learners freely.**
- (9) Provision for Multiple entry into the general education stream is made possible.**
- (10) Bridge courses are provided to such of the learners, who want to get themselves admitted into High Schools.**

Figure 1.3, on page V1, gives the Map of India showing the Nine Educationally Backward States.

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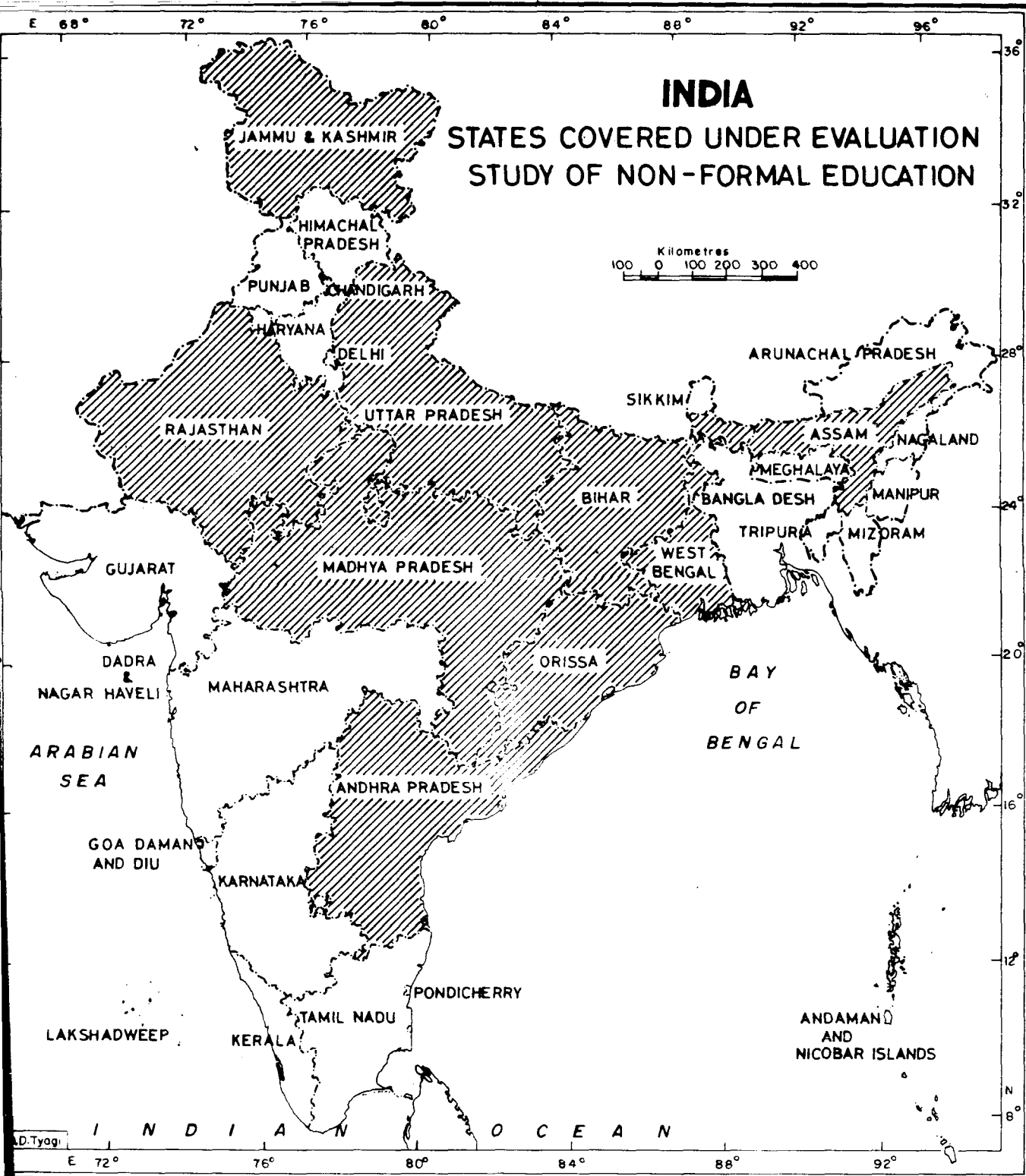


FIGURE 1.5:
MAP OF INDIA SHOWING THE NINE EDUCATIONALLY BACKWARD STATES WHERE N.F.E. HAS BEEN INTRODUCED

Table 1.17 below, show Grants given to the Nine Educationally Backward States Under Non-Formal Education.

TABLE - 1.17
GRANTS GIVEN TO THE NINE EDUCATIONALLY BACKWARD STATES

S.No.	STATE	1980-81	1981-82	1982-83	1983-84	1984-85
1.	Andhra Pradesh	8,73,500	85,86,866	64,37,023	1,15,87,996	68,33,825
2.	Assam	---	18,62,858	48,30,977	50,13,992	78,90,125
3.	Bihar	---	63,18,267	79,34,450	87,13,265	1,60,65,955
4.	Jammu & Kashmir	---	14,44,473	2,08,023	---	10,64,834
5.	Kerala Pradesh	8,66,800	23,87,500	24,73,777	76,97,650	1,68,98,725
6.	Orissa	---	50,64,487	32,88,500	28,21,828	71,60,125
7.	Rajasthan	4,54,400	28,43,000	38,12,773	78,95,897	1,18,65,932
8.	Uttar Pradesh	38,43,700	48,18,600	1,13,73,386	1,77,27,640	2,83,42,925
9.	West Bengal	---	58,78,096	62,88,420	1,25,65,968	1,28,82,725

TOTAL:		61,38,400	3,58,78,859	4,62,87,663	7,32,62,606	9,27,88,800

Table 1.18 below, gives the Coverage of Children of the Age-Group of 9-14 Years under Non-Formal Education in the Nine Educationally Backward States.

TABLE 1.18:
COVERAGE OF CHILDREN OF THE AGE-GROUP OF 9-14 YEARS IN THE NINE EDUCATIONALLY BACKWARD STATES.

S.No.	STATE	1981-82		1982-83 (TENTATIVE ESTIMATION)		Centres for Girls
		Centres	Coverage	Centres	Coverage	
1.	Andhra Pradesh	6,780	1,78,000	16,440	1,63,000	1,022
2.	Assam	20,346	2,46,250	26,346	1,72,000	1,000
3.	Bihar	27,120	1,72,400	22,920	2,21,000	7,900
4.	Jammu & Kashmir	1,855	35,000	1,855	35,000	60
5.	Madhya Pradesh	11,512	1,62,545	11,512	1,62,545	1,700
6.	Orissa	7,500	1,62,000	7,500	1,66,600	900
7.	Rajasthan	6,475	1,11,575	14,605	2,53,000	1,000
8.	Uttar Pradesh	24,686	1,56,600	32,000	2,02,000	1,200
9.	West Bengal	27,120	4,23,770	22,720	4,62,770	660
TOTAL		1,81,545	20,52,000	1,41,427	23,12,600	20,700

1.3.3 Programmes and Achievements at the State level:

The Scheme of Non-Formal Education was introduced in the State of Andhra Pradesh as early as 1974-75. At that time, it was meant for the youth of the age-group of 15-25 years. During 1978-79, when the National Adult Education Project came into being, it became a part of that Scheme.

Non-Formal Education Scheme for the children of Age-group of 9-11 was introduced in the State during 1979-80. It was related to the First phase only till 1983-84. The second phase, was not yet taken up by the State.

As stated earlier, the Non-Formal Education Scheme for the children of the age-group of 9-14 years was started in Andhra Pradesh during 1979-80 with the issue of G.O.No.No.1042 Education, dated 13-12-1979 according a sanction of Rs.35,96,197/- (Rupees Thirty five lakhs Ninety Six Thousand and One Hundred and Ninety seven only) for the year towards the expenditure.

(A) Administrative Steps:-

The following administration steps were taken up:-

(a) Strengthening of the Directorate of School Education:-

In the Directorate of School Education, the following posts were created:-

- 1) A Post of Joint Director of Non-Formal Education.**
- ii) A Post of Assistant Director, NFE, and**
- iii) Two Sections with Supporting Staff.**

(b) Creation of a State Resource Centre for Non-Formal Education:-

A state Resource Centre for Non-Formal Education was created in the State Council of Educational Research and Training, (SCERT), Andhra Pradesh, with the following Staff:-

- 1) One Professor and Head of Non-Formal Education Cell, and**
- ii) Four Lecturers as the Academic Officers.**

(B) Development of NFE in Andhra Pradesh during 1979-80 and 1984-85:

- 1) Development of NFE during 1979-80:-**

During the year 1979-80, 2,640 Non-Formal Education Centres were opened in all the (22) Districts by selecting two blocks per District i.e. in (44) Blocks at the rate of 60 centres per block.

The maximum number of learners was fixed as (25) per centre. (44) Supervisors were appointed in the Cadre of Deputy Inspectors of Schools, Grade-II, at the rate of one Supervisor per Block. A Resource person of the above said centre was also identified for each block.

Instructors for Non-Formal Education Centres were appointed, selecting from among the locally available persons working teachers, native teachers, un-employed educated youth etc., on a remuneration of Rs.50/- per child per annum.

The Centres were located in places that were convenient to learners such as local schools, Panchayats, temples, mosques churches, public libraries or private houses.

The timings fixed were also convenient to the learners.

The NFE Centres started functioning with effect from 1-1-1980, after enrolling the required learners, who are either the non-enrolled in the Formal Schools or drop-outs from them.

Contd.....

The Course Content consisted of the following:-

- i) Literacy skills;**
- ii) Numeracy, and**
- iii) Environmental Studies.**

The Course Content was identified, developed and supplied to the instructors in Block Level Training Programmes Organised during 16-20 January 1980.

The coverage of children was approximately estimated to be 66,000.

2) Development of Non-Formal Education during 1980-81:-

During 1980-81, 1,300 new centres were opened, taking the total of NFE centres to 4,000 in all. The new centres were opened in 23 new Blocks at the rate of (60) Centres per Block.

The Coverage of Children was estimated to be 1,00,500 at the rate of (25) per centre. All these have been of Primary && Level.

3) Development of NFE during 1981-82:-

During the year 1981-82, no new NFE Centres could be opened for want of Budget Provision in the State Sector. However, the centres opened earlier continued to function.

Contd.....

4) Development of NFE during 1982-83:-

During 1982-83, according to the State Draft Plan, it was proposed to open 8,340 centres of Phase-I and 2,400 centres of Phase-II for Upper Primary Level, covering additionally 2,06,000 and 60,000 children respectively.

Due to drastic cut in the Plan outlay from Rs.66,44,900/- to 17,38,600/- for Non-Formal Education Programmes under the State Sector, only 2,760 centres could be opened with an additional enrolment of 69,000 children. Centres were opened in all the 23 Districts, taking two blocks in each District.

5) Development of NFE during 1983-84:-

During 1983-84, additional centres of 6,000 for Primary Level and 1,600 for Upper Primary Level with enrolment figures of 1,52,000 and 40,000 children respectively were proposed to be opened, enrolment expected by ^{being} 1,52,000 and 1,00,000 respectively.

6) Development of Non-Formal Education during 1984-85:-

During 1984-85, as per the revised Draft VI Plan, 6,000 Primary Centres and 4,000 Upper Primary Centres were proposed to be opened with estimated

enrolment of 1,32,000 and 1,02,000 respectively in both levels.

Table 1.19 below, shows the year-wise Number of Primary level NFE Centres opened and their Cumulative total.

TABLE - 1.19:

YEAR-WISE NUMBER OF PRIMARY CENTRES OPENED AND THEIR CUMULATIVE TOTAL.*

YEAR	Previously opened	NO. OF PRIMARY ^{NFE} CENTRES OPENED DURING THE YEAR				CUMULATIVE TOTAL	
		STATE	Voluntary Organisations	Total Girls	Total Girls	Total Girls	
1980-81	2,640	1,380	---	---	---	4,020	---
1981-82	4,020	---	---	---	---	4,020	---
1982-83	4,020	2,760	---	80	---	6,860	---
1983-84	6,860	---	---	130	---	6,990	---
1984-85	6,990	10,672	1,012	128	100	17,790	1,112

(* Source: State Statistics)

Table 1.20, below, gives enrolment in Non-Formal Education at the Primary Stages.

TABLE 1.20

ENROLMENT IN NON-FORMAL EDUCATION AT THE PRIMARY STAGES

YEAR	ESTIMATED ENROLMENTS IN PRIMARY STAGE	ACTUAL ENROLMENTS
1980-81	1,66,500	40,505
1981-82	1,00,500	95,121
1982-83	1,69,500	1,05,026
1983-84	1,69,500	1,06,324
1984-85	4,36,500	4,43,051

(* Source: State Schedule)

Contd.....

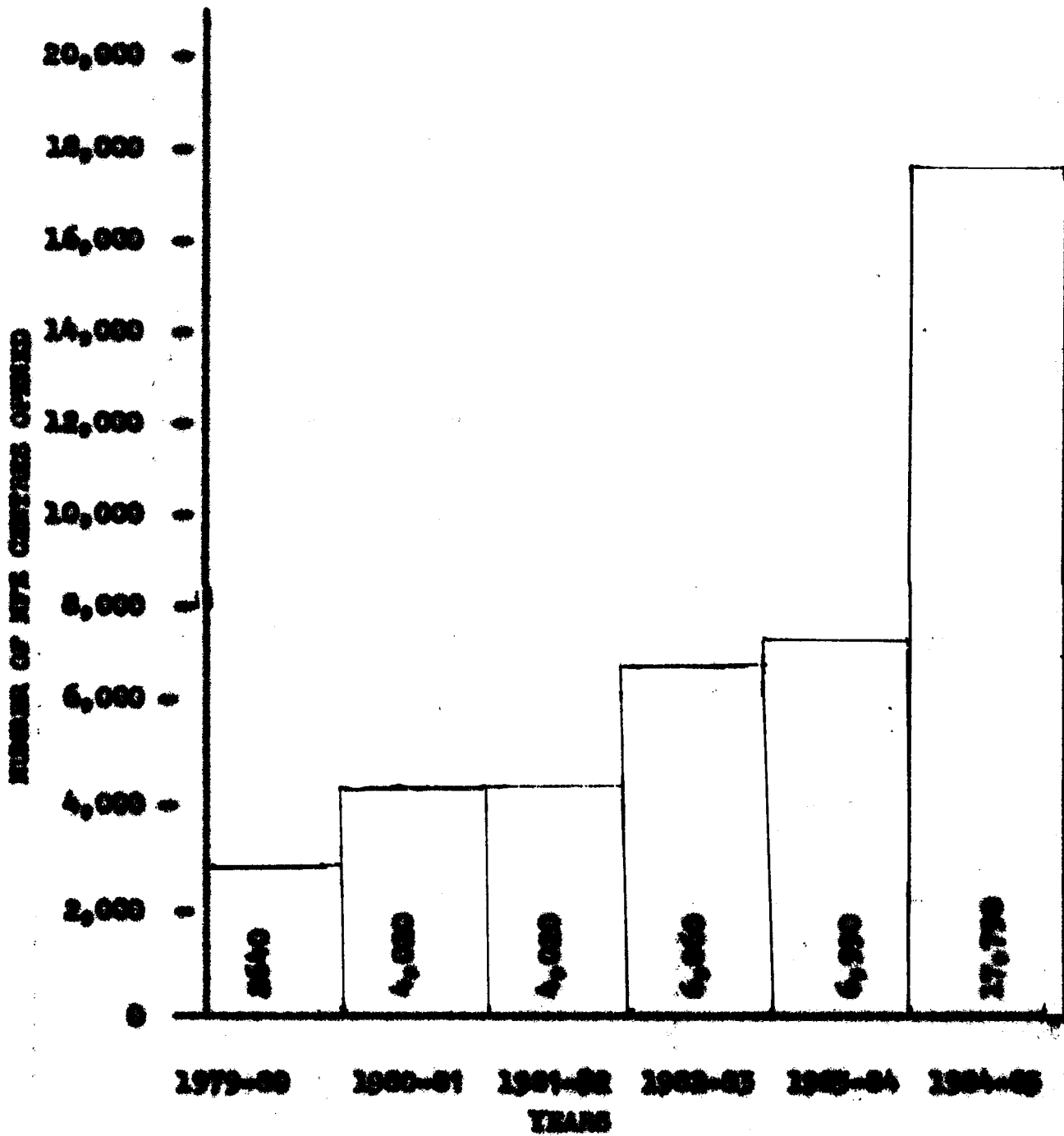


FIGURE 1.6a

CUMULATIVE GROWTH OF NFE CENTRES IN ANDHRA PRADESH (STATE GOVT AND VOLUNTARY ORGANISATIONS) DURING 1979-80 TO 1984-85

B) Non-Formal Education during the VI Plan Period:-

The developmental Schemes in respect of Non-Formal Education during the VI Five Year Plan period may be briefly mentioned in the following manner:-

- a) Implementation of Non-Formal Education Scheme at the Elementary Stage by opening new centres and appointing Instructors and Supervisors with supporting staff to educate children belonging to the weaker and economically backward classes, who are either the non-enrolled or the dropouts from the Formal Schools and who belong to the age group of 9-11 years.**
- b) Appointing of 12 Co-ordinators with Staff in Teacher Training Institutions for the NFE Programme.**
- c) Creation of a Non-Formal Education Cell in the S.C.E.R.T., A.P., as a State Resource Centre for the NFE Programme.**
- d) Developing, printing and supplying NFE Text Books, Syllabi and Training Material to the Instructors and Supervisors.**

e) Organisation of Orientation Training Programmes to the Supervisors and the Instructors of Non-Formal Education to orient them with the New Scheme and to acquaint them with their functions and tasks.

C) Role of the Voluntary Organisations:

Besides the efforts of the State Government, some of the Voluntary Organisations in the State are contributing towards promotion of Non-Formal Education in the State.

The Union Government is emphasising on the active involvement of the Voluntary Organisations in the Non-Formal Education efforts.

The following Voluntary Organisations are taking part in the promotion of Non-Formal Education in the States:-

- 1) The Literacy House,
Ananya Mahila Sabha,
University Road,
Mysore - 570 007, A.P.**
- 2) The Rayala Seema Sava Samithi,
Tirumala,
Mysore District, A.P.**
- 3) The Prachara Bhasha Vidya Peeth,
Sulluguda, Krishna District - AP.**

Table 1.22, below, gives the Details of NFE Centres run by the Voluntary Organizations in Andhra Pradesh and their Enrolment

TABLE - 1.22

THE DETAILS OF N.F.E. CENTRES RUN BY VOLUNTARY ORGANIZATIONS IN ANDHRA PRADESH AND THEIR ENROLMENT.

Sl. No.	Name of the Organization	Year	District & Block	NFE Centres	Total Enrolment
1.	The Rayala Seema Devi Samithi Tirupati.	1962-63 to 1964-65	CHANNAYAN DISTRICT	220	2,932
			Pungunoor - 40		
			Pollacheria - 40		
			Palamar - 50		
			Tirupathi Urban .. - 40		
			Thottapada - 40		
2.	The Literacy House, Andhra Mahila Sabha Hyderabad.	1964-65	MAHABUBNAGAR DIST.	100	2,500
			Sivilla		
3.	The Pragna Bhagha Vidya Peeth, Gadivada.	1964-65	ERISSELA DISTRICT	20	705
			Gadivada Pungunoor Samithi		
TOTAL				340	6,137

1.3.4 Problems and difficulties in respect of Non-Formal Education:

There are numerous problems and difficulties faced while implementing the Non-Formal Education in the State as enumerated below:-

a) Lack of awareness of the Scheme:-

Many members of the Public, Parents and Learners are not fully aware of the new scheme and its objectives for want of adequate publicity.

b) Limited Coverage:-

All the children of the age-group of 9-14 years are not yet covered by the Scheme. Many of the non-enrolled and drop-outs are yet to be brought into the fold of the Scheme in all the areas of the State - rural as well as Urban, where the Scheme has not yet been implemented.

c) Retention of Learners:-

There are also drop-outs from the NFE Centres. Retaining all the enrolled till they attain the age of 11 or 14 years is still another problem.

d) Retention of instructors:-

Instructors' remuneration being meagre, they leave these posts, when they get better remuneration.

tive jobs. In which case, appointing fresh ones and giving them training becomes a problem.

e) Limited Supply of Learning Materials:-

As the enrolment at each centre is limited to (25) only, 25 sets of Learning Materials are supplied there the enrolment is more, the additional children are not receiving learning materials. Not permitting them to take home these materials is also acting as a disincentive.

f) Lack of Local Support:-

For want of formation of Local Village Level Committees for Non-Formal Education, local community is not actively supporting the Scheme. They are not even evincing keen interest in their functioning.

g) Ineffective Supervision:-

The jurisdiction of each NFE Supervisor is a Block and he has to supervise 60 to 75 NFE Centres. Hence Supervision is, in essence, ineffective. Also each Supervisor has some administrative functions such as identifying and appointing instructors,

payment of their salaries, distribution of learning materials and other equipment. Majority of centres are inaccessible and conveyance is another problem. As the centres function between 6.00 P.M. to 9.00 P.M. not more than two centres can be supervised in a day.

h) Inconvenient Location of Centres:-

Some of the Centres are located in open-areas. This causes inconvenience to some learners.

i) Inadequate Academic Evaluations:-

Adequate evaluation, stage-wise, is absent, which is acting as a deterrent for the academic progress of learners from one stage to another.

1.3.5 Non-Formal Education in the VII Plan Period:

Non-Formal Education in the State of Andhra Pradesh seems to have a bright future.

The outlay allotted for Non-Formal Education in the State for the VII Plan Period (1986-90) is Rs.1,356.98 lakhs where as for the VI Plan Period, it was only Rs.1,094.00 lakhs.

It is proposed to take up the following new schemes during the VII Five Year Plan Period in the

State in relation to development of Non-Formal Education.

a) Opening of 2,760 new NFE Centres at the Primary Level:-

It is proposed to open 2,760 new NFE Primary Centres in the first year of the VII Plan 1986-87 in order to cover the remaining Blocks in the State. The amount allotted is Rs.199.15 lakhs for the purpose during the VII Plan Period.

b) Creation of (46) Posts of Supervisors with the Supporting Staff:-

(46) Posts of Supervisors with the supporting Staff are proposed to be created during 1986-87 at an estimated cost of Rs.75.44 lakhs.

c) Opening of Additional Centres and Creation of Posts of Supervisors with supporting staff during 1987-88:-

During the second year of the VII Plan Period i.e., 1987-88, the following developmental schemes are proposed:- Opening of 2,640 new additional NFE Primary Centres at a cost of Rs.51.58 lakhs; and Creation of (44) Posts of Supervisors with supporting staff at a cost of Rs.51.50 lakhs.

- d) Opening of 3,640 NFE Centres at the Middle Level and creation of (60) Posts of Supervisors with the Supporting Staff:-

Towards the II Phase of NFE it is proposed to open 3,640 NFE Centres for the Middle level at the rate of 1/3 of existing Primary Centres to cover 184 Blocks in the State at the first instance at a cost of Rs.304.35 lakhs and to create (60) Posts of Supervisors with the supporting staff for the Middle level at a cost of 104.65 lakhs during the first year.

- e) Opening of New Middle Centres and Creation of Posts of Supervisors with the supporting staff in the second year:-

Similarly in the Second Year of the VII Plan Period also, it is proposed to open 3,640 Middle Centres throughout the State at cost of Rs.240.65 lakhs and to create (60) posts of Supervisors with supporting staff at a cost of Rs.76.40 lakhs for the same year.

- f) Orientation and Re-orientation Courses for Instructors and Supervisors appointed during the VII and VI Five Year Plan Period:-

It is proposed to organize Orientation and Re-orientation Training Courses to the Instructors and Supervisors appointed during the VII Plan Period for the Primary and Middle Level Courses at a cost of

Rs. 62.00 lakhs with a view to acquainting them with new trends of learning.

g) Workshops for Preparation of Syllabi and Instructional Material for Phase II :-

It is proposed to organise a workshops for the preparation of Syllabi and Instructional Material for Phase II during 1985-86 and 1986-87 at a cost of 0.50 lakhs.

h) Providing Rent and Furniture to the Offices of Supervisors (NFE) :-

Since inception, the offices of the Supervisors were not provided either with the rental buildings or with the furniture. During the VII Plan Period, it is proposed to provide rent for their offices and also furniture required to facilitate better functioning at a cost of Rs.101.61 lakhs.

i) Printing and Distribution of NFE Text Books of Phase II :-

It is proposed to print the NFE Text Books for the children of Middle Level Centres at an estimated cost of Rs.61.40 lakhs. The children will be about 91,000 in the first year of VII Plan and another 91,000 in the second year.

3) Appointing of the Project Officers at the District Level:-

It is proposed to create (25) Post of the Project Officers with supporting staff with a view to relieving the burden of the District Educational Officers from the Non-Formal Education Programmes and ensure effective supervision and implementation of the programmes at the District Level at an estimated amount Rs.64.97 lakhs.

1.4 RESUME

Chapter 1.0 of this Final Report was intended to present the Background of the State, its Educational Developments, Elementary as well as Non-Formal Education Scheme.

In 1.1, Introduction to the State was presented as to its Historical Background, Description, Demographic Features, Socio-Religious Aspects, Literacy Situation, Work Participation, General Economic Condition, Employment Position, Public Administration and Educational Administration.

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1.2 was devoted to give an Overview of Elementary Education in which in relation to its New Conceptualisations and New Trends, Expansion of Enrolment, Universalisation, Education of Worker Sections, Programmes, Targets and Achievements, Problems, Perspectives and Future Tasks.

Non-Formal Education at the Elementary Stage in the State was discussed in 1.3 in its following varied aspects, such as Historical Background, Approaches and Strategies, Development of NFE in the State, Problems and Difficulties and Future Plans.

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CHAPTER 2.0:

THE TECHNIQUE OF EVALUATION STUDY

XX

2.1 A BRIEF INTRODUCTION TO THE CENTRALLY SPONSORED SCHEME OF NON-FORMAL EDUCATION;

India is one of the largest democratic countries of the world. It had attained independence in August 1947 and it became a Sovereign Democratic Republic in 1950. In this short span of 39 years, it became a leader of the Non-Aligned Countries, i.e., usually known as the third world, and a staunch opponent of proliferation of atomic weapons, a crusader of World peace on the international plane, a strong supporter of freedom, equality and social justice, and a great planner and implementer of national developmental schemes, national projects and institutions in order to modernize the country industrially, technically, technologically, and scientifically so that the country may raise its head on par with the other developed and advanced countries of the world, unifying India nationally, politically, socially and economically under one flag and one Union Government internally. The

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national revolution included waging a relentless war against illiteracy, ignorance and ill-health. Education has been recognised as a powerful instrument in bringing about the social changes in the country. The Constitution of India has guaranteed universalisation of elementary education for all children under the age of 14 years. Despite planned educational development, both quantitatively and qualitatively, during the first five Five Year Plans, the goal of universalisation could not be achieved. Efforts have also been made to erase illiteracy from the face of our country through organisation of social education, adult education, adult literacy, education of the women, education of the weaker sections, education of the Scheduled castes and scheduled tribes and such other numerous programmes, in order to achieve higher rates of literacy at the earliest opportunity. Yet many adults remained illiterates and many children either as the non-enrolled or as the drop-outs, thereby adding to the number adult illiterates in due course, when they become adults. Consequently the statesmen the politicians, the educationists, the educational administrators and the educators had to think about an alternative strategy for educating the

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public, besides the Formal System of Education through the Formal Schools, Colleges and Universities.

2.1.1 The Concept of Non-Formal Education

During the VI Plan period, the Government of India have come out with a Centrally-Sponsored Project of Non-Formal Education for the children in the age-group of 9-14 years in the context of Universalisation of Primary Education in the nine educationally backward States, namely, (1) Andhra Pradesh, (2) Assam, (3) Bihar, (4) Jammu and Kashmir, (5) Madhya Pradesh, (6) Orissa, (7) Rajasthan, (8) Uttar Pradesh, and (9) West Bengal.

Non-Formal Educational Scheme has been devised as an alternative strategy to educate the non-enrolled and the drop-outs from the Elementary Schools, at their convenient time and place who for one reason or the other are not able to attend the Formal Schools, either being busy in the house-hold work or by being employed elsewhere to supplement their familial income. These children usually belong to the age-group of 9-14 years. The Non-Formal Education Centres are organised in a centrally located place, either in the evenings or nights, and are manned by specially appointed instructors,

who work on part-time basis, and who are either educated unemployed, or retired or working teachers in the Formal Schools and who are paid an honourable honorarium^u for the work. The Phase I is intended for 9-11 age-group and the Phase-II for the 11-14 age-group of children.

Non-Formal Education is called so because all the usual restrictions, rules and regulations regarding admission, age, curricula and courses, do not apply to this Scheme. Also the learners will be able to join the main stream of education after qualifying themselves in the Non-Formal System. The ultimate aim of the Non-Formal System of Education is to provide alternative venue for the fulfillment of the Constitutional Obligation of Universalisation of Elementary Education, without dislocating the regular life activities of the learners.

The essence of the formal curricula is kept in tact, though in a condensed form, while ensuring the attainment of all the desired and expected behavioural changes in the learners. Text-books and learning materials, are specially designed, prepared, published and supplied to the learners free of cost, besides educational aids like slates, slate pencils, note-books and pencils.

The instructors of the Non-Formal Educational Centres were also adequately trained in their tasks and trained Supervisors were employed to inspect and supervise these Centres periodically.

Each Centre is provided with the minimum facilities such as free accommodation, lights, records and registers, equipment like mats, trunks/almiyahs, black boards or rolling boards, and water facilities.

The Centres are either managed by the Directorate of School Education on 50% of Central assistance or by the Voluntary Organizations on 100% basis.

The Directorate of School Education takes care of the administrative functions, while the State Council of Educational Research and Training looks after all the academic matters, such as preparation of curricula, production of text-books, preparation of instructional and learning materials and aids and training of Supervisors and Instructors.

Academic evaluation is also carried out by the Instructors and the Supervisors, though in a non-formal manner.

Educative Process is divided into two Phases, the First Phase covering the Primary Stage of two years duration of four stages of six months each, and the Second Phase of two years duration covering Upper Primary or Middle Stage with two Stages of one year each.

The successful completion of First Stage enables the learners to enter into the Upper Primary Stage of Education, and the successful completion of the Second Phase enables them to enter into the Secondary Stage of Education. However, some Bridge Courses, are organised for the learners to enable them to have an easy switch over into the Formal System of Education.

2.1.2 Administration of Non-Formal Education in Andhra Pradesh:

In the State of Andhra Pradesh, Non-Formal Education is being administered by the Directorate of School Education. A Post in the Cadre of the Joint Director of School Education was created for the purpose. The Joint Director is duly assisted by an Assistant Director, NFE, and two Sections of Ministerial Staff in the Head Office. The Non-Formal Education Cell in the S.C.E.R.T., acts as the academic wing and the State Resource Centre, NFE, producing needed literature

and organising orientation Training Programmes to the Instructors and the Supervisors periodically.

At the District level, the District Educational Officers take care ^{of} Non-Formal Education. At the Block level, a Supervisor is appointed to inspect and supervise all the Non-Formal Education Centres that are in his jurisdiction.

The N.F.E. Co-ordinator, attached to the Teachers' Training Institute in the District Headquarters, is also responsible for the academic inspection of the Non-Formal Education Centres and also for providing Inservice Education to the Instructors.

2.2 IMPLEMENTATION OF THE SCHEME IN ANDHRA PRADESH:

Development of Non-Formal Education in Andhra Pradesh:-

In Andhra Pradesh, the Non-Formal Education came to ^{be} implemented from the academic year 1979-80. Initially, in each of the then existing 22 Districts. Two Blocks were selected from each District and 60 NFE Centres were opened in each Block. In all, 2,640 Centres for the age-group of 9-11 years were opened during 1979-80. The year-wise expansion of the Scheme is as given in Table 2.1, on page 101.

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* TABLE 2.1

YEAR WISE EXPANSION OF NON-FORMAL EDUCATION CENTRES AT PRIMARY LEVEL AND ENROLMENT IN ANHRA PRADESH

S.No.	YEAR	NFE CENTRES - PRIMARY			TOTAL	ENROLMENT		
		Previously opened	State Govt	Voluntary Organisations.		State Govt	Voluntary Organisations	TOTAL
1.	1979-80	—	2,640	—	2,640	40,505	—	40,505
2.	1980-81	2,640	2,580	—	4,020	54,636	—	95,121
3.	1981-82	4,020	—	—	4,020	95,121	—	95,121
4.	1982-83	4,020	2,760	80	6,860	102,892	2,124	1,05,016
5.	1983-84	6,860	—	130	6,990	102,800	3,434	1,06,234
6.	1984-85	6,990	10,672	128	17,790	430,548	5,303	4,45,851

(* sources - At The State Schedule)

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No NFE Centres of Middle level were opened during the VI Plan Period.

2.2.1 Salient Features of the Programmes

The following are some of the salient features of the NFE Schemes:-

- 1. The drop-outs and the Non-enrolled are admitted into these Centres.**
- 2. Centres are opened in rural/tribal/scheduled caste areas.**
- 3. Separate Centres are opened for Girls.**
- 4. Special Curricula and Text-books have been developed.**
- 5. The Centres function at places and timings that are convenient to the local learners.**
- 6. Learning aids and materials are supplied freely.**
- 7. Co-operation of the local community is sought.**
- 8. The Instructors and the Supervisors are given orientation training.**
- 9. Academic attainments are evaluated.**
- 10. Primary Education is covered in Phase I of two years, consisting of four Stages of six months duration each, and Phase II of two years with two Stages of one year duration each.**

2.3 NEED AND OBJECTIVES OF EVALUATION:

The Centrally sponsored Scheme of Non-Formal Education for children of 9-14 age-group was being implemented since 1979-80 as a part of the VI Five Year Plan in the nine educationally backward States. At the Scheme was being implemented for over a period of five years, the Union Ministry of Education desired to get it evaluated presently, so that future course of action to be taken up during the VII Five Year Plan Period may be decided according to the results of the Evaluative Study.

2.3.1 The Need for Evaluation

The need for evaluation of Non-Formal Education Scheme that was in implementation during the VI Five Year Plan Period, is felt by the Union Ministry of Education because its extension in the coming five year plan can be based in proportion to the degree of favourable evaluation to be known from this study.

If the study reveals the worthlessness of the scheme, it may not receive any priority in the VII Plan period. Even it may have to be scrapped out, if its anticipated objective of achieving Universalisation of Primary Education as an alternative Strategy is found to be unfulfilled.

2.3.2 Objectives of Evaluation:

The task of making a comprehensive evaluative Study of this Scheme was entrusted to the National Institute of Educational Planning and Administration (N.I.E.P.A.) by the Union Ministry of Education. The structural and administrative aspects of the Study have been undertaken by the NIEPA and the academic aspects were left to be studied by the National Council of Educational Research and Training (N.C.E.R.T.).

The objective of this Evaluation Study is not a simple one, like merely making a general assessment of the progress of the programme; but it is a complex one involving the following:-

- i) To undertake the appraisal of efficiency of of programme vis-a-vis its objectives;
- ii) To identify the areas of success and failures; and
- iii) To suggest possible fresh approaches for restructuring of the programme to attain the desired objectives."

2.4 SCOPE AND COVERAGE OF EVALUATION STUDY:

The Scope of this Evaluative Study relates to both (1) Administrative and (2) Academic Aspects of the Non-Formal Education Scheme. The scope and coverage of

the Study is very wide and broad-based. Table 2.2 below, gives the detailed Scope and Coverage of the Evaluation Study.

TABLE - 2.2:

THE DETAILS OF SCOPE AND COVERAGE OF THE EVALUATION STUDY OF NON-FORMAL EDUCATION *

Sl.No.	Aspect	DETAILS OF COVERAGE OF THE ASPECT
1.0	ADMINISTRATIVE	<p>1.1 Pattern, Process and Technique of Planning at Macro and Micro Levels.</p> <p>1.2 Coverage, Flow, Feedback and Data Audit of Information and Basic Service Systems.</p> <p>1.3 Nature, Type and Extent of Co-ordination and Linkage with Adult and Formal System and with the Developmental Agencies.</p> <p>1.4 Structure, Process, Technique and Adequacy of Direction, Extension and Supervision.</p>

Sl.No.	Aspect	DETAILS OF COVERAGE OF THE ASPECT
		1.5 Extent of participation, innovative approaches, management and effectiveness of <u>Voluntary Organisations.</u>
		1.6 Nature, Pattern, Activities and Effectiveness of <u>Community Participation.</u>
		1.7 Nature and Extent of <u>Mobilization</u> in respect of Parents, Learners, Instructors and Supervisors. &
		1.8 Levels, Flexibility, Extent of Decentralisation and Effectiveness of <u>Resource Mobilisation.</u>
2.0 Financial		2.1 Process, Pattern, Adequacy and Utilization of <u>Financial Allocations.</u>
		2.2 System and Efficiency of <u>Accounts and Audit</u> at various levels. &

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Sl.No.	Aspect	DETAILS OF COVERAGE OF THE ASPECT
		<p>2.5 Extent of <u>Delegation of Financial powers</u> at various levels.</p>
3.0	Structural	<p>3.1 Locational Pattern, Provision and Utilization of <u>Physical Facilities of N.F.E.Centres.</u></p> <p>3.2 Enrolment Pattern, Attendance, Reasons and Extent of <u>Wastage and Stagnation Socio-Economic Background.</u> of enrolled and Non-enrolled children.</p> <p>3.3 Selection, Training, Placement, Functions and Socio-Economic Back-ground of <u>Instructors and Supervisors.</u></p>
4.0	Academic	<p>4.1 Objectives, Contents, Dimension, Course Duration and <u>Comparing of NFE Curriculum with Formal System.</u></p>

Sl.No.	Aspect	DETAILS OF COVERAGE OF THE ASPECT
		4.2 Development Usage and Evaluation of <u>Contents of Teaching-Learning Materials.</u>
		4.3 Instructional materials and <u>Teaching Competencies</u> related to Teaching-Learning Strategies;
		4.4 <u>System, Contents, Coverage and Issues of Training of Personnel at Various Levels.</u>
		4.5 Procedure, Periodicity, Certification and making <u>Assessment of pupil Achievement.</u> and
		4.6 <u>Mobility from Non-Formal to Formal, and Vice-Versa.</u>

(* Source: Design for Evaluation Study, NIEPA)

(CONTD.....)

Thus it can be clearly seen that the scope and coverage of the Study extends from Enrolment and attendance of the learners to their mobility from one stream to the other involving the administrative, structural, financial and academic aspects of the Non-Formal Education Programme implemented in the nine educationally backward States during the VI Five Year Plan Period.

2.5 APPROACH AND METHODOLOGY OF THE STUDY:

The approach and methodology of the Study are varied involving survey Method and Empirical approach for the collection of data for the Administrative and Academic Aspects respectively.

2.5.1 1. The Design for Sampling:-

In the design for sampling the following points are noteworthy:-

- 1) The Study covers all the nine educationally backward States in which the Non-Formal Education Scheme was being implemented.**
- 2. In every State, the NFE Centres organized by both the State Government and the Voluntary Organizations are sampled.**

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In Andhra Pradesh, the Centres run by the State Government and by the Rayala Seema Seva Samithi, Tirupati, have been taken up for the Study.

- 3) The Centres relating to both the Primary and Middle Levels are to be covered by the Study.

But in Andhra Pradesh, no Middle Level Centres were started during the Sixth Five Year Plan Period, Hence the Study was limited to the Primary Level only.

- 4) In each of the States, where the Non-Formal Education was being implemented, it was agreed to cover two ^{Districts} Districts, one having higher literacy rate and the other having lower literacy rate. In each of the Districts two Blocks are to be taken up for the Study to be selected at random.

In Andhra Pradesh, the West Godavari and the Adilabad Districts have been selected for the Study, the former representing the Higher literacy rate and the latter, the lower literacy rate. Figures 2.1 on page 110A and 2.2 on page 110B show the map of West Godavari District and that of Adilabad District respectively.

ANDHRA PRADESH WEST GODAVARI DISTRICT

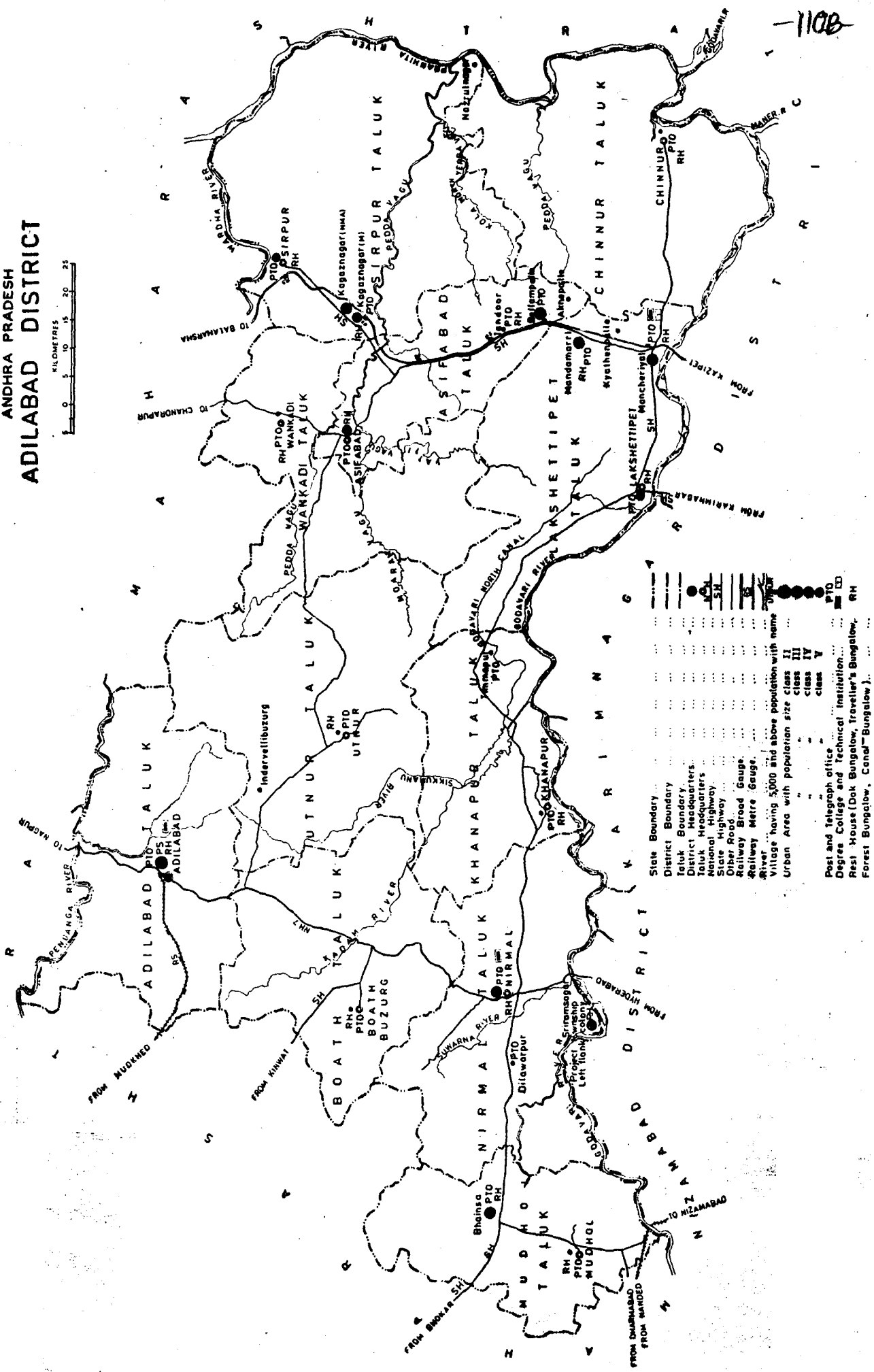
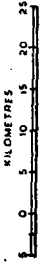


FIGURE 2.1

MAP OF WEST GODAVARI DISTRICT

Survey of India, 1952 with the permission of the Surveyor General of India.

ANDHRA PRADESH ADILABAD DISTRICT



- State Boundary
- District Boundary
- Taluk Boundary
- District Headquarters
- Taluk Headquarters
- National Highway
- State Highway
- Other Road
- Railway Broad Gauge
- Railway Metre Gauge
- River
- Village having 5,000 and above population with name
- Urban Area with population size class II
- class III
- class IV
- class V
- Post and Telegraph office
- Degree College and Technical Institution
- Rest House (Dak Bungalow, Traveller's Bungalow, Rest Bungalow, Canal Bungalow)

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FIGURE 2 2

In the West Godavari District, the Nyyalagudem and the Mallajuria Blocks were taken up for the Study, Similarly, in the Adilabad District, the Utmeer and the Nirmal Blocks were selected for the Study. The Utmeer and Nyyalagudem Blocks represent the lower literacy rates while the Nirmal and the Mallajuria 2 Block represent the higher literacy rate.

However, in the selection of the sample design, both the geographical variation and the socio-economic backwardness have also been given due weightage.

In the case of Voluntary Organizations, the Chittoor District was selected for the Study, as the Rayala Seema Seva Samithi was running Non-Formal Education Centres in some Blocks there. The Pullicherla Block of the Chittoor District was selected for studying the NFE Centres run by the Voluntary Organisation.

5) In each of the Block selected for the Study, ten Primary Level NFE Centres were selected at random taking the following criteria for selection.

i) Coverage of Primary and Middle Levels:-

As there were no Middle Level Centres, all the ten Centres related to the Primary

Level only in each of the Blocks in Andhra Pradesh.

ii) Coverage of Rural and Urban Areas:-

There are no urban areas in the selected blocks in the real sense. Hence, only one or two centre from the Block Headquarters were selected for the study and the other eight or nine being from the rural areas only.

iii) Coverage of Boys, Girls and Co-Education Centres:-

Girls' Centres were opened only one year back. Hence only one girls' centre was selected for the study in each of the Blocks and the other nine Centres were either predominantly Boys' or Co-Educational.

iv) Coverage of S.C's and S.T's:-

In each of the Blocks, the NFE Centres selected for the Study have adequate representation of those relating to the SCs and STs.

v) Weightage to the Road-side and the Remote Places:-

In selecting the Centres for the Study, the location of the villages either on the road-side or in remote places has been given due weightage.

Table 2.3, below, gives the Details of NFE Centres selected for Study according to the
VARIED CRITERIA in ANDHRA PRADESH

TABLE - 2.3c

**THE DETAILS OF NFE CENTRES SELECTED FOR THE STUDY IN ANDHRA PRADESH ACCORDING TO THE
 VARIED CRITERIA.***

Sl. No.	Name of the District & the Block.	Name of the Centre	CRITERIA			Literacy Higher & Literacy Lower	
			Urban/Rural	Boys/Girls/Co-education	General/STs/SCs		Roadside/Rambo
1.0 Adilabad Dist. Utnoor Block.							
1.1	Minapur Centre		Rural	Co-Edn	STs	Remote	Lower
1.2	Chandur "		Rural	Co-Edn	General	Remote	Lower
1.3	Mannapur		Rural	Co-Edn	General	Roadside	Lower
1.4	Kothnoor		Rural	Co-Edn	STs	Remote	Lower
1.5	Kothaguda		Rural	Co-Edn	STs	Remote	Lower
1.6	Kothapalli		Rural	Co-Edn	STs	Remote	Lower
1.7	Siripur		Rural	Co-Edn	General	Roadside	Lower
1.8	Toshan		Rural	Co-Edn	STs	Remote	Lower
1.9	Tuyaguda		Urban	Co-Edn	General	Remote	Lower
1.10	Utnoor		Urban	Girls	STs	Roadside	Lower

Contd.....

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**2.0 Adilabad Dist
Rural Blocks**

2.1	Alser	Rural	Girls	General	Roadside	Higher
2.2	Anantpet	Rural	Co-Eds	General	Roadside	Higher
2.3	Koppasam	Rural	Girls	General	Roadside	Higher
2.4	Gopalpur	Rural	Co-Eds	General	Roadside	Higher
2.5	Chilindag	Rural	Co-Eds	General	Roadside	Higher
2.6	Karittikal	Rural	Co-Eds	General	Roadside	Higher
2.8	Mahapur	Rural	Co-Eds	SCs	Roadside	Higher
2.8	Vallantapur	Rural	Co-Eds	General	Roadside	Higher
2.9	⁰⁷ Fardal	Semi Urban	Boys	SCs & BCs	Roadside	Higher
2.10	Gajipet	Semi Urban	Co-Eds	BCs	Roadside	Higher

Contd.....

**3.0 West Godavari Dist.
Koyyalingudem Block**

3.1	Achutapuram	Rural	Boys	SCs	Roadside	Lower
3.2	Koyyalingudem	Rural	Boys	General	Roadside	Lower
3.3	Chakradhara- palli.	Rural	Boys	SCs	Route	Lower
3.4	Elammapet	Rural	Boys	General	Route	Lower
3.5	Dippalingupada	Rural	Boys	General	Roadside	Lower
3.6	Kannapuram	Rural	Boys	General	Roadside	Lower
3.7	Nyanamagan	Rural	Boys	General	Route	Lower
3.8	P. Annapalan	Rural	Boys	General	Route	Lower
3.9	Paradigudem	Urban	Boys	General	Roadside	Lower
3.10	Koyyalingudem	Urban	Boys	General	Roadside	Lower

Continues

- 12 -

**4.9 West Odisha Dist.
Kallajuria Blocks**

4.1	Kothavaram	Rural	Boys	General	Roadside	Higher
4.2	Arupada	Rural	Co-Mix	SCs	Remote	Higher
4.3	Dandagarra	Rural	Co-Mix	General	Remote	Higher
4.4	East Chodavaram	Rural	Co-Mix	SCs	Remote	Higher
4.5	Kumhampalli	Rural	Co-Mix	General	Remote	Higher
4.6	Kottamparagadam	Rural	Co-Mix	General	Remote	Higher
4.7	Prakrampaliam	Rural	Co-Mix	SCs	Roadside	Higher
4.8	Pallalapada	Rural	Co-Mix	General	Roadside	Higher
4.9	Anantapada	Urban	Co-Mix	General	Roadside	Higher
4.10	Kallajuria	Urban	Co-Mix	General	Roadside	Higher

Contd.....

**5.0 Chittoor Dist.
Panchayat Blocks**

5.1 Challevepalli	Rural	Co-Min	General	Roadside	Lower
5.2 Chiguru Mahala- Palli	Rural	Co-Min	SCs	Remote	Lower
5.3 Chigunpohalipalli	Rural	Co-Min	General	Roadside	Lower
5.4 East Rani- Raddigaripalli	Rural	Co-Min	SCs	Remote	Lower
5.5 Eruvandiipalli	Rural	Co-Min	General	Remote	Lower
5.6 Kodichipalli	Rural	Co-Min	General	Remote	Lower
5.7 Kundakindipalli	Rural	Co-Min	General	Roadside	Lower
5.8 Kuruvipalli	Rural	Co-Min	SCs	Remote	Lower
5.9 Kallur Kothapet	Rural	Co-Min	General	Roadside	Lower
5.10 Kallur Sura	Rural	Co-Min	General	Remote	Lower

(* Source: State Review for the State)

Contd....

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- 6) The Villages or Urban Areas selected for the Study were taken up as the sample places.**
- 7) The Coverage of Personnel are as follows for the purpose of Survey:-**
 - i) All the Instructors of the selected Centres;**
 - ii) All the Supervisors, of Blocks and Extension Officers (Education) of the selected Blocks;**
 - iii) The District Educational Officers of the selected Districts;**
 - iv) Four Primary/Upper Primary Schools in each of the selected Blocks;**
 - v) Five knowledgeable persons from each of the selected village from among the following:-**
 - a) A local Panchayat or Prominent leader.**
 - b) A parent of a child going to the NFE Centre.**
 - c) A parent of a child going to the Formal School;**
 - d) A Parent of a Drop-out Student; or**
 - e) A parent of a Non-enrolled child;**

- vi) Five learners from the NFE Centre in a village;**
- vii) Two Drop-outs -- one from the Formal School and one from the NFE centre in a Village;**
- viii) Two Non-enrolled children from each of the village selected for the Study.**

2.5.2 Methodology of the Study:

The methodology of the Study of the Administrative Aspect has been mentioned earlier as the Survey Type.

Hence the data is collected with the help of different Survey Schedules developed at the National Workshops in New Delhi, which have been organised by the NIEPA on different occasions.

Table 2.4 on page 121 gives the different Schedule Used in the Study.

The NIEPA has organised Workshops at New-Delhi and other places for developing Tools for the Academic Evaluation and for training the Investigators in their functions.

To administer the Survey Schedules and to collect information at the Block Level, five Field Investigators were appointed at the rate of one for two centres. Each of them was required to fill up at least nine schedules, i.e., in all 19 to 20 forms for each of the Centre allotted after interviewing the concerned persons for each of the Schedule.

The above schedules have been developed at (1) a 'Technical Workshop' organised by NIEPA during 18-20 March 1965; (2) further improved, modified and finalised at the Workshop held by NIEPA during 12-14 August 1965; and (3) at another workshop held during 1-5 October 1965. The Survey Schedules I to IX were printed in English and others were runned and supplied by NIEPA. As there was no need for translation into Telugu, the English versions of Survey Schedules have been used in Andhra Pradesh.

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TABLE 2.4:

THE DIFFERENT SURVEY SCHEDULES USED IN THE STUDY AND THE DETAILS OF THE RESPONDENTS, ETC. *

Sl. No.	Title of the Survey Schedule	Purpose	Administrator	Respondent
I.	Schedule for the NFE Centre	To gather details of Centre, its location etc.	Field Investigator	NFE Instructor
II.	Schedule for the Instructor	To gather information about the background, training experience etc.	Field Investigator	NFE Instructor
III.	Schedule for Supervisor	To collect all the information about the Supervisors' work etc.	Field Investigator	NFE Supervisor
IV.	Schedule for Learners	To collect information on the family background motivation, disorientations perception about instructor circumscribe findings etc.	Field Investigator	Learners from 5 schools from each school selected for the study.

Contd.....

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V. Schedule for the Drop-outs	To collect information on their socio-economic background, reasons for dropping out etc.	Field Investigator	2 From formal school and 2 from NFE Centre.
VI. Schedule for the Never-attend	To collect information on their socio-economic background and demographic structure etc.	Field Investigator	2 Children from the selected area.
VII. Schedule for knowledgeable persons	To collect their opinions about the schools, NFE Centre etc.	Field Investigators	5 persons
VIII. Schedule for the Primary/Middle Schools.	To collect detailed information about formal schooling	Field Investigator	3 Primary and 1 Middle School.

Contd...

IX. Schedule for Village/Town	To collect data about its location, educational facilities, socio-economic and demographic details, etc.	Field Investigator	Panchayat Village Officer
X. Schedule for the Block	To collect all the data about the Block.	Project Director	Block Education Officer
XI. Schedule for the District	To collect all information at the District level	Project Director	The District Educational Officers.
XII. Schedule for the State	To collect details about the NFE Programmes at the State level	Project Director	Joint Director I/s of NFE

Contd.....

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XIII. Schedule for SCEE/SIE/ SIC/TII	To collect details of their role in respect of NFE Programmes.	Project Director	Director of the Institution.
XIV. Schedule for Voluntary Agencies	To collect data about their role and func- tioning in respect of NFE and their contribution.	Project Director	Organiser of the Voluntary Agency

(* Source: State Design for the State)

Contd.....

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2.6 ORGANISATION OF FIELD WORK:

The Administrative Organisation of the Non-Formal Education Evaluation Study Project is briefly described hereunder:-

2.6.1 At the Central Levels:

It was observed earlier that the Union Ministry of Education desired to have a Comprehensive Evaluation of the Centrally-Sponsored Non-Formal Education Scheme, which was being implemented during the VI Five Year Plan Period in the nine Educationally Backward States. The Ministry desired that the National Institute of Educational Planning and Administration, New Delhi, should undertake the Study of the Administrative Aspects, leaving the Academic Aspects to be studied by the National Council of Educational Research and Training, New Delhi.

1. Activities of the NIEPA:

In this connection with the Evaluation Study Project, the NIEPA had taken up the following activities:-

a) Advisory Committee Meetings:-

The NIEPA had prepared a draft proposal for the Study, which was discussed in the first meeting of the National Advisory Committee on 31st January 1985.

b) A National Level Technical Workshop:-

The Design and Tools were prepared and discussed at a National Technical Workshop held at NIEPA during 18-20 March 1985, wherein administrative arrangements for the Study were also discussed and finalised in a meeting of Education Secretaries/Directors. There at, the implementation of the Non-Formal Education Scheme in different States was also discussed.

In the above workshop, the Project Directors of six States and the Officers In-Charge of Non-Formal Education from seven States had participated. In addition, the representatives of NCERT, NIEPA and Ministry of Education have also participated.

Prof. Satya Bhawan, the Director of NIEPA, gave the overall guidance; Shri N.N. Kupper had been the Programme Director and Shri G.Bharwan, the Programme Co-Ordinator.

The main recommendation of the workshop included the followings:-

- i) Survey Schedules;**
- ii) Survey Design;**
- iii) Guidelines for Field Work;**
- iv) Consolidation Procedures;**
- v) Format for the Study Reports;**
- vi) Interim Reports;**
- vii) Work Schedule for the Conduct of Study;**
- viii) Pre-Testing of Survey Schedules; &**
- ix) Administrative Arrangements.**

The Staff of the Sub-National Systems Unit of NIEPA have been the Project Staff of the Non-Formal Education Evaluation Study Project.

- c) Another Workshop was held at New Delhi by NIEPA during 1-5 October 1985 including the Project Directors/Project Officers of different States to further discuss, improve and finalise the Schedules after the preliminary try-out made in the States during September 1985.**
- d) Monitoring of the Field Study is undertaken by the MIS Unit of NIEPA since then having been in constant touch with the State Project Staff.**

2. Activities of the NCERT:

The Union Ministry of Education desired that the NCERT should study the Academic Aspects of this Evaluation Study of Non-Formal Education and that this aspect should be monitored by the National Council of Educational Research and Training, New Delhi. The Department of Pre-school and Primary Education, NCERT, has taken up this part of the Study and has been carrying out the related activities as described below:-

Contd.....

- 1) Executing Memorandum of Understanding with the State Educational Departments.**
- 2) Appointing of Project Staff, consisting of a Project Co-ordinator and a Typist-cum-Clerk.**
- 3) Preparation of a Design for the Academic Evaluation.**
- 4) Development of Tools and Guidelines.**
- 5) Organisation of Training Programmes:**
 - a) Developments of Tools for Formal and Empirical Study 1-4 October 1985 at NCERT, New Delhi.**
 - b) Development of Tools for Empirical Study 4-15 February 1986 at NCERT, New Delhi.**
 - c) Training to the Field Investigators at Regional Level Calcutta 7-9 April 1986.**

2.6.1 At the State Level:

The Administrative Organisation of this Evaluation Study Project at the State Level is described below:-

Contd.....

1) Role of the Education Secretary:-

The Education Secretary of the State had signed a "Memorandum of Understanding" with NIEPA on behalf of the State Government and State Directorate of School Education, agreeing to provide all the necessary facilities, particularly the Office Accommodation, creation of infrastructure, like nomination of the liaison officer, appointment of the Project Director, in consultation with NIEPA, and providing other facilities required for the fair conduct of the Study.

2) The Director of School Education:-

In Andhra Pradesh, Shri T.D. Prasad Rao, the Joint Director, Non-Formal Education has been nominated as the Liaison Officer for this Project. Shri J.C. Rangamayala, Joint Director, became in-charge of Non-Formal Education since 1986.

3) The Project Staff and Offices:

Dr. S.Krishna Murthy, Retired Professor of SCERT, has been appointed as the Project Director after consulting the NIEPA who had assumed charge on 16-9-1985.

The Project Officer is located in the Directorate of School Education, Andhra Pradesh, Hyderabad - 500 004.

The other Project staff included is as follows:-

(1) The Project Officers:-

Shri S.Sitarann Rao, Retired State Statistical Officer, Office of the Director of School Education, A.P Hyderabad.

(2) ^{Clark} Typist-cum-typist :-

Shri V.Rama Rao, Retired Parishad Educational Officer.

(3) Part-time Accountants:-

Shri B.V.Raghavendra Rao, Retired Assistant Director of School Education.

The following staff of Academic Aspects of the Project are as follows:-

(1) Project Co-Ordinators:-

Prof. J.Nani Pantulu, Retired Professor of SCERT, A.P. Hyderabad.

(2) ^{Clark} Typist-cum-typist:-

Shri M.Venkatowara Rao, B.Com.

4) Functions of Project Directors

The Functions of the State Level Project Officers have been as follows:-

a) Preparation of State Design for the Study.

Table 2.5 on page 133, gives the State Design for the Study.

b) Preparation of Status Report for the State.

c) Checking, Compilation and consolidation of Data collected.

d) Preparation of Draft State Report as per the prescribed Format.

e) Providing necessary information to NIEPA for the Finalisation of reports.

5) At the District Levels

At the District Level, the District Educational Officers of the respective Districts are nominated as the Project Co-ordinators of the Project.

TABLE 2.5

STATE DESIGN FOR THE EVALUATION STUDY PROJECT IN ANDHRA PRADESH

S.No.	Item of Work	District & Blocks	Dates of Organisation
1.	Training Programme for the Field Investigators	Adilabad District	.. 5-6 November 1985
		West Godavari Dist	.. 15-16 November 1985
		Chittoor District	.. 17-18 December 1985
2.	Field Surveys	Adilabad District-	
		Nirmal Block	.. 7-11 November 1985
		Umar Block	.. 1-6 December 1985
		West Godavari Dist-	
		Nallajerla Block	.. 17-22 November 1985
		Koyyalagudem Block	.. 17-22 November 1985
3.	Consolidation works	Chittoor District-	
		Pullacherla Blocks	.. 19-25 December 1985
		Umar Block	.. 16-23 January 1986
		Nirmal Block	.. 3-11 February 1986
		Nallajerla Block	.. 27-30 March 1986
		Koyyalagudem Block	.. 12-26 February 1986
	Pullacherla Block	.. 13-21 March 1986	

Contd.....

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In Andhra Pradesh, the District Educational Officers of the Adilabad District and the West Godavari District have been nominated as the Project Co-Ordinators for this Evaluations Study.

They have been cooperating in the organisation of the Training Programmes for the Field Investigators, in the conduct of Field Survey in the selected Blocks of their districts along-with the Supervisors of Non-Formal Education of the respective Blocks and in filling up the District Schedules relating to their Districts.

4) At the Block Levels

At the Block level, the Supervisors of Non-Formal Education have been rendering the required help in selecting and appointing the Field Investigators, by attending the Training Programmes personally and by helping to complete the Block Schedules and also by cooperating in the organisation of field survey in their respective Blocks by the Field Investigators and giving all the possible help to the Project Staff in successful organisation of the Field Survey.

Contd.....

7) At the Voluntary Organisation Levels

The Voluntary Organisation, the Rayala Sava Samithi of Tirupati was selected for the Study of the NFE Centres organised by it in the District of Chittoor. Ten NFE Centres run by this Organisation in Pullicherla Block have been selected for the detailed Field Survey.

Table 2.6 on page 136, gives the detailed Organisation of Field Work in Andhra Pradesh

2.7 DIFFICULTIES AND LIMITATIONS OF METHODOLOGY:

It may be stated that the methodology adopted for the Evaluation Study of Non-Formal Education in Andhra Pradesh did not offer any significant difficulties and its limitations may be stated to be a few.

Contd.....

TABLE 2.6
THE DETAILED ORGANISATIONS OF FIELD WORK IN ANDHRA PRADESH

S.No.	Item of Field Work	Place	Dates	Field Investigators Villages
1.	Training Programme for the field Investigators	Adilabad, Adilabad District.	5th & 6th Nov., 1953	Investigators of Mirnal and Utter Blocks, Supervisors NFE, of the above Blocks.
		Kuru, West Godavari District	15-16 Nov, 1953	Ten Field Investigators and Two Supervisors, NFE of Kallejoria and Koyyalagudem Blocks.
		Tirupathi, Chittoor District	17-18 Decy 1953	Five Field Investigators and one Supervisor, NFE of Pallishoria Block.

Contd.....

2. Field Survey

Kizhal
Adilabad
District

7-11
November
1965

1. Malliah,
Kurtikal and Gajalpet.
2. P. Sankaran,
Mappara and Maktapur
3. A. Sankar,
Foghal and Anantapur
4. V. Narayana Reddy,
Ahar and Gajalpet.
5. G. Sankarreddy,
Chandur and Vaikuntapur.

Mallajurta, 17-22
West Godavari
District. November
1965

1. V. Sankar Rao,
Mallajurta and Pullapada^{la}
2. S. Sankarreddy,
Madduram and Bandagurra
3. M. Sankar Rao,
Madduram and Notturparagutta
4. P. Sankar Rao,
Anantapur and East Godavari
5. S. Sankar Rao,
Anantapur, Prakashapuram

Continued

Koppalagudem 17-22
West Godavari November
District. 1955.

1. K. Rajanna Rao,
Paradilgudem and Chakradharapalli.
2. S.V. Sanna,
Koppalagudem and Dharmasreepet
3. P.V. Sathyanarayana Murthy,
Kannapuram and Dippakhalapeta
4. S. Saib Ali Shah, Koppalagudem
VII Ward and Achyuthapuram
5. N. Raja Rao,
P. Annampalem and Nyanmalagudem

Utnoor, 1-6
Attached December
District 1955.

1. Sathyanarayana Singh,
Mikipur and Kothapeta.
2. B. Sathyanarayana,
Kannapur and Chander.
3. N. Saranya,
Mikipur and Kothapeta.
4. P. Gopalakrishna,
Tosham and Thyagada.
5. K. Krishna Rao,
Utnoor and Kothapeta.

Contd.....

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Pullicheria, 19-23
Chittoor December
District 1985

1. K. Srinivasacharya,
Kallur Tenn and Pothpet
2. P.V.P.N.Chetty,
Kondakindapalli and
Challevaripalli.
3. L. Raghava Reddy,
Nigera Pakalavaripalli
and Nuvvuripalli.
4. N.V.amma Reddy,
L. Nuvvuripalli and
Chiguvankalapalli.
5. K. Chalapati Rao,
Kodidapalli and
Nuvvuripalli.

3. Consolidation	Uttur	16-2-1986	to	23-2-1986
	Hirani	3-2-1986	to	11-2-1986
	Kallajerla	27-2-1986	to	12-3-1986
	Kayyalaganu	12-2-1986	to	26-2-1986
	Pullicheria	13-3-1986	to	21-3-1986

Contd....

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2.7.1 Difficulties of the Methodology:

The methodology was well conceived and planned. Hence there were no difficulties practically encountered in its execution at the State or District Level in Andhra Pradesh. Lot of Co-operation extended by the State Officers, District Officers and the Block Officers enabled the conduct of field survey carefully and comfortably.

However some of the minor difficulties faced cannot be left undescribed. They are mentioned briefly below.

- i) For want of upto-date flow of information regarding NVE Centres from the District level to the State level, it was felt somewhat difficult to get the State Schedule completed in time. Some telephonic and telegraphic reminders were needed to gather the information.
- ii) Similar has been the case with the District and Block Schedules too. Frequent reminders were needed.

- iii) Some of the Investigators failed to grasp the spirit of the some of the open-ended items included in the Schedules, specially those relating to evaluation of Community Participation etc., Hence, instead of recording the opinions of the respondents, some of these items were merely left ticked.**
- iv) At the Block Level and Village Level the demographic data were also not readily available. The Field Investigators had found it difficult to gather such details.**
- v) Due to lack of continuity in maintaining the data by the instructors at the NFE Centres Level, there was some difficulty in gathering the required data.**
- vi) Due to lack of wide Publicity of NFE S Programmes, most of the rural public seemed to be not quite aware of this scheme to offer fruitful suggestions and comments.**

2.7.2 Limitations of the Methodology:

Many of the Schedules developed have been very elaborate and comprehensive. They coupled both the informative aspects and evaluative aspects. For the respondents, it became difficult to know where the information items end and where the evaluation items begin.

Hence it resulted with either getting uniformly stereotyped responses or not getting worthwhile responses for the purpose of evaluation.

2.8 RESUME

Chapter 2.8 was designed to present the Technique of the Methodology of the Evaluation Study of Non-Formal Education Scheme.

At the outset, a brief introduction to the Centrally-Sponsored Scheme was given. Then implementation of the Scheme in the State of Andhra Pradesh was highlighted. This is followed by spotlighting the need, objectives, the scope, the coverage, the Approach, the Methodology, and the Organisation of Field work in detail.

CHAPTER 3.0

APPRAISAL OF EXISTING PROGRAMME

3.1 NFE CENTRES - LOGATIONAL PATTERN:

The Non-Formal Education Centres in the State of Andhra Pradesh have been established from the beginning throughout the State in all the Districts. Progressively, the number of Blocks covered in each of the Districts was raised from two to 10 or 15 during the Sixth Five Year Plan Period. In all, by 1984-85, the number of Blocks covered in the whole of the State became 279 including Urban Ranges.

As per the State Schedule, the following Centres are functioning by 1984-85:

S.No.	Details of Centres	State	Voluntary	Total
1.	Total number of Centres	17,452	138	17,590
2.	Exclusively for Girls	1,012	100	1,112

Contd....

The range of NFE Centres in the Districts has been from 644 to 1,954. In each District, (20 to 15) Blocks have been covered. In each Block the number of NFE Centres varied from 60 to 75.

3.1.1 District-wise Locational Patterns

In the Blocks the Centres opened in the Urban Areas were comparatively lesser than the Centres opened in the Rural Areas. Similarly due representation was given to the areas, where-
more S.C's and S.T's lived. Those established in Rural Areas were also adequately represented by the road-side villages and remote villages.

In Villages, the location of the NFE Centres was usually centrally situated, which was easily accessible to the learners. They were located either in Primary Schools, Panchayat Buildings, Private Houses, Public Libraries or Religious Places like Temples, Mosques and Churches.

Table 3.1 given on page 145, shows the District-wise Locational Pattern of NFE Centres in Andhra Pradesh.

TABLE 3.1

THE DISTRICT-WISE LOCATIONAL PATTERN OF THE NFE CENTRES IN ANDHRA PRADESH AS IN 1964-65. *

Sl. No.	District	No. of Blocks/ Urban Ranges covered	State Govt. Centres		Voluntary Organisations		Total
			Boys	Girls	Boys	Girls	
1.	Srikakulam	12	720	44	—	—	764
2.	Vizianagaram	10	600	44	—	—	644
3.	Vishakhapatnam	12	720	44	—	—	764
4.	East Godavari	12	720	44	—	—	764
5.	West Godavari	12	720	44	—	—	764
6.	Krishna	13	720	44	28	—	792
7.	Guntur	13	780	44	—	—	824
8.	Prakasam	12	720	44	—	—	764
9.	Hellore	12	720	44	—	—	764
10.	Gadachop	12	720	44	—	—	764
11.	Anantapur	12	720	44	—	—	764
12.	Chittoor	15	780	44	210	—	1034
13.	Kurnool	12	720	44	—	—	764
14.	Mahabubnagar	12	720	44	—	—	764
15.	Hyderabad	12	720	44	—	—	764
16.	Warangal	12	720	44	—	—	764
17.	Khammam	12	720	44	—	—	764
18.	Nalgonda	13	780	44	—	—	824
19.	Karimnagar	13	720	44	—	100	864
20.	Nadak	12	720	44	—	—	764
21.	Nizamabad	10	600	44	—	—	644
22.	Ranga Reddy	11	660	44	—	—	704
23.	Adilabad	12	720	44	—	—	764
Total		279	16,440	1012	238	100	17790

(*Source: Survey Schedule for the State)

Contd.....

Out of the 364 Blocks (330 Blocks + 30 Urban Ranges) in the 23 Districts of the State, 279 Blocks/^{Ranges} were covered by the Non-Formal Education Scheme. Yet 85 Blocks/Ranges remain Ranges uncovered. The coverage had been 76.6%.

In each of the District, exclusively State Girls' Centres were opened in 3 Blocks at the rate of 15 in 2 Blocks and 14 in one Block, the total of Girls' Centres per District being 44. In Sirsilla Block of Karimnagar District 100 Girls Centres were opened by the Andhra Mahila Sabha of Hyderabad.

3.1.2 Criteria for the Selection of Centres:

In the locational pattern of NFE Centres, different criteria have been used for the selection of the villages and blocks, which are mentioned below:

1. Lower Literacy areas vs. Higher Literacy Areas.
2. Rural Areas vs. Urban Areas

Contd....

- 3. Areas where more of Backward Classes, Scheduled Castes and Scheduled Tribals lived vs. Areas, where Forward Classes lived.**
- 4. Remote Areas vs. Roadside Areas**
- 5. Areas where more of Drop-outs and Non-enrolled existed vs. Areas where regularly-attending-enrolled children existed.**
- 6. Areas where co-education is possible vs. where either Boys and Girls Education is possible.**

Out of the above criteria in each category, the former are given greater weightage than the latter. However to give fillip to girls education during 1984-85 separate NFE Centres have been opened.

3.1.3 Locational Pattern of the NFE Centres in the Selected Two Districts

In both the Districts of West Godavari and Adilabad, the number of NFE Centres opened by

Contd.....

1984-85 remained to be equal i.e. 764 each and 44 each exclusively for girls. In both the Districts the blocks covered were 12 each.

Table 3.2 gives the Development of NFE Centres in both the Districts,

TABLE 3.2

DEVELOPMENT OF THE NFE CENTRES IN WEST GODAVARI AND ADILABAD DISTRICTS *

S.No.	Year	Number of NFE Centres Opened		Total for 2 Districts	
		West Godavari	Adilabad	Total Girls	Total Girls
1.	1980-81	180	---	180	---
2.	1981-82	180	..	180	---
3.	1982-83	300	---	300	---
4.	1983-84	300	---	300	---
5.	1984-85	764	44	764	44

(* Source : District Schedules)

Contd.....

**3.1.4 Locational Pattern of NFE Centres in the
4 selected Blocks:**

**The Distribution of NFE Centres in the
Hallajarla and Koyyalagudem Blocks as in 1984-85 is
as follows:**

Total Number of NFE Centres	: 60 in Each Block
Centres for Girls	: NIL in each Block

**The position of NFE Centres in Mirnal and
Utnoor Blocks of the Adilabad District as in
1984-85 is as follows:**

Total Number of NFE Centres	: 75 in Each Block
Centres for Girls	: 15 in Each Block

**Table 3.3, on page 150, gives the
Locational Pattern of the 90 NFE
Centres in the Five Blocks Sele-
cted for the Study.**

Contd.....

TABLE 3.3

THE LOCATIONAL PATTERN OF THE 90 NFE CENTRES IN THE FIVE BLOCKS OF THE THREE DISTRICTS SELECTED FOR THE STUDY . *

Sl.No.	District	Block	LOCATIONAL PATTERN OF NFE CENTRES						
			Rural	Urban	STs	SCs	Girls	Roadside	Interior
1.0 West Godavari									
1.1	HallaJurin		8	2	—	3	—	5	5
1.2	Koyyalagudem		8	2	2	1	—	6	4
2.0 Adilabad									
2.1	Minnal		8	2	1	2	1	2	8
2.2	Utmeer		9	1	4	2	1	3	7
Total for 4 Blocks			33	7	7	8	2	16	24
3.0 Chittoor									
3.1	Pulicherla		8	2	1	2	1	5	5
Total for 5 Blocks			41	9	8	20	3	21	29
Percentage			82	18	16	40	6	42	58

(* Source: Tables Relating to Block Schedules)

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Table 3.A, below, gives the Complete Picture of Block-wise Distribution of NFE Centres in the 279 Block/Ranges of 23 Districts of Andhra Pradesh as in 1964-65.

TABLE 3.A

THE COMPLETE PICTURE OF BLOCK-WISE DISTRIBUTION OF NFE CENTRES IN THE 279 BLOCKS/RANGES OF 23 DISTRICTS OF ANDHRA PRADESH AS IN 1964-65.

Sl. District No.	Block Sl. No.	Name of the Block	No. of NFE Centres		
			Boys	Girls	Voluntary Organisations
			(STATE)		
1. Srisakulam	1.	Sithampet (T)	60	—	—
	2.	Parvathipuram	60	—	—
	3.	Saravakota	60	—	—
	4.	Pachipenta	60	—	—
	5.	Rajan	60	—	—
	6.	Veeraghattam	60	13	—
	7.	Amadalavulam	60	15	—
	8.	Chura	60	—	—
	9.	Karimnagarpet	60	24	—
	10.	Mandam	60	—	—
	11.	Kotkur	60	—	—

Contd.....

2. Vizianagaram	12. Bhadraviri(T)	60	--	--
	13. Balur	60	--	--
	14. Bobbili	60	--	--
	15. Burpan	60	--	--
	16. Budangi	60	--	--
	17. S.Kota	60	15	--
	18. Cheepurepalli	60	--	--
	19. Gantada	60	15	--
	20. Viyyampeta	60	24	--
	3. Visakhapatnam	21. Bhoomipat- nam	60	--
22. Chintapalli(T)		60	--	--
23. G.Madugala(T)		60	--	--
24. Narapatnam		60	--	--
25. Peddabayalu		60	--	--
26. Yellampalli		60	--	--
27. Nallampalli		60	--	--
28. Revikamtham		60	15	--
29. K.Kotapadu		60	15	--
30. Visakha- patnam(T)		60	--	--
31. Koyyuru		60	--	--
32. Madugala		60	24	--
33. Adinipattala (T)		60	--	--

4. East Godavari

34. Rakimada	60	--	--
35. Korukonda (T)	60	--	--
36. Rajavomangi (T)	60	--	--
37. Rajanagara	60	--	--
38. Marehalli (T)	60	--	--
39. Kumpachaturam(T)	60	--	--
40. Tuni	60	15	--
41. Pithapur	60	--	--
42. Kungupeta	60	--	--
43. Samaloti	60	15	--
44. Namadivaram	60	14	--

5. West Godavari

45. Kiara (U)	60	--	--
46. Palavaram (T)	60	--	--
47. Bettavagudem (T)	60	--	--
48. Koyyalagudem (T)	60	--	--
49. Nallajerla	60	--	--
50. Chintalapudi	60	--	--
51. Bhimadola	60	--	--
52. Gopalapuram	60	--	--
53. Beedapada	60	--	--
54. Paravali	60	14	--
55. Kodur	60	15	--
56. Nagaltur	60	15	--

6. Krishna	57. Vijayanada	60	--	--
	58. Mandigam	60	--	--
	59. Nuvvu	60	--	--
	60. Vissannapeta	60	--	--
	61. Bantuvilli	60	--	--
	62. Panaru	60	--	--
	63. Tiruvuru	60	15	--
	64. Kanchikacharla	60	--	--
	65. Vayyuru	60	14	--
	66. Jagganpeta	60	--	--
	67. Arunigadda	60	--	--
	68. Nylavaram	60	15	--
	7. Guntur	69. Guntur (U)	60	--
70. Macharla		60	--	--
71. Mangalagiri		60	--	--
72. Tyallur		60	15	--
73. Kallipudi		60	--	--
74. Phirangipuram		60	--	--
75. Gurusala		60	15	--
76. Vissukonda		60	--	--
77. Narasaraopet		60	--	--
78. Intur		60	--	--

Contd.....

79. Rajapalem	60	--	--
80. Rundi	60	--	--
81. Rapolia	60	--	--
82. Ropalle	60	14	--
8. Prakasham			
83. Gogula	60	--	--
84. Tallarevu	60	--	--
85. Javupadu	60	--	--
86. Narakapur	60	--	--
87. Parthar	60	--	--
88. Maddipadu	60	--	--
89. Vetapalem	60	15	--
90. Giddalur	60	--	--
91. Tarupadu	60	14	--
92. Kandukur(Kondapal)	60	15	--
93. Korisipadu	60	--	--
94. Pedili	60	--	--
9. Nellore			
95. Nellore (U)	60	--	--
96. Venkatagiri	60	15	--
97. Atmakur	60	15	--
98. Naidupeta	60	--	--

Contd.....

99. Sallurpet	60	15	—
100. Kovur	60	—	—
101. Pedalokuru	60	—	—
102. Venkateswalam	60	—	—
103. Koda	60	—	—
104. Gohar	60	—	—
105. Udayagiri	60	—	—
106. Kovali	60	—	—

10. Chittoor

107. Pottur	60	—	—
108. Punganur	60	—	40
109. Karvetinagar	60	—	—
110. Thushallipalli	60	—	—
111. Nagari	60	—	—
112. Chittoor (U)	60	—	—
113. Bangarupalem	60	—	—
114. Palamaner	60	15	30
115. Nigama (T)	60	15	—
116. Pithahat	60	—	—
117. Sanyavada	60	—	—
118. Chowdypalli (T)	60	14	—
119. Chittoor (R)	60	—	—

Contd.....

11. Anantapur

120. Anantapur	60	--	--
121. Kadiri	60	--	--
122. Hindupur	60	--	--
123. Rayachoti	60	--	--
124. Hanthonda	60	--	--
125. Singanamala	60	15	--
126. Tadipatri	60	15	--
127. Kanikal	60	--	--
128. Bhayavaram	60	14	--
129. Madakasira	60	--	--
130. Uruvukonda	60	--	--
131. Kadiri (K)	60	--	--

12. Giddalur

132. Giddalur (U)	60	--	--
133. Kodur	60	--	--
134. Lakkireddipalli	60	--	--
135. Kamalapuram	60	--	--
136. Rayachoti	60	--	--
137. Porumalla	60	--	--
138. Jammalamadugu	60	15	--
139. Proddatur	60	15	--

140. Maddur	60	14	--
141. Palivundla	60	--	--
142. Gaddapah (R)	60	--	--
143. Lakkireddipalli	60	--	--

13. Kurnool

144. Alur	60	--	--
145. Dhana	60	--	--
146. Puthimanda	60	--	--
147. Atmakur	60	--	--
148. Allagadda	60	--	--
149. Managanipalli	60	15	--
150. Kodur	60	--	--
151. Maripal	60	14	--
152. Mandikothur	60	--	--
153. Kallimantla	60	15	--
154. Kurnool (R)	60	--	--
155. Yemmiganur	60	--	--

14. Mahabubnagar

156. Kollapur	60	--	--
157. Gadwal	60	--	--
158. Mahabubnagar (U)	60	--	--

159. Achampet	60	--	--
160. Makkhal	60	--	--
161. Jadhoria	60	15	--
162. Mahabubnagar (R)	60	15	--
163. Shadnagar	60	--	--
164. Amangal	60	--	--
165. Manupada	60	--	--
166. Madhar	60	--	--
167. Bijinapalli	60	14	--
168. Atmakur	60	--	--

15. Madak

169. Narayanpur	60	--	--
170. Siddipet	60	--	--
171. Pettancheru	60	--	--
172. Ganrol	60	--	--
173. Sadasiyapeta	60	--	--
174. Madak (R)	60	--	--
175. Annayanpet	60	15	--
176. Zahoorabad	60	--	--
177. Dabbala	60	14	--
178. Narayanthod	60	--	--
179. Jogipet	60	--	--
180. Madak (U)	60	15	--

16. Karimnagar

181. Karimnagar (R)	60	--	99
182. Melpalli	60	--	--
183. Jagityal	60	--	--
184. Mahadavyar	60	--	--
185. Muthani	60	--	--
186. Hanarabad	60	--	--
187. Mahadavyar	60	--	--
188. Muthani	60	--	--
189. Siltanabad	60	14	--
190. Peddapalli	60	15	--
191. Manjal	60	--	--
192. Hanarabad	60	15	--

17. Nizamabad

193. Nizamabad (R)	60	--	--
194. Bhogal	60	--	--
195. Bodhan	60	--	--
196. Yellaroddi	60	--	--
197. Hanaroddy	60	--	--
198. Arnoor	60	--	--
199. Nizamnada	60	15	--
200. Domakonda	60	--	--
201. Madnoor	60	15	--
202. Nizamabad (U)	60	14	--

18. Adilabad

203. Utnoor	60	15	--
204. Mirnal	60	15	--
205. Wankhidi (T)	60	15	--
206. Adilabad (T)	60	--	--
207. Madhola	60	--	--
208. Anisabad	60	--	--
209. Channer	60	--	--
210. Lanettipet	60	--	--
211. Sinyer	60	--	--
212. Reeth	60	--	--
213. Manayaram	60	--	--
214. Adilabad (U)	60	--	--

19. Nalgonda

215. Nalgonda	60	--	--
216. Ramampeta	60	--	--
217. Devarakonda	60	--	--
218. Ghintapalli	60	--	--
219. Nungel	60	--	--
220. Nalgonda (U)	60	--	--
221. Nethur	60	--	--
222. Tangaturthy	60	--	--

Contd.....

223. Peddapuram	60	—	—
224. Pedad	60	—	—
225. Makrol	60	15	—
226. Miyalagala	60	14	—
227. Suryapet	60	15	—

20. Ramanam

228. Yellandu (T)	60	—	—
229. Satimalla	60	—	—
230. V.R.Puram (T)	60	—	—
231. Ramanam (R)	60	—	—
232. Madhuchalam (T)	60	—	—
233. Anwarupeta (T)	60	14	—
234. Venkateswaram (T)	60	—	—
235. Komsavaram (T)	60	—	—
236. Burgampet (T)	60	—	—
237. Kothagudem (T)	60	—	—
238. Tirumalaipalem	60	15	—
239. Madhira	60	15	—

21. Warangal

240. Mahabubabad	60	—	—
241. Parkal	60	—	—
242. Bhurumaganam (T)	60	—	—
243. Chityal	60	—	—

Contd.....

244. Narasipet (T)	60	--	--
245. Nalgud (T)	60	15	--
246. Gudur (T)	60	14	--
247. Naripeda	60	--	--
248. Nodakurda	60	15	--
249. Jangaon	60	--	--
250. Hanakonda	60	--	--
251. Gherial	60	--	--

22. Rangareddy

252. Viharabad	60	--	--
253. Ibrahimpetnam	60	--	--
254. Fergal	60	--	--
255. Naripalli	60	--	--
256. Maheshim Yam.	60	--	--
257. Tandur	60	--	--
258. Nodchal	60	14	--
259. Nayathangar	60	15	--
260. Rajendranagar	60	15	--
261. Chevella	60	--	--
262. Vallabhanagar	60	--	--

Contd.....

23. Hyderabad

263. Northphalmandi Range	60	--	--
264. Darvathala "	60	--	--
265. Barkatpura "	60	--	--
266. Sunabagar "	60	--	--
267. Mastaidpura "	60	--	--
268. Nagulpura "	60	--	--
269. Charminar "	60	--	--
270. Shah-Ali Banda "	60	--	--
271. Sitarambagh "	60	15	--
272. Mastoorabad "	60	14	--
273. Nampalli "	60	15	--
274. Baniganj "	60	--	--

Additional Blocks covered by Voluntary Organisations

Krishna

275. Gandhade Panchayat	--	--	25
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Chittoor

276. Palicherla	--	--	40
277. Tirupathi (U)	--	--	40
278. Thottayyada	--	--	40

Karimnagar

279. Sivajilla	--	--	100 (Girls)
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279	16,440	1,012	330 = 17,790
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* (including 100 girls centres of voluntary organisations)

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3.1.3 Location of Centres at the Village/Town level:

The Locational Pattern of NFE Centres at the Village/Town Level is also varied as given below:-

- 1) They are mostly located in Centrally situated places that are easily accessible to the learners.
- 2) They are located either in public buildings or private houses.

Table 3.3, below, gives the location of 50 NFE Centres in the Five Selected Blocks.

TABLE 3.3

THE LOCATION OF FIFTY NFE CENTRES IN THE FIVE SELECTED BLOCKS FOR THE STUDY

S.No.	Type of Location	No. of Centres		Total	Percentage
		State Govt	Voluntary Organisation		
1.	Community Centres	2	2	4	8
2.	Schools	9	1	10	20
3.	Local Leaders' Houses	2	2	4	8
4.	Instructors' Houses	16	3	19	38
5.	Religious Places	7	2	9	18
6.	Other Places	4	-	4	8
TOTAL		40	10	50	100

Contd.....

Table 3.6, below, shows the Distribution of 270 State NFE Centres according to Distance from the Block Headquarters, in the Four Blocks in the two Districts selected for the Study.

TABLE 3.6

DISTRIBUTION OF 270 STATE NFE CENTRES, ACCORDING TO DISTANCE IN KMs FROM BLOCK HEADQUARTERS, IN THE FOUR BLOCKS OF THE TWO DISTRICTS SELECTED FOR THE STUDY.*

S.No.	Distance from Block Headquarters in Kms	Number of Centres	Percentage to the Total
1.	Up to 5 Kms	32	11.85
2.	6 to 10 Kms	28	10.37
3.	11 to 15 Kms	45	16.67
4.	16 to 20 Kms	60	22.22
5.	20 Kms, and above	105	38.89
Total		270	100.00

(* Source: Tabulation Plan of Schedule III for Supervisors)

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3.1.6 Locational pattern of SAs, SAs and Girls' Centres :

It will be relevant to discuss here, the locational pattern of NFE Centres exclusively established for girls and for the Children of Scheduled Castes and Scheduled Tribes. To provide equalisation of educational opportunities to the children of weaker sections and girls in Non-Formal Education, special NFE Centres were also opened throughout the State. In the areas that ^{are} thickly populated with the Scheduled Castes and Scheduled Tribes.

Table 3.7 below, show the NFE Centres relating to the Children of Scheduled Castes and Scheduled Tribes and Girls selected for Study in the Five Blocks.

TABLE 3.7

NFE CENTRES RELATING TO THE CHILDREN OF SCHEDULED CASTES SCHEDULED TRIBES AND GIRLS SELECTED FOR STUDY IN THE FIVE BLOCKS

Sl.No.	DISTRICT/ BLOCK	NUMBER OF CENTRES OPENED FOR THE CHILDREN OF		
		Scheduled Castes	Scheduled Tribes	Girls
1.0	West Godavari Dist			
1.1	Nallajerla Block	1	-	-
1.2	Kayyalaguda	1	2	-
2.0	Adilabad District			
2.1	Nigral Block	2	1	1
2.2	Ummer Block	2	4	1
3.0	Chittoor District			
3.1	Pulicherla Block	2	1	1

5.1.7 Appraisal of the existing locational pattern of N.F.E Centres in Andhra Pradesh:

The overall appraisal of the locational pattern of the NFE Centres in the State of Andhra Pradesh can be briefly given as follows:-

1. All the 13 Districts in the State have been covered by the Non-Formal Educational Programs. None of the Districts in the State have been left untouched.
2. Out of the 364 Blocks/Ranges in the different districts of the State only 279 Blocks/Ranges have been covered by the Non-Formal Education Scheme by 1984-85. Yet 85 Blocks/Ranges have been left over uncovered. The Coverage has been 76.6%. Even tho in each of the Block/Range 60 to 75 villages/hanlets have been covered.
3. All the Centres have been entering 6th the Primary Level only. In all most all the Villages Middle Level Non-Formal Education Centres have to be opened. In all the villages in a district except in 44 villages Exclusive girls centres have to be opened.

4. **Exclusive Centres for SC and ST Children** were not opened in all places where there is a need and hence to cater to the needs of the SC and ST children more centres are to be opened in places where these populations are predominant.
5. **Even in the villages where centres have been opened all the dropouts and the non-enrolled children have not been brought under Non-Formal Education Programme.** In such places there is need ^{to} open one or two more centres.
6. **The Appraisal of the Locational Pattern of Non-Formal Education Centres by the knowledgeable persons and the learners is given below:**

A. Knowledgeable persons (Vide Table 7.74 of Subulation Plan)

Category	Percentage of respondents declared as suitable
1. Local Leaders	36.36
2. Local Teachers	65.71
3. Parents and Others	78.67
Aggregate	75.00

Contd.....

B. Learners (Vide Table 4.11 of Tabulation Plan)

1.	Rural	93.76
2.	Urban	88.97
3.	Male	92.86
4.	Female	93.33
5.	Schedule/Castes	95.65
6.	Schedule Tribes	95.00
	Aggregate	94.50

The above statement shows that 73% of knowledgeable persons and 94.5% of Learners have confirmed the suitability of Locational Pattern of Non-Formal Education Centres at the village level in the 40 State Non-Formal Education Centres selected for the Study.

3.2 ENROLMENT - TREND AND PATTERN :

Non-Formal Education is meant for the children of the age-group 9-14 who have missed the opportunity of getting Formal Education for one reason or the other. It is specifically meant for the drop-outs, who have discontinued their Primary Education

Contd.....

after joining Formal Schools, and to the children of the above age-group, who have never attended the Formal Schools. They may also be rightly called as the Non-Enrolled Children. The Constitution of India has made it as the State obligation to universalize Primary Education till they complete the age of 14 years.

The objective of this alternative strategy of education is to help for the successful attainment of the goal of Universalization at the earliest opportunity.

It is envisaged to enrol 25 Learners in each centre and to cover primary education in two years for the age-group of 9-11 years and to cover upper primary education in two years for the age-group 11-14 years.

Special emphasis is given in enrolling children belonging to the weaker sections, scheduled Caste, Scheduled Tribes and Girls. Though many of the children enrolled in general belong to all communities, in some places centres were opened specifically for girls, children belonging to Scheduled Caste or Scheduled Tribes.

3.2.1 Enrolment Trend and Pattern at the State Level:

Initially it is essential to have a glimpse of enrolment trend and pattern in the Non-Formal Education Centres at the State Level.

Table 3.8, below, gives the Total expected and actual enrolments made in Non-Formal Education during the years 1980-81 to 1984-85 in Andhra Pradesh State. *

TABLE 3.8

THE TOTAL EXPECTED AND ACTUAL ENROLMENTS MADE IN NON-FORMAL EDUCATION DURING THE YEARS 1980-81 to 1984-85 IN ANDHRA PRADESH STATE. *

Year	Estimated Enrolment at the Primary level (Both Govt & Voluntary)	Actual Enrolment	Percentage of Actual to Estimated
1980-81	1,00,500	40,505	40.3
1981-82	1,00,500	95,182	94.6
1982-83	1,71,500	1,08,036	61.2
1983-84	1,72,750	1,06,514	61.5
1984-85	4,44,750	4,43,081	99.8

(* Source: The State Schedule)

The percentage of actual enrolment to expected enrolment at the State Level ranged from 44.3 to 99.8. That means by 1984-85 the enrolment has been almost 100%.

Contd.....

3.2.2 Enrolment Trend and Pattern at the District Levels

The Districtwise enrolments in Andhra Pradesh as in 1964-65 as per the State Schedule are shown in Table 3.9 below:

TABLE 3.9

DISTRICT-WISE ENROLMENTS IN NON-FORMAL EDUCATION CENTRES IN ANDHRA PRADESH STATE AS IN 1964-65.

S.No.	Name of the District	Enrolment of Learners	
		Total	Girls
1	2	3	4
1.	Srikakulam	20,273	6,962
2.	Vizianagaram	19,434	6,561
3.	Vishakhapatnam	20,279	6,465
4.	East Godavari	19,014	6,710
5.	West Godavari	20,599	7,976
6.	Krishna	10,105	3,973
7.	Guntur	17,649	9,150
8.	Prakasam	17,284	8,753
9.	Nellore	22,008	9,504
10.	Chittoor	24,930	13,789
11.	Gadchadh	22,568	9,742
12.	Anantapur	16,289	7,889
13.	Kurnool	19,321	6,452

Contd.....

14.	Mahabubnagar	17,934	1,960
15.	Rangareddy	23,342	2,336
16.	Hyderabad	12,760	9,783
17.	Nadak	12,553	3,004
18.	Nizamabad	17,733	3,443
19.	Adilabad	13,733	2,487
20.	Karimnagar	21,264	6,698
21.	Warangal	19,667	3,542
22.	Shamsh	12,740	7,302
23.	Nalgonda	21,787	9,333

(* Source: The State Schedule)

3.2.3 Enrolment Trend and Pattern at the Block Level

The trend and pattern of enrolment at the Block Level is similar to that at the District Level. The estimated enrolment in each Block is roughly $60 \times 25 = 1500$ approximately in Boys' or Co-Educational Centres and enrolment of girls in the exclusive Girls' Centres is about $15 \times 25 = 375$, if there are 15 Centres in a Block or $14 \times 25 = 350$, for each Block, if there are 14 Centres in a Block. Taking the range of enrolment in each Centre as 20 to 30 approximately, the range may vary from 1500 to 2250, if there are 75 Centres in a Block. Contd.....

Table 3.10, below, show the Actual Enrolments in the Forty NFE Centres in the Four Blocks of the Two Districts Selected for the Study

TABLE 3.10

THE ACTUAL ENROLMENTS IN FORTY NFE CENTRES IN THE FOUR BLOCKS OF THE TWO DISTRICTS SELECTED FOR THE STUDY*

S.No.	Name of the Block	All Communities			All communities percentage of Girls to Total
		Boys	Girls	Total	
1.	Mirnal Block	227	34	261	13.0%
2.	Umsoor Block	160	115	275	41.8%
3.	Adilabad Dist (2 Blocks)	307	149	456	27.8%
4.	Kallajerla Block	192	84	276	30.4%
5.	Kayyalagudem	166	85	251	33.9%
6.	West Godavari (2 Blocks)	358	469	827	32.2%
7.	Total of Adilabad and West Godavari Distts (4 Blocks)	795	318	1113	28.5%

(*Source: SURVEY Schedules of 40 State NFE Centres)

Contd.....

The above Table shows that the total enrolment in the ten NFE Centres selected for the Study in each of the Blocks ranged from 231 to 267, whereas the expected enrolment from the ten Centres is 250 at the rate of 25 per centre.

3.2.4 Enrolment Trend and Pattern at the Centre Level

It has been observed earlier that the number of learners to be enrolled in each centre has been fixed as 25. But in practice the enrolment at the level of each Centre in the fifty NFE Centres selected for the Study (40 State Centres and 10 Voluntary Organisation Centres) ranged from 24 to 36.

The enrolment pattern at the Village Level involves the following steps:-

- (1) Survey of Children of a 9-11 age-group in the Villages;**
- (2) Finding out who are Drop-outs and who are the non-enrolled; and**
- (3) Motivating them to join Non-Formal Education Centre.**

Contd.....

Table 3.11, below, shows the Actual Enrolments in the Fifty Centres selected for the Study in the Five Blocks in the Three Districts.

TABLE 3.11

ACTUAL ENROLMENTS TUNED AT THE LEVEL OF FIFTY NFE CENTRES SELECTED FOR THE STUDY IN THE FIVE BLOCKS OF THE THREE DISTRICTS.*

Sl. No.	District	Block Village/ Town	ACTUAL ENROLMENT			
			All Centres	Girls	SCs	STs

A. STATE GOVERNMENT CENTRES.

1.0 West Godavari.

1.1 Mallajuria

1) Madhavaram	25	--	--	--
2) Anupada	38	10	3	--
3) Dandagarna	30	10	--	--
4) East Chodavaram	30	12	27	--
5) Kuchanapalli	25	14	--	--
6) Notta Upparagudem	25	9	3	--
7) Prakasaraopalem	27	11	--	--
8) Pallalapada	25	2	12	--
9) Anantapalli	29	6	12	3
10) Mallajuria	25	10	20	--

Contd.....

1.2 Koyyalagudem

11) Athutapuram	25	8	11	--
12) Beyyanagudem	25	11	--	--
13) Chakradevarepalli	25	10	6	11
14) Dharmarupet	25	7	--	13
15) Dippakayalapati	25	5	--	--
16) Kannapuram	25	10	--	--
17) Nyananagudem	25	--	--	--
18) P.Antampalem	25	5	25	--
19) Parreddigudem (Jangareddigudem)	25	15	1	--
20) Koyyalagudem	26	14	3	--

2.0 Adilabad

2.1 Mirnal

21) Aloor	25	25	--	--
22) Anantapur	24	--	1	--
23) Beypuram	25	--	--	3
24) Cepalpur	25	--	1	4
25) Golundag	25	--	8	1
26) Kortikal	25	--	25	--
27) Naktapur	26	--	10	5

Contd.....

28) Vailantapur	15	—	10	5
29) Pochal	25	—	16	—
30) Gampalpet	25	9	25	—

2.2 Utnoor

31) Bhingar	25	2	—	25
32) Ghanchur	35	12	—	—
33) Nannapur	26	25	12	—
34) Kohinor	25	5	—	25
35) Kothagada	27	7	19	8
36) Kothapalli	25	5	2	22
37) Siripur	30	8	2	18
38) Teshan	25	15	2	—
39) Toyagada	27	12	—	27
40) Utnoor	28	32	—	4

B. MILITARY ORGANIZATION OFFICERS

3.0 Chittoor

3.1 Pullicherla

41) Challevaripalli	25	12	9	5
42) Chiguru- Nakulapalli	25	12	2	4
43) Riguru- Pakalavaripalli	25	14	5	5

Contd.....

44) K. Ramireddygaripalli	25	12	--	2
45) Errevandlapalli	28	20	5	--
46) Kodidapalli	25	16	--	--
47) Kondakindapalli	30	6	--	--
48) Kurvapalli	25	12	--	--
49) Kallur Puthapet	28	19	--	--
50) Kallur Tona	25	4	7	--

(* Source: Survey Schedules-I: NFE Centres)

Table 3.22, below, gives the classification of the Fifty NFE Centres, selected for the Study, according to enrolment as in 1954-55.

TABLE 3.22

CLASSIFICATION OF THE FIFTY NFE CENTRES SELECTED FOR THE STUDY, ACCORDING TO ENROLMENT AS IN 1954-55. *

Sl.No.	Enrolment Range	Number of NFE Centres
1.	21 - 25	30
2.	26 - 30	16
3.	More than 30	4
TOTAL		50

(* Source: Consolidation Book for Schedules-I for NFE Centres)

Contd.....

3.2.5 Enrolment Trend and Pattern of SCs, STs and Girls

Education of the children of weaker sections like those belonging to the Scheduled Castes and Scheduled Tribes and education of girls have been assuming significance in our Country since the attainment of Independence.

Now, in the case of Non-Formal Education Scheme too education of girls and children belonging to Scheduled Castes and Scheduled Tribes acquired a place of significance. Hence the enrolment trend and pattern relating to these categories is worth to be given a special deal under this sub-head.

A) Enrolment of Girls in Non-Formal Education Centres

Even though most of the Non-Formal Education Centres have been started at the Boys' Centres, many of them have been actually Co-Educational Centres. As such, girls were not denied of admission into these Centres.

Contd.....

a) At the State Level:

The enrolment of girls in the State into the Non-Formal Education Centres is given below:-

1. Enrolment of Girls in the Co-educational Centres:	1,36,263
2. Enrolment of Girls in the Girls' Centres opened for them exclusively:	27,000
3. Total Girls Enrolments	1,64,063
4. Percentage of Girls' Enrolment to the Total Enrolments	3,730

b) At the District Level:

A glance at the Table 3.9, on page 173, gives the enrolment trend and pattern of girls in Non-Formal Education Centres at the District level. The Table shows that the minimum enrolment of 1,360 was recorded in Mahabubnagar District and the Maximum of 13,439 in Chittoor District. In Karimnagar, the enrolment was 6,690. However, of course, there is variation of the total number of Blocks covered by Non-Formal Education, the number of Non-Formal Education Centres, in each of the above districts as shown in Table 3.13 on page 122 123.

Contd.....

TABLE 3.25

DETAILS OF BLOCKS COVERED, TOTAL NON-FORMAL EDUCATION CENTRES AND GIRLS CENTRES OPENED IN THE THREE DISTRICTS MAHABUBNAGAR, CHITTOOR AND KARIMNAGAR.

Sl. No.	Name of the Dist.	Total number of Blocks Covered	Number of NFE Centres	
			Total	Girls
1.	Mahabubnagar	12	764	44
2.	Chittoor	15	2,034	44
3.	Karimnagar	13	864	144

The other Districts, in which enrolment of girls was higher are ranked below:-

S.No.	District	Enrolment of Girls
1.	Hyderabad	9,733
2.	Gadagah	9,742
3.	Hollare	9,554
4.	Hallagonda	9,533
5.	Guntur	9,150
6.	Prakasam	8,733

e) At the Block Levels

In each of the Districts, during 1984-85, 44 Girls' Centres have been opened in three Blocks at the rate of 15 in two Blocks and 14 in one Block. The expected enrolment of Girls per Block has been $44 \times 25 = 1,100$.

A glimpse at Table 3.10 on page 173 , reveals enrolment of girls in the forty centres, selected for the Study, in the Four Blocks of the two Districts. The lowest has been at Mirnal i.e. 34 and the highest 115 at Utmoor. The percentages of girls' enrolment to the total enrolment in the above Blocks are 13% and 41.8% respectively. The percentage of girls' to be total enrolment in the two selected Districts (in the two selected Blocks per District) West Godavari and Adilabad Districts are 32.1% and 27.8% respectively. For the ^{four} Blocks in the two selected Districts, it is 29.9%.

B) Enrolment of Scheduled Cast^{ed} and Scheduled Tribe children in Non-Formal Education Centres

It is also relevant to consider here, the enrolment of children belonging to the Scheduled

Contd.....

Castes and Scheduled Tribes in the Non-Formal Education Centres in detail,

a) At the State Level:

The enrolment of children belonging to Scheduled Castes and Scheduled Tribes in the Non-Formal Education Centres at the State Level is given below in Table J.14.

TABLE J.14

ENROLMENT OF CHILDREN OF SCHEDULED CASTES AND SCHEDULED TRIBES AT THE STATE LEVEL AS IN 1994-95. *

Sl. No.	Item	Enrolment as in 1994-95		
		Total	Girls	Percentage of Girls to Total
1.	Enrolment of Scheduled Castes.	1,02,649	15,243	15.04
2.	Enrolment of Scheduled Tribes	49,952	8,049	16.1
3.	Total of Scheduled Castes and Scheduled Tribes.	1,52,601	24,292	15.9

(* Source: The State Scheduled

b) At the District level:-

Table 3.15, below, shows the Detailed Enrolment of Scheduled Caste and Scheduled Tribe children in the 23 Districts of Andhra Pradesh as in 1984-85.

TABLE 3.15

THE DETAILED ENROLMENT OF SCHEDULED CASTE AND SCHEDULED TRIBE CHILDREN IN ANDHRA PRADESH IN NON-FORMAL EDUCATION CENTRES, DISTRICT-WISE, AS IN 1984-85. *

Sl. No.	Name of the District	Enrolment as in 1984-85					
		Scheduled Caste Children			Scheduled Tribe Children		
		Total	Girls	Percentage of Girls	Total	Girls	Percentage of Girls
1.	Srisakulam	1888	509	26.96	4817	464	11.55
2.	Vizianagaram	1588	508	30.09	3980	473	11.88
3.	Vishakhapatnam	1613	504	31.25	5097	580	10.52
4.	East Godavari	3185	590	22.26	4385	582	13.25
5.	West Godavari	3356	1373	23.05	2391	787	32.87

Contd.....

6. Krishna	3873	712	18.38	943	250	26.51
7. Guntur	5423	1002	18.50	1333	395	26.59
8. Prakasam	5226	726	13.70	258	168	19.33
9. Nellore	6392	1009	13.79	2293	360	15.70
10. Chittoor	6828	998	10.38	2887	113	5.99
11. Guntur	2983	998	12.58	618	130	24.27
12. Anantapur	2334	698	29.51	697	170	24.59
13. Anaparthi	4031	728	17.81	885	236	26.37
14. Mahabubnagar	4946	403	9.49	885	248	28.09
15. Rangareddy	7144	504	7.33	1009	240	23.79
16. Hyderabad	3684	483	7.97	483	86	17.73
17. Medak	4991	304	10.98	1828	340	18.60

Contd.....

18.	Kinshad	2403	500	24.03	836	227	27.15
19.	Adilabad	2609	1213	21.61	2337	717	26.00
20.	Karimnagar	4835	700	25.61	1063	330	32.06
21.	Narungal	8736	706	20.43	3206	491	12.63
22.	Khammam	4741	702	24.01	6004	330	9.16
23.	Nalgonda	6420	420	6.30	2163	232	11.63

(* Sources: The State Schedule)

Contd.....

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Table 3.16, below, show the Trend of enrolment of Children of Scheduled Castes and Scheduled Tribes - Highest and Lowest Enrolments in the related Districts.

TABLE 3.16

TREND OF ENROLMENT OF SCHEDULED CASTE AND SCHEDULED TRIBE CHILDREN THE HIGHEST AND THE LOWEST IN THE RELATED DISTRICTS. *

S.No.	Item	Enrolment	District
1.	Enrolment of Scheduled Castes - Highest.	7144	Ranga Reddy
2.	Enrolment of Scheduled Castes - Lowest.	1613	Vizianagaram
3.	Enrolment of Scheduled Tribes - Highest	6004	Khammam
4.	Enrolment of Scheduled Tribes - Lowest	485	Hyderabad

(* Source: The State Schedule.)

e) At the Block level:

The Enrolment Trend of Scheduled Cast^e and Scheduled Tribe Children at the Block level of the Five Blocks of the Three Districts, Selected for the Study, ^{is given} in Table 3.17 on page 190.

Contd.....

TABLE 3.37

ENROLMENT TREND OF SCHEDULED CASTE AND SCHEDULED TRIBE CHILDREN IN THE FIVE BLOCKS OF THREE TRIBES DISTRICTS SELECTED FOR THE STUDY. *

S.No. Name of the Block	Scheduled Castes			Scheduled Tribes			% of S.Cs	% of S.Ts
	Boys	Girls	Total	Boys	Girls	Total		
1. Nirmai Block	69	9	78	28	—	28	29.9	6.9
2. Umroor Block	27	20	47	98	39	127	13.5	46.2
3. Adilabad District	86	59	145	135	59	194	21.3	27.1
4. Ballajarla	59	28	87	3	—	3	59.9	3.1
5. Koyyalagudem	39	11	46	28	10	38	18.3	9.6
6. West Godavari	94	39	133	17	10	27	23.3	5.1
7. Adilabad & West Godavari (4 Blocks)	180	98	278	132	28	160	22.4	16.2
8. Pallacherla Block of Chittoor Dist	20	18	38	8	4	12	14.5	4.6

(* Source: Survey Schedule - I of 50 Non-Formal Education Centres)

The above Table (3.17 - on page 180), shows enrolment of Scheduled/^{caste}Boys in the 10 State Centres in each of the four Blocks/ ranged from 17 to 68, while that of girls, ranged from 9 to 29. The enrolment of Scheduled Tribe Boys ranged from 3 to 97, while that of Scheduled Tribe girls ranged from nil to 30. The percentages of Scheduled Cast and Scheduled Tribe Children in the above Four Blocks are 22.4 and 16.2 respectively. In respect of Pullicherla Block in the 10 Non-Formal Education Centres, organised by Rayala Seema Seva Sanithi, the percentages of enrolment of Scheduled Cast and Scheduled Tribe Children are 14.3 and 4.6 respectively.

3.2.6 Appraisal of the existing Enrolment Trend and Pattern of Non-Formal Education Centres in Andhra Pradesh

The overall appraisal of Enrolment Trend and Pattern of Non-Formal Education Learners in Andhra Pradesh may be summarised as follows:-

1. (a) The State-wide enrolment of Non-Formal Education Learners in the 17,790 Centres as in 1964-65 has been given as 4,43,851,

Contl.....

which amounts to 99.2% of the expected enrolment in the above centres.

b) The total girls' enrolment was 1,64,063 and the percentage of girls' enrolment to total was 37.8%.

c) The total enrolments of Scheduled Caste and Scheduled Tribe children during the same year were 1,02,649 and 49,821. The enrolments of Scheduled Caste and Scheduled Tribe girls were 14,043 and 8,049. The percentages of girls' enrolment to the total are 13.1 and 16.1 respectively.

These figures may be considered to be satisfactory.

2) In the five Blocks selected for the Study, in the ten centres studied in each block the enrolment ranged from 231 to 265, whereas the expected enrolment for the 10 Centres was 250 at the rate 25 per centre. This shows that the enrolment in the four Blocks under

study exceeded the expected enrolment of 250, which is also satisfactory.

- 3) At the Non-Formal Education Centre, the actual enrolments in the Fifty Non-Formal Education Centres, studied, ranged from 24 to 34, to the expected enrolment in each centre was fixed as 25. It may be considered that the enrolment trend and pattern at the level of the centre is also satisfactory.

3.2.7 Classification of Learners

It will be interesting to study here the Classification of Non-Formal Education Learners who have been enrolled into various categories based on (1) Difficulties faced in attending the Non-Formal Education Centres; (2) Age; (3) Marital Status; (4) Family Back-ground; (5) Working Categories; (6) House Hold Work; (7) Formal Schooling; (8) Attending both Formal schools and Non-Formal Education Centres; (9) Suitability of Timings. The classification of Learners enrolled in the forty Centres, under study, is given in Table 3.18 on page 104.

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TABLE 3.16

CLASSIFICATION OF LEARNERS ENROLLED IN THE FORTY SEATS
NON-FORMAL EDUCATION CENTRES UNDER/STUDY.*/THE

Sl. No.	Category	Sub-Category	Number of Learners	Total for each Category
1. Difficulties faced				
	1. On account of Agricultural activity.		10	
	2. Other Economic Activities.		1	
	3. Domestic Circumstances		13	
	4. Inconvenient Timings of the Centres.		0	
	5. Any Other		2	26/200
2. Age				
	1. Upto 6 years		—	
	2. Upto 7 years		1	
	3. Upto 8 years		1	
	4. Upto 9 years		11	
	5. Upto 10 years		12	
	6. Upto 11 years		36	
	7. Upto 12 years		37	

8. Upto 13 years	25	
9. Upto 14 years	23	
10. Above 14 years	33	200

3. Marital Status

1. Married Children	17	
2. Unmarried Children	183	200

4. Family Background.

a) Educational level of Parents:

1. Both Illiterates	159	
2. At least one Literate	39	
3. At least one upto Matriculate level	1	
4. At least one upto Graduate level	1	200

**b) Educational Level of Members
other than parents**

1. All Illiterates	119	
2. At least one Literate	57	
3. At least one upto Matriculate level	20	
4. At least one upto Graduate level	4	200

**e) Average monthly income
of the family in Rupees:**

1. Upto Rs.200	49	
2. Upto Rs.201 - 400	104	
3. Rs.401-600	75	
4. Rs.601 - 800	5	
5. Rs.801 - 1000	6	
6. Above Rs.1000	3	200

5. Working Categories

1. Agriculture/Cultivation	43	
2. Labour	65	
3. Other works	8	
4. House hold work	5	121

6. House-hold work

1. Involved in House-hold work	78	
2. Helping parents in Cultivation	2	
3. Other Domestic Work	20	106

Contd.....

7. Formal Schooling

Last class attended

1.	I	19	
2.	II	28	
3.	III	17	
4.	IV	5	50

8. a) Number of Children both in Formal School and Non-Formal Education Centres

1.	I	2	
2.	II	1	
3.	III	1	4

b) Reasons for attending both

1. To improve their knowledge/standard	4	4
--	---	---

9. Suitability of Timings

1. Suitable	195	
2. Not Suitable	5	200

(* Source: Table 4.1 to 4.10 of Evaluation Plan for Learners - Schedule - IV.)

3.2.8 Attendance of the Learners in the Forty State Non-Formal Education Centres Studied:

The successful functioning of a Non-Formal Education Centre can be estimated on the basis of the number of Learners regularly attending the Centre. Those who attend regularly can learn more than those who attend irregularly. The achievement of learners may be considered to be directly proportional to the percentage of their attendance at the Centre.

Table 3.19, below, shows the percentage of attendance for 1985-86 on the day of visit of the Field investigators in the Forty State Non-Formal Education Centres studied.

TABLE 3.19

PERCENTAGE ATTENDANCE FOR 1985-86 ON THE DAY OF VISIT OF THE FIELD INVESTIGATORS, *

Sl. No.	Particulars	Urban		Rural		Total	
		No.	%	No.	%	No.	%
1.	All communities (Total)						
A)	50 - 75%	3	42.9	4	12.1	7	17.5
11)	Above 75%	4	57.1	29	67.9	33	82.5

Contd.....

2. Girls

1) 50 - 75%	2	28.6	3	9.1	5	12.5
11) Above 75%	5	71.4	30	90.9	35	87.5

3. Schedule ^d Castes (Total)

1) 50 - 75%	1	25.0	5	27.8	6	27.3
11) Above 75%	3	75.0	13	72.2	16	72.7

4. Girls

1) 50 - 75%	1	25.0	2	11.1	3	13.6
11) Above 75%	3	75.0	16	88.9	19	86.4

5. Schedule ^d Tribes (Total)

1) 50 - 75%	1	25.0	6	46.2	7	41.2
11) Above 75%	3	75.0	7	53.8	10	58.2

6. Girls

1) 50 - 75%	1	25.0	1	7.7	2	11.8
11) Above 75%	3	75.0	12	92.3	15	88.2

(* Source: Tabulation Plan for Non-Formal Education
Centre - Table 2.16)

Contd.....

The above Table (i.e. Table 3.19 on page 198) shows that:

- 1. 33 out of 40 Centres recorded more than 75% of attendance on the day of visit.**
- 2. 33 out of 40 Centres recorded more than 75% of girls' attendance.**
- 3. Out of 22 Centres having Scheduled Caste enrolment 16 centres recorded an attendance of more than 75%.**
- 4. Out of 17 Centres having Scheduled Tribes' enrolment 10 Centres recorded an attendance of more than 75%.**
- 5. The average attendance of Learners in the above Centres works-out to be**

$$\frac{902}{1054} \times 100 = 84.81$$

Table 3.20 on page 201, shows the Distribution of Learners according to their Attendance in the year 1984-85 in the State Non-Formal Education Centres selected for Study.

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TABLE 3.20
DISTRIBUTION OF LEARNERS ACCORDING TO THEIR ATTENDANCE IN THE
YEAR 1984-85.

Sl. No.	Particulars	Scheduled centres		Scheduled Tribes		All communi- ties		% of age of all communities
		Total	Girls	Total	Girls	Total	Girls	
1.	Upto 90 days	1	—	3	—	22	11	2.1
2.	90 - 100 days	—	—	20	2	45	16	4.0
3.	100 - 150 days	10	2	25	15	95	24	8.9
4.	150 - 200 days	25	17	20	7	291	68	14.2
5.	Above 200 days	190	40	75	27	733	199	70.8
6.	Total	235	59	123	41	1066	318	100.0

(* Source: Table 3.21 of Evaluation Plan for Schedule - I of
 Non-Formal Education Centers)

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In Table 3.20 on page 201, shows that 70.8% of Learners attended the Centres for more than 200 days in the year 1964-65 in the 40 State Non-Formal Education Centres selected for Study.

3.2.9 Extent of wastage and reasons for the same:

Wastage is predominant not only in Formal Schools but also in Non-Formal Education Centres.

The field survey made on the 40 State Non-Formal Education Centres in the two Districts revealed the same.

Wastage is defined as the premature withdrawal of the students from an educational institution. It refers to the learners who have discontinued their education before completing the course in which they have enrolled themselves. Such students are called as the drop-outs.

Table 3.21 on page 203, shows the District-wise drop-out rates in Formal Schools at the end of Primary Level in Andhra Pradesh State.

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TABLE 3.21

**DISTRICT-WISE DROP-OUT RATES IN FORMAL SCHOOLS
AT THE END OF PRIMARY LEVEL IN ANDHRA PRADESH
STATE.**

Sl. No.	District	Dropout rate at the end of Primary level	
		Total	Girls
1.	Srikakulam		
2.	Vizianagaram	71.02	69.60
3.	Vizakhapatnam		
4.	East Godavari	64.21	64.52
5.	West Godavari	62.90	63.73
6.	Krishna	47.30	46.30
7.	Guntur	59.46	63.70
8.	Prakasam	58.73	66.65
9.	Nellore	67.52	71.52
10.	Chittoor	62.66	66.30
11.	Giddalur	50.88	59.90
12.	Anantapur	67.49	72.80
13.	Kurnool	61.35	67.08
14.	Nabakurnool	70.84	75.09
15.	Rangareddy	54.38	53.81
16.	Hyderabad		
17.	Nadak	73.90	80.02
18.	Nizamabad	63.46	64.17

Contd.....

Sl. No.	District	Dropout rate at the end of Primary level	
		Total	Girls
19.	Adilshah	70.79	72.94
20.	Karimnagar	61.94	66.55
21.	Warangal	63.58	67.65
22.	Khammam	64.92	73.35
23.	Nalgonda	61.02	66.25
ANDHRA PRADESH		63.33	66.62

(*Source: Table A2 of Tabulation Plan for State Level).

The above Table shows that the drop-out rate in the Andhra Pradesh State as a whole is 63.33. The maximum dropout rate is 73.35% in Nidad District and the minimum dropout rate is 54.58 in Rangareddy and Hyderabad.

The Dropout rate of girls in Andhra Pradesh State is found to be 66.62% and the maximum and minimum dropout rates are 80.0% and 55.8 in the

districts of Madak and Hyderabad respectively. On the whole it may be observed that the dropout rates of total students and girls at the Primary level are highly significant.

Table 3.22, below, shows the dropout rates in the 40 State Non-Formal Education Centres studied.

TABLE 3.22

DROP-OUT RATES IN THE FORTY NON-FORMAL EDUCATION CENTRES STUDIED. *

Sl. No.	Category of Learners	Total Strength	No. of Drop-outs	% of Dropouts
1.	All Communities	1064	167	15.7
2.	Girls	338	45	14.2
3.	Scheduled Caste Learners	235	26	11.1
4.	Scheduled Tribe Learners	100	28	28.0

(* Source: Table 1.22 of Tabulation Plan for Schedule I of Non-Formal Education Centres).

It is observed that the drop-out rates ranged from 11.15 to 15.7%. It was lower in the case of Scheduled Cast Learners and higher in the case of Scheduled Tribe Learners. However the dropout rate in Non-Formal Education Centres studied seems to be very much less than that in the case of Formal Schools.

Table 3.23 below shows the classification of dropouts in the different categories.

TABLE 3.23

CLASSIFICATION OF DROP-OUTS IN DIFFERENT CATEGORIES.*

Sl. No.	Category	Sub-Category	No. of drop-outs	%
1.	Period after which they dropped out.	i) Less than 1 month	--	--
		ii) 1 - 3 months	2	1.19
		iii) 3 - 6 months	11	6.59
		iv) 6 - 9 months	29	17.97
		v) Over 9 months	125	74.85
	Total		<u>167</u> 1064	15.7%

Contd.....

2. Age-group	i) Upto 6 years	0	0.00
	ii) Upto 7 years	2	2.50
	iii) Upto 8 years	2	2.50
	iv) Upto 9 years	1	1.25
	v) Upto 10 years	1	1.25
	vi) Upto 11 years	7	8.75
	vii) Upto 12 years	17	21.25
	viii) Upto 13 years	14	17.50
	ix) Upto 14 years	25	31.25
	x) Above 14 years	11	13.75

3. Marital Status	i) Married children	12	15.00
	ii) Unmarried children	68	85.00
	TOTAL	80	100.00

4. Family Background			
a) Literacy in the Family	i) All Illiterate	46	57.50
	ii) Atleast one illiterate	32	40.00
	iii) Atleast one Matriculate	2	2.50
	iv) Atleast one graduate	---	---

Contd.....

b) Main occupation of the family.

i) Cultivation/Agriculture	34	42.50
ii) Service	2	2.50
iii) Artisans/Handicrafts	7	8.75
iv) Trading/Business	3	3.75
v) Labourers	31	38.75
vi) Others	3	3.75

e) Average monthly income of the family

i) Upto 200	23	25.00
ii) 201 - 400	46	27.50
iii) 401 - 600	9	11.25
iv) 601 - 800	3	3.75
v) 801 - 1000	2	2.50
vi) Above 1000	--	--

Contd.....

**9. Reasons for
Dropping-
out.**

i) House hold work/ Domestic Work.	53	66.25
ii) Place was inconvenient	8	10.00
iii) Time was inconvenient	3	3.75
iv) Did not like education	5	6.25
v) Difficult to understand	7	8.75
vi) Any other	4	5.00

(* Source: Table 1.22 of Tabulation Plan for Schedule I and Tables 3.1, 3.2, 3.3; and 3.4 of Tabulation Plan for Drop-outs from Non-formal Education Centres).

3.2.10 Extent of stagnation in Non-Formal Education Centres and Reasons for the same:

Stagnation is yet another evil in the field of Education. It is also common in both Formal Schools and Non-Formal Education Centres.

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Stagnation is defined as retention or detention of students in the same class or stage for lack of proper academic achievements. It refers to the failed students.

In Andhra Pradesh, the Non-Detention Policy in School Education was adopted in 1971. There was no detention of students in all classes for want of proper academic achievements except for irregular attendance since then except in classes VII and X where common examination/Public examinations are conducted. The failed candidates of these classes are not admitted in to higher classes. However, stagnation was perceived to be cumulative at the end of Classes VII and X.

A) **Extent of Stagnation of Non-Formal Education Centres,**

Even though Non-Formal Education Scheme was in operation for more than 5 years in Andhra Pradesh State, it is quite distressing to note that the number of learners, who had successfully completed the Phase I of Primary Education in Non-Formal Education Centres remained to be nil. It reveals that the

incidence of stagnation in this field is also quite rampant.

Table 3.24, below, shows the number of learners in the 9 blocks studied in different stages of Phase - I as on 30-9-1964.

TABLE 3.24

NUMBER OF LEARNERS IN 9 BLOCKS STUDIED IN DIFFERENT STAGES OF PHASE - I AS ON 30-9-1964.

Sl. No.	District and Block	Number of Learners in Block				Total
		I	II	III	IV	
1. West Godavari District						
1.	Kallajerla (7 Centres)	66	47	36	7	156
2.	Koyyalogudem (7 Centres)	78	97	69	11	175
2. Adilshah District						
3.	Mirnal Block (4 Centres)	48	45	8	—	101
4.	Umarur Block (9 Centres)	125	98	97	20	340
3. Malkajgiri District						
5.	Pullacherla Block (10 Centres)	112	69	38	—	219
Total		532	396	248	38	1174
Percentage of Total		47.2	32.2	16.0	4.2	100

(*Source: Learners Profile of Schedules I NFE Centres)

Contd.....

In Table 3.24, on page 211, shows that out of the Total number of Learners (900) on rolls as on 30-9-1964 in 37 Centres, the percentage of learners in different stages of Phase I are as follows:-

Sl.No.	Stage	Percentage
1.	Stage I	47.2
2.	Stage II	32.6
3.	Stage III	16.0
4.	Stage IV	4.2
5.	Successful completion	Nil

The Phase I consists of two years duration which is subdivided into four stages of six months each. A learner, enrolled, has to complete this phase in two years after enrolment.

The fact that 5 years have lapsed since the inception of the Scheme in the State, at least two batches of learners should have successfully completed Phase - I and the third batch should have completed one year of Phase - I.

Contd.....

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The fact that not even a single student had successfully completed Phase - I, tells that stagnation has been very high. In certain Blocks like Pullicheria and Nirmal and certain Centres in other Blocks, none has found to be studying in Stage IV.

Such a position should have arisen because of many factors.

- 1) Whenever an instructor discontinues and a new one is appointed, new enrolments might have been made.
- 2) Whenever more learners drop out from a Centre, freshers might have been enrolled to keep up the strength.
- 3) As learners Profiles are collected for only one year i.e., 1984-85, it is not possible to estimate how many have been in the centres for long duration, how many have dropped out in each year and how many have been freshly enrolled.

Contl.....

- 4) Hence, it is quite difficult to estimate exactly the extent of wastage and stagnation in the Non-Formal Education Centres.**
- 5) The Observations made on wastage and stagnation may be considered to have been made, more or less, arbitrarily, on the basis of the data available on hand.**

B) Reasons for Stagnation

There are numerous reasons for stagnation in Non-Formal Education, which are enumerated below:-

- 1. Disinterest of learners in Education.**
- 2) Lack of proper motivation to learners.**
- 3) Poor quality of Instruction.**
- 4) Indifferent attitude of Instructors.**
- 5) Indifferent attitude of Parents.**
- 6) Defective Evaluation procedures.**
- 7) Defective Socio-Physical conditions of the Centres.**
- 8) Educational Backwardness of homes and so on.**

3.2.11 Socio-Economic conditions of the enrolled and the Non-Attending Children.

The Socio-Economic and Educational Back-ground of the families of the enrolled children has profound influence on their Educational Behavioural development either in Formal Schools or in Non-Formal Education Centres. Similarly the above Familial conditions of the Non-Attending Children also influence their future educational careers. Hereunder the above are discussed in detail.

A) Socio-Economic and Educational Back-ground of the Enrolled:-

The Socio-Economic and Educational Back-ground of majority of learners is generally low.

The enrolled children are often engaged either in petty vocations in order to supplement their familial income or in the house-hold work in order to assist the house hold members.

Table 3.53, on page 216, shows the Economic Status of the Enrolled in the 40 State Centres studied and the Non-Attending Children.

Contd.....

TABLE 3.25

ECONOMIC STATUS OF THE ENROLLED IN THE FORTY STATE CENTRES STUDIED AND THE NON-ATTENDING CHILDREN.*

Sl. No.	Economic Group	Enrolled Percentage	Non-Attending Percentage
1.	Below Rs. 200	3.5	7.5
2.	Rs.200/- to 500/-	72.0	70.0
3.	Rs.500/- to 800/-	17.5	20.0
4.	Rs.800 and above	5.00	2.5

(* Sources: Scheduled - V of Learners,
Scheduled VI of Non-attending).

Table 3.26, on page 217, shows the Educational Status of the attending and non-attending children's family members in the 40 State Non-Formal Education Centres studied.

Contd.....

TABLE 3.25

**EDUCATIONAL STATUS OF THE ATTENDING AND NON-ATTENDING CHILDREN'S FAMILY MEMBERS
IN THE 40 CENTRES, STUNDED.***

Sl. No.	Educational Group	Attending Children				Non-Attending Children	
		Parents		Other than Parents		Number	Percentage
		Number	%	Number	%		
1.	Both Illiterate	159	79.5	139	59.5	52	65.00
2.	At least one literate	39	19.5	97	26.5	23	31.25
3.	At least one upto Matriculate level	1	0.5	20	10.0	3	3.75
4.	At least one upto Graduate or Higher level.	1	0.5	4	2.0	—	—

(* Source: Table 4.3 of Tabulation Plan for Schedule IV for Learners and Table-5 of Tabulation Plan for Schedule VI for non-attended)

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A glance at the Table J.23, on page ²¹⁶ shows that 72.0% of the enrolled came under the income-group of Rs.200/- to Rs.500/- and 17.9% under the income group of Rs.500/- to Rs.800/-.

Table J.24, shows that 79.3% of parents and 59.3% of other family members belong to illiterates. 19.3% of parents and 28.3% of other family members have at least one literate.

B) **Socio-Economic and Educational Back-ground of the Non-Attending Children**

Due to ^h chronic poverty, Low Economic Status, Low Social Status and poor Educational Back-ground, many of the parents are against educating their children either in Formal Schools or Non-Formal Education Centres. Hence they remain as the Non-enrolled or the Non-attending children.

Table J.25, on page 216, shows that about 70% of the Non-Attending belong to the income-group of Rs.200/- to Rs.500/- and 20% of them, to the income-group of Rs.500/- to Rs.800/-.

Similarly Table J.25 reveals that 63% of the Non-Attending children belong to illiterate families and 31.33% to the families having atleast one literate.

3.2.12 Appraisal of the Existing Non-Formal Education System relating to Attendance, Wastage and Stagnation and Socio-Economic and Educational Back-ground of the Enrolled and the Non-Attending Children

The above facts of the existing of Non-Formal Education System in the State of Andhra Pradesh can be briefly appraised in the following manner:-

1) Attendance:-

13 out of 40 State Non-Formal Education Centres under the study have recorded more than 75% of attendance on the day of visit by the Field Investigators. In case of attendance of Learners for the year 1964-65, 70.26 have come into the attendance group of more 200 days. The above figures go to show that the attendance percentage has been satisfactory.

2) Wastages

The Drop-out rate at the State Level for Formal Schools at the Primary Level is recorded to be 63.3% for the total enrolment and 66.6% in the case of Girls. The Drop-out rates ranged from 11.2% to 15.7% in the case of Non-Formal Education Centres.

The Dropout rates for Formal Education seemed to be more than that of Non-Formal Education. Even then the Drop-out rate for Non-Formal Education may be deemed to be very significant.

3) Stagnation

No single student had successfully completed the Four Stages of Phase-I in the Non-Formal Education Centres. In certain Blocks Learners have not come upto stage IV at all. Similarly in other Blocks some of the Centres do not have learners studying Stage IV. Out of 908 Learners in 37 Centres for which data are available only 38 learners were found to be in Stage IV accounting to 4.2%. This situation is not satisfactory.

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4) **Socio-Economic and Educational Back-ground of the Enrolled**

72% of the Enrolled belong to the monthly income group of Rs.200/- to Rs.500/- which means that their annual income is Rs.6000/- and less. They may be considered to be belonging to the low income group.

72% of the Enrolled have illiterate parents and 19-5% have at least one literate. This reveals the poor Educational Back-ground of their Homes.

5) **Socio-Economic and Educational Back-ground of the Non-attending children**

72% of the Non-attending Children belong to the income group that earns Rs.6000/- or less per annum. Their economic status can be ranked as low. 62% of the Non-attending have illiterate parents and 11.2% have at least one literate in the Family. The above fact shows that the Educational Back-ground of their Families can be ranked as poor.

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3.3 MANAGEMENT OF PHYSICAL RESOURCES:

For successful implementation of Non-Formal Education Scheme in any State, efficient Management of Physical Resources is quite essential. Hence this Evaluation Study of Non-Formal Education Programme had rightly included the appraisal of the existing Management of Physical Resources.

1) At the State Level:

After passing of the State Budget and after obtaining the administrative sanction of the Government detailed proceedings are issued to all the District Educational Officers with detailed allocations for Salaries of Instructors, for learning aids, equipment and contingencies to draw and utilize the funds.

2) At the District Level:

At the District Level, the District Educational Officers draw the accounts, make the purchases and distribute them to the Non-Formal Education Supervisors of the different Blocks.

3) At the Block Level:

The Supervisors of Blocks, in turn, distribute these materials to the Instructors of different Non-Formal Education Centres in their Blocks.

4) At the Non-Formal Education Centre Level:

At the Non-Formal Education Centre Level, the Instructors distribute the learning materials to the learners and use the other equipment in the Centres.

3.3.1 Provision of Physical Facilities:

For providing Physical Facilities, the Budget allocation for each Non-Formal Education Centre has the following norms:-

- a) Rs.3/- per learner per annum towards learning materials;
- b) Rs.250/- once in three years towards equipments; and

- e) Rs.350/- per annum towards contingencies like Kerosene oil, Electricity Charges, Sweeping, and Water supply charges etc.,**

The Text Books, the syllabi, and the instructional materials are supplied by the Directorate of School Education to the District Educational Officers, who in turn supply to the concerned Block level Non-Formal Education Supervisor. The Supervisors will in turn distribute to the Non-Formal Education Instructors in their respective jurisdictions.

Table 3.27, on page 225, shows the Factual position of Physical facilities existing in the 40 Non-Formal Education Centres.

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TABLE 3.27

**FACTUAL POSITION OF PHYSICAL FACILITIES EXISTING
IN THE 40 STATE NON-FORMAL EDUCATION
CENTRES.***

Sl. No.	Item	Sub-Item	Number of Centres	Percentage
1) Accommodation				
	1)	Rent Free Buildings	36	90.0
	ii)	Rented Buildings	4	10.0
2) Physical Facilities				
a) Lighting Arrangements:				
	1)	Having Electricity Facility	35/40	87.5
	ii)	Having lantern Facility	17/40	42.5
	iii)	Having Petromax Facility	—	—
b) Water Supply:				
	1)	Having Drinking Water Facility	24	60.0
	ii)	Not having drinking water facility	16	40.0

Contd.,....

c) Seating Arrangements:

i) Having Benches	3	7.5
ii) Having Desks	9	22.5
iii) Having Cement Floor	13	32.5
iv) Having Kacha Floor	15	37.5

d) Equipments

i) Having Black-Board	32/40	99.0
ii) Having Almirah/Box	17/40	42.5
iii) Lantorns	2/20	10.0

3) Teaching-Learning Materials:

i) Teacher Guides	35/40	87.5
ii) Chalk	30/40	75.0
iii) Slates	40/40	100.0
iv) Slate-Pencils	37/40	92.5
v) Text Books	40/40	100.0
vi) Charts & Maps used	34/40	85.0

Contd.....

4) Registers and Periodical Reports

A) Registers

i) Attendance Registers	40	100
ii) Admission Register	40	100
iii) Statement of Accounts	40	100

B) Periodical Reports:

i) Progress Report	40	100
ii) Statement of Expenditure	40	100

(*Source: Tables 1.5, 1.6, 1.8, 1.9, 7.7 and 7.8 of Tabulation Plans).

3.3.2 Utilization of Physical Resources

At the level of the Non-Formal Education Centres, all the equipment Stationery, Registers and Records are being properly utilized. All that are received are kept in the Centres themselves. However, majority of the learners are not allowed to take their Text Books and learning materials/Aids

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to their homes. They are allowed to make best use of them in the Centres only during their working timings.

At the Block Level, when informed, the Non-Formal Education Instructors are expected to go to Block Headquarters and receive either the equipment or the other materials.

Table 3.23, given below, shows suggestions made regarding Physical Facilities in the 40 State Non-Formal Education Centres.

TABLE 3.23

**SUGGESTIONS MADE REGARDING PHYSICAL FACILITIES IN
THE 40 STATE NON-FORMAL EDUCATION
CENTRES.***

Sl.No.	Item	Category of Res- pondents	No. of Res- pon- dents	Suggestions/ Opinions
1. Accommodation				
	1) Instructors		19/40	Suitable separate Accommodation is needed for Non- formal Education Centres

Contd.....

ii) Learners	11/200	Accommodation not suitable.
iii) Knowledgeable persons	45/200	Accommodation should be provided in a public place/ in the Centre of the village.

2. Physical facilities

i) Instructors	15/40	Furniture and equipment are to be provided
ii) Knowledgeable persons	163/200	Existing facilities are in adequate and should be increased.
	47/200	Proper seating arrangements are to be provided.

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3. Teaching, Learning Material

i) Instructors

37/40 More aids may be supplied on time

1/40 Note Books and Pencils may be supplied.

ii) Learners

176/200 Text Book; received on time.

65/200 Allowed to take Exam

189/200 States received on time

10/200 Allowed to take Exam.

iii) Knowledgeable persons

2/200 There should be free supply of Text Books and other Learning Material.

(* Source: Tables 2.28; 4.14; 7.7 A; and 7.7 B of Tabulation Plans).

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3.3.3

Physical

Appraisal of the existing System of Management of Resources in the State of Andhra Pradesh

It will be relevant to consider hereunder briefly the appraisal of the existing of management of Physical Resources in the State of Andhra Pradesh-

- 1. At the State level the procedure followed for the allocation and distribution of funds and distribution of Text Books and other learning materials to the Districts can be considered to be satisfactory.**
- 2. At the District level, the management and the distribution of Physical Resources seems to be more or less centralised. This may require a critical review.**
- 3. At the Block level, calling the Non-Formal Education Instructors to the Block Headquarters each time to collect the equipment and materials does not seem to be satisfactory.**

- 4. At the level of the Centres not allowing the learners to take home the reading materials and the learning aids may act as a disincentive. But to permit them to take them home may involve the risk of not returning them at all or the learners being dropped out after taking them home. In which case the freshly enrolled learners may be handicapped from receiving these aids and books.**

- 5. As the provision of these aids and books is only made for 25 learners, additional learners enrolled in a centre are not reaping the benefit of these facilities.**

- 6. Opinions expressed by different categories of persons X in respect of Physical facilities are as prescribed below:**
 - (a) 165 out of 200 knowledgeable persons opined that the existing physical facilities are inadequate and that they should be increased.**

Contd.....

- (b) 37 out of 40 Instructors have expressed that more aids may be supplied on time.**
- (c) 176 out of 200 Learners indicated that text books are received on time.**
- (d) 189 out of 200 learners confirmed receiving the slates on time.**

3.4 MANAGEMENT OF PERSONNEL:

Management of any institution, industry or firm definitely involves effective Personnel Management for the personnel are at the base of all activities and transactions. So in the Field of Education — either Formal or Non-Formal — Man Power Management assumes a place of high prominence. Specially during this latter part of the 20th Century, many Modern Techniques of Personnel Management have been successfully developed and tried out in many fields. But unfortunately in the Field of Education, the age-old bureaucratic methods of the former

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British Regime are predominantly dominating Personnel Management. Despite sincere and serious efforts of the National Institute of Educational Planning and Administration at the Central Level and Institutes of Administration at the States' Level, no remarkable changes could be noticed in this field. It is but apt that the Design of this Evaluation Study of Non-Formal Education in the nine educationally backward States included the appraisal of the existing system in this respect. Hereunder the above aspects has been discussed rather in a detailed manner.

3.4.1 Levels of Management of Personnel and the concerned Managing Authorities in respect of Non-Formal Education Programme

Table 3.23, on page 233, shows the Different Levels of Personnel and the concerned Managing Authorities in the Field of Non-Formal Education in Andhra Pradesh.

Management Related to Figure 3.1, on the page 234, shows the Hierarchical Order of Personnel Associated with Non-Formal Education Programme in the State of Andhra Pradesh.

TABLE 3.29

DIFFERENT LEVELS OF PERSONNEL AND THE CONCERNED MANAGING AUTHORITIES IN THE FIELD OF NON-FORMAL EDUCATION IN ANDHRA PRADESH.

Sl.No.	Level of Personnel	Concerned Managing Authority
1.	Non-Formal Education Instructors.	Non-Formal Education Supervisors
2.	Non-Formal Education Supervisors	District Educational Officers
3.	Non-Formal Education Co-ordinators	District Educational Officers
4.	District Educational Officers	Director of School Education
5.	Regional Joint Director of School Education	Director of School Education
6.	Assistant Director, Non-Formal Education	Director of School Education
7.	Joint Director, Non-Formal Education	Director of School Education
8.	Director of School Education	Education Secretariate
9.	Assistant Secretary, I/c Non-Formal Education	Education Secretary
10.	Deputy Secretary, I/c Non-Formal Education	Education Secretary
11.	Secretary to Government Education Department	State Government

(* Source: The State Schedule)

Contd.....

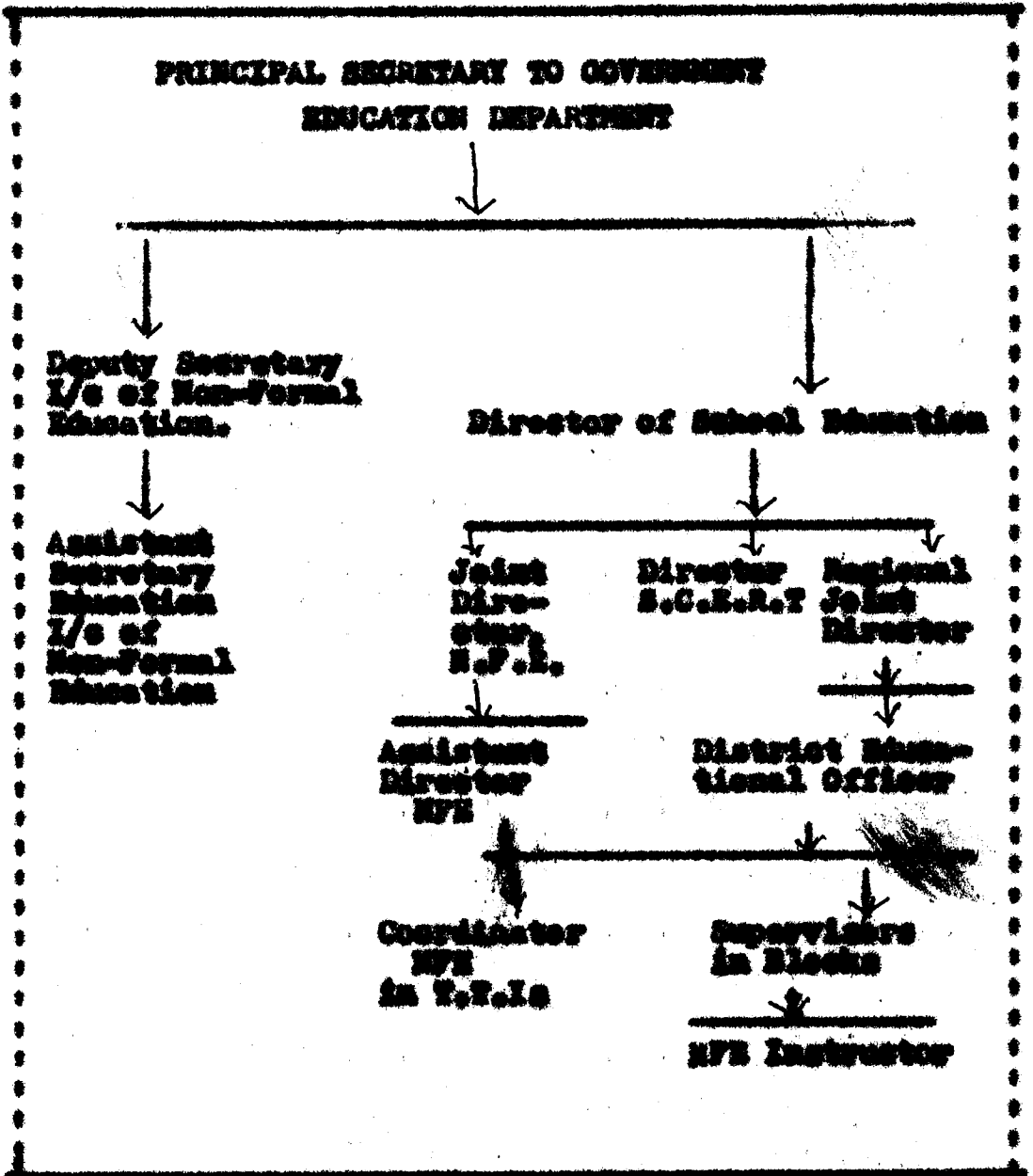


FIGURE 3.1

MANAGEMENT OF PERSONNEL RELATED TO NON-FORMAL
EDUCATION IN ANDHRA PRADESH.

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3.4.2 Management of Instructors

The Non-Formal Education Instructors are the basic personnel that are involved actively in the Non-Formal Education. Hereunder is offered in detail the management of the Non-Formal Education Instructors in Andhra Pradesh, in respect of the following managerial aspects:

- a) Selection
- b) Training
- c) Placement
- d) Functions
- e) Socio-Economic Background
- and
- f) Motivation.

In the State of Andhra Pradesh by 1984-85, 17,790 Non-Formal Education Centres were functioning run by the State Government 17,452 and (2) run by the Voluntary Organizations -- 338. That means that 17,790 Non-Formal Education Instructors have been appointed.

Table 3.30, on page 238, shows the Distribution of Non-Formal Education Instructors of the State Level, District Level and Block Level.

TABLE 5.30

NUMBER OF INSTRUCTORS IN NON-FORMAL EDUCATION CENTRES AT PRIMARY LEVEL FROM
1980-81 to 1984-85.*

Sl. No.	Category	Year	Number of Instructors				Percentage to Total		
			Total	Female	S.Cs	S.Ts	Female	S.Cs	S.Ts
1. State		1980-81	4020	N.A.	350	167	—	8.7	4.2
		1981-82	4020	N.A.	438	206	—	10.9	5.1
		1982-83	6060	N.A.	675	319	—	9.3	3.6
		1983-84	6910	N.A.	664	314	—	9.6	4.5
		1984-85	17790	2329	1345	432	14.2	7.6	2.4

Contd.....

2. Two Districts selected for Study (West Godavari and Adilabad)	1980-81	360	113	66	53	31.4	18.3	14.7
	1981-82	360	99	97	56	27.5	15.8	15.6
	1982-83	600	148	97	97	24.7	16.2	9.5
	1983-84	600	176	109	64	29.3	18.2	10.7
	1984-85	1528	245	308	183	15.9	20.2	6.7

Contd.....

3. 4 Blocks selected for Study	1980-81	120	16	9	19	13.3	7.5	15.8
(Mallaiparla,	1981-82	120	15	9	19	12.5	7.5	15.8
Koyyalagadam,	1982-83	240	22	32	18	9.2	21.7	7.5
Kizhal,	1983-84	240	24	32	18	10.0	21.7	7.5
Utunad)	1984-85	270	45	58	30	18.8	24.2	11.1

(* Source: Table VI, Table VII, Table VIII of Tabulation Plans for State Level, District Level and Block Level.)

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Table J.31, below, shows the Classification of the Instructors into Various Categories, according to the Field Survey Conducted.

TABLE J.31

CLASSIFICATION OF INSTRUCTORS IN TO VARIOUS CATEGORIES ACCORDING TO FIELD SURVEY CONDUCTED.*

Category	Sub-Category	Number	Percentage
A) Flow Analysis (1988-89)			
	1. Number appointed	367	100.0
	2. Actually joined	367	100.0
	3. Joined but left within one year	68	18.5
	4. Joined but left after one year	59	16.1
	5. Number as on 30-9-1988	240	65.4

B) Educational Qualifications.			
	1. Upto Matriculate	58	74.4
	2. Upto Graduate	20	25.6
	3. Upto Post Graduate	—	—
	4. Total	78	100.0

Contd.....

Sl.No.	Category	Sub-Category	Number	Percentage
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C) Age-groups

1.	20 - 30 years		49	62.8
2.	30 - 40 years		21	26.9
3.	40 - 50 years		5	6.4
4.	50 and above		3	3.9
5.	Total		78	100.0

**D) Average Stay of
Instructors.**

1.	Less than 6 months	12	15.4
2.	6 months but less than 12 months	16	20.5
3.	12 months but less than 18 months	10	12.8
4.	18 months and above	40	51.3
5.	Total	78	100.0

E) Job Involvement

1.	Only as Instructor	46	59.0
2.	Instructor & Teacher	19	24.3
3.	Any other	13	16.7
4.	Total	78	100.0

Category	Sub-Category	Number	Percentage
7) Occupations			
	1. Instructors only	17	42.5
	2. With main occupation as Cultivation	5	12.5
	3. With main occupation as Service	14	35.0
	4. With main occupation as Artisan/Handicrafts	3	7.5
	5. With main occupation as Traders/Business	—	—
	6. With main occupation as Labourers	1	2.5
	7. With main occupation others	—	—
	8. Total	40	100.0

8) Income

1. Upto 200	16	40.0
2. 201 - 400	13	32.5
3. 401 - 600	6	15.0
4. More than 600	5	12.5

Contd.....

Category	Sub-Category	Number	Percentage
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H) Training

1. Received Training	25/40	62.5
2. Duration of Training under gone 6 days	25/25	100.0
3. Received any other Training (Teachers Training)	6/40	20.0

I) Experience

1. Less than one year	9	22.5
2. 1 - 2 years	8	20.0
3. 2 - 3 years	18	45.0
4. More than 3 years	5	12.5
5. Total	40	100.0

J) Reasons for becoming Instructors

1. To supplement income	17	42.5
2. No other employment was available	11	27.5
3. To participate in the development of the area	12	30.0
4. Total	40	100.0

Category	Sub-Category	Number	Percentage
K) Joining the Centre			
	1. on your own	30	75.0
	2. Suggested by School Teacher	5	12.5
	3. Suggested by Panchayat Member	3	7.5
	4. Suggested by Instructor of Non-Formal Education	2	5.0
	5. Total	40	100.0

L) Mode of Selection			
	1. Direct appointment	40	100.0

M) Distance from their residence			
	1. Less than 1 KM	36	90.0
	2. 1 - 2 KMs	4	10.0
	3. Total	40	100.0

Contd.....

Category	Sub-Category	Number	Percentage
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N) Mode of Conveyance

1. On Foot	38	95.0
2. Cycle	2	5.0
3. Total	40	100.0

O) Residence

1. Own	33	82.5
2. Rented	5	12.5
3. Rent free	2	5.0
4. Total	40	100.0

P) Methods of Enrolment

1. Door to Door contact	38	95.0
2. Community support	2	2.5
3. Any other	1	2.5
4. Total	40	100.0

Q) Regularly

1. Held regularly	39/40	97.5
2. Rank-1 - on account of House hold work	1/40	2.5
Rank-2 - on account of Agricultural activities		

Conti....

Category	Sub-Category	Number	Percentage
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R) Satisfaction

1. Very much	20	30.0
2. Much	12	30.0
3. To some extent	6	20.0
4. Total	40	100.0

S) Liking

1. Like to continue as instructor	32/40	80.0
2. Like to continue in the same centre	37/39	94.9
3. Like to continue in some other centre	2/39	5.1

(*Source: Tables D.8; 1.17; 1.18; 1.19; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 2.11; 2.12; 2.13; 2.14; 2.15; 2.16)

Contd.....

Table 3.31 shows the number and percentage of the majority of instructors belonging to different categories and sub-categories as indicated below:

TABLE 3.31

CLASSIFICATION OF INSTRUCTORS

S.No.	Category	Sub-Category	Number	Percentage
A) Flow Analysis of Instructors				
	2)	Number joined	367	100.0
	3)	Number joined but left within one year	68	18.5
B) Educational Qualifications				
	1)	Upto Matriculation	98	76.4
C) Age-group	1)	20 - 30 years	49	62.8
D) Average Study	4)	18 months & above	40	31.3
E) Job involvement				
	1)	Only as Instructor	46	99.0
F) Occupation	1)	Instructor only	17	42.8
G) Income	1)	Upto Rs.200/-	26	40.0
H) Training	1)	Received Training	23	62.5
I) Experience	3)	2 - 3 years	18	49.0

Contd.....

S.No.	Category	Sub-Category	Number	Percentage
J)	Reasons for becoming Instructor			
		1) To supplement income	27	42.5
K)	Joining the Centre			
		1) On your own	38	75.0
L)	Mode of selection			
		1) Direct appointment	40	100.0
M)	Distance from their Residence			
		1) Less than 1 MI	36	90.0
N)	Mode of Conveyance			
		1) On Foot	38	95.0
O)	Residence	1) Own	35	82.5
P)	Methods of enrolment			
		1) Door to door contact	38	95.0
Q)	Regularly	1) Held Regularly	39	97.5
R)	Satisfaction			
		1) Very much	20	50.0
S)	Liking	2) Like to continue	39	97.5

a) Selection of Instructors:

The Non-Formal Education Instructors are usually selected from the village/town, where the Centre is going to be established, from among the educated unemployed, working Primary School Teachers, Retired Teachers or other Retired Employees of the same village or town. They belong to either sex. Whenever local persons are not readily forthcoming to undertake the job, persons from the neighbouring villages/towns are selected. They may belong to Scheduled Caste or Scheduled Tribe or Backward class or Forward Caste. Usually preference is given to the former two castes if they are willing to work.

The concerned Supervisors select them and appoint them tentatively and the appointments are got ratified by the concerned District Educational Officers subsequently.

b) Training of Instructors:

Soon after selecting and appointing, the Instructors are given training for (6) days at the Block Headquarters by the concerned Non-Formal

Contd.....

Education Supervisors, Non-formal Education Co-Ordinator, and Deputy Inspector of Schools orienting them as to the Non-Formal Education Scheme, their functions and responsibilities.

Table 3.32, below, shows the number of Instructors Trained, Duration Resource persons and percentage in the 40 State Non-Formal Education Centres studied.

TABLE 3.32

THE NUMBER OF INSTRUCTORS TRAINED DURATION, RESOURCE PERSONS, PERCENTAGE IN THE 40 NON-FORMAL CENTRES STUDIED. *

Sl. No.	Training Programme	Duration	Total Number of Participants	Resource persons	Percentage trained
1	Orientation Programmes	6 days each	25/40	3 in each place	62.5

(*Source: Table 2.5 of Tabulation plan for Sr Schedule II)

Contd.....

c) Placement:

The Non-Formal Education Instructors are usually posted in the same village/town from which they have been selected or to the neighbouring village/town.

Table 3.33 below gives the placement of Instructors in 40 State Non-Formal Education Centres studied.

TABLE 3.33

PLACEMENT OF INSTRUCTORS IN THE 40 STATE NON-FORMAL EDUCATION CENTRES.

S.No.	Placement	No. of Instructors	Percentage
1.	Number of Instructors working in their village/town	36	90.0
2.	Number of Instructors working in their Block	2	5.0
3.	Number of Instructors out side the Block	2	5.0

(* Source: Table 2.5 of Tabulation Plan for Schedule 2).

Contd.....

d) Functions of the Instructors:

The following are the normal functions of the Non-Formal Education Instructors:-

- 1. The Chief Function of an Instructor is to provide instruction to the learners that have been enrolled in the Centre.**
- 2. If the Centre is being newly started, he has to make a survey of the children of the school-going age of 9-14 years in the village who have not got themselves enrolled in the Primary School or who have dropped out of the formal school, and motivate them to join the Non-Formal Education Centres.**
- 3. He should take care of the up-keep of the Centre.**
- 4. He should open the centre in time every day and take the attendance of the learners punctually.**

Contd.....

5. He should maintain all the records and registers like Admission Register, Attendance Register, Stock Register and submit regularly the periodical reports like the Monthly Progress Report, Statement of Accounts etc., as required by the Superiors.
6. He should check the absentees and the late comers.
7. He should receive the equipment and materials from the Supervisor whenever they are distributed, and maintain the Stock-Register upto date.
8. He should distribute Text Books, Slates, Slate Pencils, etc., to the learners.
9. He should get the building, where the Centre is situated swept daily and ensure the fresh water supply to the learners.
10. He should have good human relationships with the parents, local community leaders and public of the village and secure their co-operation whenever needed.

**e) Socio-Economic Background of the
Instructors**

**The Socio-Economic Background of the Non-
Formal Education Instructors is varied very much.**

**Table 3.34, below, shows the Socio-
Economic Background of the Instru-
ctors in the 40 State Non-Formal
Education Centres Studied.**

TABLE 3.34

**THE SOCIO-ECONOMIC BACKGROUND OF THE INSTRUCTORS IN
THE FORTY STATE NON-FORMAL EDUCATION
CENTRES, STUDIED.***

S.No.	Background	No. of Instru- ctors	Percentage
1.0	Social Status		
1.1	Scheduled Castes	7	17.5
1.2	Scheduled Tribes	2	5.0
1.3	Other communities	31	77.5
2.0	Economic Status		
2.1	High income group	5	12.5
2.2	Middle Income Group	6	15.0
2.3	Low Income Group	29	72.5

(* Source: Tables 2.1 and 2.4 of Tabulation Plan).

f) Motivation for Instructors:

Motivation has been recognised as a dire necessity for the human beings in any line of activity to extract better work or productivity from them.

The following may be considered as the motivational factors in respect of the Non-Formal Education Instructors:-

- 1. The Educated Un-employed, the Retired Teachers and other retired persons or the working teachers can work only for two hours in their free time. They can work in their own village/town.**
- 2. They can have the satisfaction of helping the cause of education rendering service to the children of their own village/town.**
- 3. They have the monetary incentive of Rs.105/-^{10/5} remuneration per month.**

Contd.....

3.4.3 Management of Supervisors

In modern times, Supervision is considered to be an essential aspect of Personnel Management. To be lethargic is the innate quality of man. Unless he is subjected to constant supervision, he will not render the service that is expected of him.

In the case of Non-Formal Education too, Supervisors are appointed to supervise the Non-Formal Education Centres periodically to ensure their better functioning at the rate of one Supervisor for 60/75 Centres in a Block.

The number of Non-Formal Education Supervisors working in both State and Voluntary Organizations is 282 in all at the rate of one per Block/Range. The number of Supervisors working in a District Range from 10 to 15 depending on the number of Blocks/Ranges covered by the Non-Formal Education Programme.

Contd.....

(a) Selection of the Non-Formal Education Supervisors:-

The Non-Formal Education Supervisors are selected from among the Deputy Inspectors Schools/School Assistants Grade-II and appointed as the Non-Formal Education Supervisors in the Blocks of the Districts where they have been working. They have the Qualification of B.A., B.Ed. or B.Sc., B.Ed.

(b) Training of the Supervisors

The Supervisors soon after their appointment are trained at the state level/ Regional level in respect of their role Function and responsibilities in relation to the Non-Formal Education Programme by the S.G.E.R.T.

Table 3.36⁵, on page 239, gives the Details of Training given to the Non-Formal Education Supervisors during the last Five Years.

Contd.....

TABLE 3.35

DETAILS OF TRAINING GIVEN TO THE NON-FORMAL EDUCATION SUPERVISORS DURING THE LAST FIVE YEARS.*

S.No.	Year	No.of programmes	No.of participants
1.	1980-81	1	45
2.	1982-83	1	408
3.	1984-85	1	207

(*Source: The A.C.S.E.S.T. Survey Schedule)

(c) Placement of Non-Formal Education Supervisors

The Director of School Education appoints them in different blocks of the Districts where they have been working.

(d) Functions of the Non-Formal Education Supervisors

The Non-Formal Education Supervisors have both the administrative and academic functions as mentioned below:-

Contd.....

1) Administrative Functions

- i) Selecting and appointing the Non-Formal Education Instructors provisionally and seeking the ratification from the District Educational Officer.**
- ii) Distributing the equipment, teaching-learning materials to the concerned Instructors.**
- iii) Distributing the contingent grants to the Instructors, whenever they are sanctioned.**
- iv) Disbursing the Salaries to the Instructors whenever they are received.**
- v) Sending periodical returns to the District Educational Officer or to the Joint Director regularly.**
- vi) Carrying out any other work assigned to them by the Directorate or the District Educational Administration in respect of Non-Formal Education.**

Contd.....

2. Academic Functions:

- i) Inspecting the Non-Formal Education Centres (2) times in a year.**
 - ii) Paying visits to the Non-Formal Education Centres (2) times in a year.**
 - iii) Supervising academically and giving necessary instructions to the Instructors.**
 - iv) Evaluating the learners' achievements.**
- (c) Socio-Economic Background of the Non-Formal Education Supervisors:**

The Socio-Economic Background of the Non-Formal Education Supervisor is generally satisfactory. Usually they belong to the middle class socially and economically.

(d) Motivation for the Supervisors:

There are no specific motivation incentives for the Supervisors directly.

Contd.....

However, the Posts of Supervisors have some indirect motivation, which may be given as follows:-

- 1) The work-load in the Non-Formal Education Centres' Supervision can be considered to be less than that involved in the case of Formal Schools, as these Centres usually function for only two hours during evenings/nights.**
- 2) During the day time, they have more free time, doing administrative work for a few hours.**
- 3) They also get travelling allowance, besides the pay and allowances unlike the Deputy Inspectors of Schools who get fixed Travelling Allowance.**

Contd.....

3.4.4 Motivations: Nature and Extent in respect of Learners and Parents:

It may also be appropriate to consider here the nature and extent of motivation in respect of learners and parents:

a) Nature and Extent of Motivation for the Learners:-

It may be described in the following terms:-

- 1) The Learners can attend the Centres in their free time without dislocation of their household work or petty vocation.**
- 2) The Centres are located in centrally-situated places in their villages/towns.**
- 3) The timings of the Non-Formal Education Centres are so fixed as to be convenient to the Learners.**
- 4) They are supplied Text Books, Reading Materials and Learning Aids free of cost.**

Contd.....

3) They have the benefit of opportunity of completing the Primary Education Course, which usually requires five years, just within two years.

b) Nature and Extent of Motivation in respect of Parents

The nature and extent of motivation in respect of parents may be enumerated in the following ways:-

- 1) They will not miss the assistance of their children as they go to Centres in convenient timings.**
- 2) They do not have to bear the educational expenditure of their children as it is being provided absolutely freely.**
- 3) They will have the opportunity of having at least, one literate in their homes.**

Contd.....

**3.4.5 Appraisal of the Existing system
of Personnel Management**

**The appraisal of the existing system of
Management of Personnel may be appraised in the
following manner:-**

**1. The Management of Instructors may not be
considered to be satisfactory for the reasons
mentioned hereunder:-**

**i) There are no proper selection procedures
adopted. It is solely left out to
Supervisors own discretion.**

**ii) The remuneration offered is too
in-attractive to retain them.**

**2. The Management of Supervisors can be considered
to be satisfactory, because well-qualified and
well-experienced persons are posted as the
Non-Formal Education Supervisors. To supervise
the number of Non-Formal Education Centres to the
tune of 60 to 75 effectively may be deemed to be**

difficult, because:-

- i) the Non-Formal Education Centres work only for two hours in the Evening or in the nights;**
- ii) They are distributed far-and-wide in a Block; and**
- iii) lack of conveyance facilities to approach many of the Centres handicaps frequent supervision.**

3. The Non-Formal Education Co-ordinators, attached to the Teacher Training Institutes in the District Headquarters seem to be suffering from dual management by the Principal of the Teacher Training Institute on one hand, and by the District Educational Officer on the other. Also making academic supervision of 700 and odd Non-Formal Education Centres in a District seems to be a hard task.

Contd.....

4. The appraisal of Personnel Management made by the different Respondents is indicated below:-

i) Instructors salary is meagre to attract qualified service oriented persons. Funds allocated for Training Programmes are inadequate.

--- State Schedule

ii) Instructors salary is meagre and grants should be paid promptly.

---Voluntary Agency Schedule.

iii) Lack of conveyance facilities is one of the draw backs for effective supervision. The duration of the period of training to Instructors should be 1 to 3 months

--- Tabulation Plan for Supervisors' Schedule

iv) 185 out of 200 knowledgeable persons expressed that the Supervision is effective. 5 expected that better and frequent supervision is necessary and

and I were expressed that the remuneration of instructor should be increased to the improve their regularity

— Simulation Plan for Knowledgeable persons.

3.5 ADMINISTRATION, DIRECTION AND SUPERVISION:

In any system, Administration, Direction and Supervision have considerable importance. So is the case with the Non-Formal Education System too.

Administration refers to type of organizational set-up by virtue of which different aspects of the system are effectively and efficiently administered to the ultimate benefit of the public in order to achieve the desired and expected goals. According to Arthur B. Hoehman, "Administration is essentially a service activity, an agency through which the fundamental objectives of the educational process may be more fully and efficiently realized."

- A. Administration comprises "Management; Governance; Execution; arranging financial**

Contd.....

**transactions, direction and control,
Supervision and Guidance;**

- B. Direction refers to different administrative functions like organization, Management, execution, co-ordination, supervision and control.**
- C. Supervision indicates the principle of control operating in the Educational Field aiming at maintaining the procedural discipline and personnel order at different levels. Usually, it is considered to be synonymous with inspection. Of late, Supervision, is delimited to the academic area to maintain quality control of instruction, while inspection refers to inspecting educational institutions in respect of personnel management, Financial Management and effectiveness of institutional management.**

Contd.....

3.3.1 Structure

Administrative, Directoral and Supervisory structures may be described as follows:-

a) The Administrative Structure:-

- 1) At the top is the State Cabinet;**
- 2) then comes the Education Secretariate;**
- 3) next the Directorate of School Education;**
- and**
- 4) still later District Educational Administration.**

b) Directoral Structure includes:-

- 1) Director of School Education;**
- 2) Additional Director of School Education;**
- 3) Joint Director, Non-Formal Education;**
- 4) Regional Joint Directors of School Education;**
- 5) The District Educational Officers.**

c) Supervisory Structure this includes:-

- 1) Joint Director;**
- 2) Regional Joint Director;**

Contd.....

- 3) District Educational Officers;**
- 4) Non-Formal Education Co-ordinators;**
- 5) Non-Formal Education Supervisors**
at the Block level.

Figure 3.2, on page 272, shows the Administrative, Directoral and Supervisory Structures of Non-Formal Education in Andhra Pradesh.

3.5.2. Process and Techniques

The brief the Process of Administration, Direction and Supervision may be described as follows:-

- 1. As this is Centrally-sponsored Programme, all the policy decisions are made by the Union Ministry of Education and communicated to the State.**
- 2. The State Education Department takes the necessary decisions and communicates the same to the Directorate of School Education.**

Contd.....

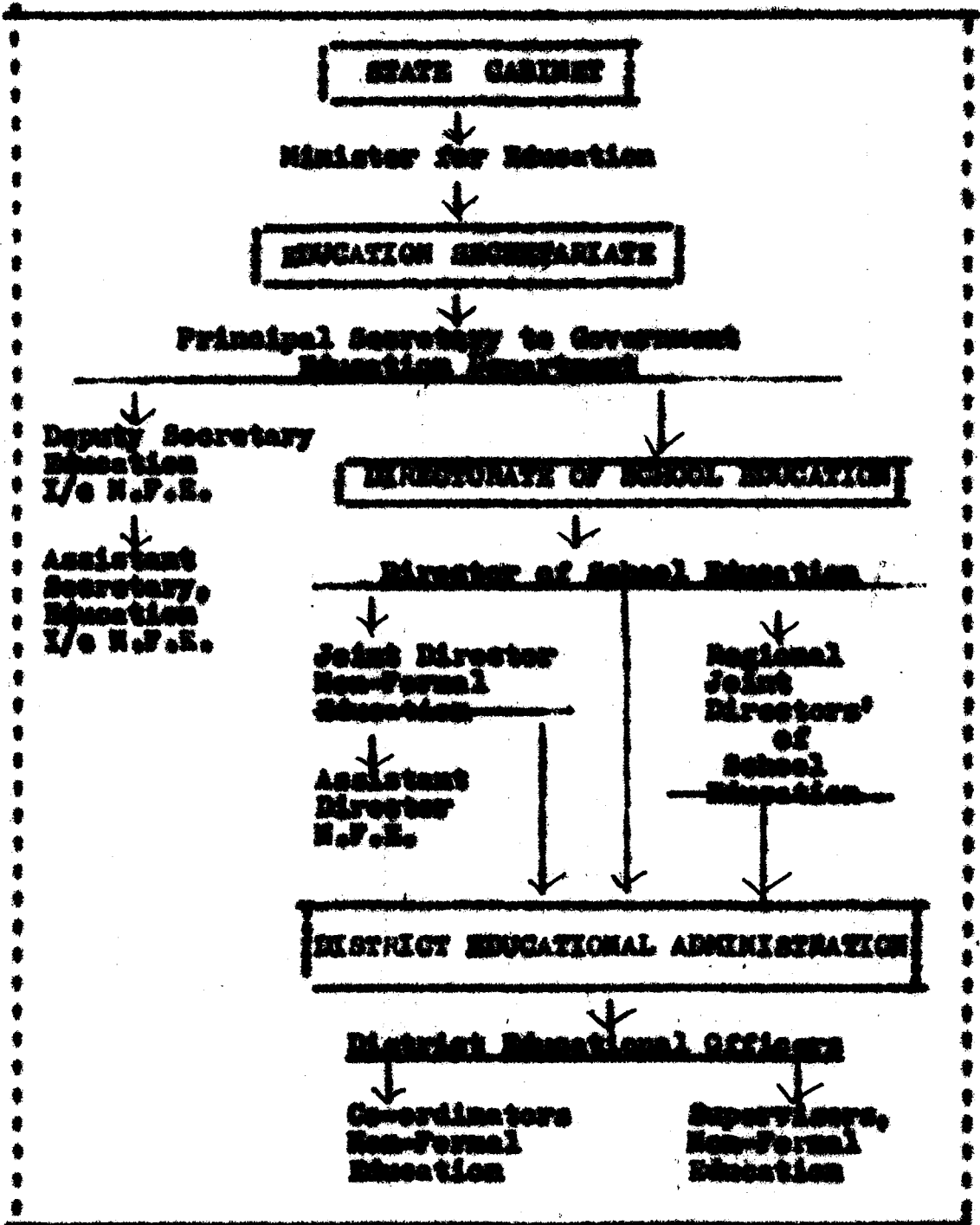


FIGURE 3.2

ADMINISTRATIVE, DIRECTORAL AND SUPERVISORY STRUCTURE OF NON-FORMAL EDUCATION IN ANDHRA PRADESH.

Contd.....

- 3. The Directorate of School Education prepares the Plan Proposals - Five Year Wise and year-wise and sends to the Secretariate to be included in the Budget proposals.**
- 4. After the Budget is passed by the State Legislature, it is communicated to the Directorate in the form of Government orders.**
- 5. The Joint Director, Non-Formal Education, then submits the detailed proposals for favour of administrative sanction.**
- 6. Then they are communicated to the District Educational Officers for implementation.**
- 7. All the Officers, Director of School Education, Regional Joint Directors, Joint Director, Non-Formal Education ; the District Educational Officers, Non-Formal Education Coordinators and the Supervisors are empowered to supervise Non-Formal Education Centres.**

Contd.....

3.5.3 Adequacy of the Existing System of Administration, Direction and Supervision of Non-Formal Education System

The adequacy or otherwise of the existing system of Administration, Direction and Supervision may be given in the following manner:-

1. The Administrative Structure at the Secretariate level may be considered as satisfactory.
2. At the Directorate and District level, it needs to be further strengthened.
3. The Non-Formal Education Co-ordinators services have to be more effectively exploited to train the Instructors and to give them academic guidance.
4. The opinions expressed by the different respondents on this aspect of this Study are given in the following manner:-
 - 1) 92.5% of knowledgeable persons expressed that the Supervision at the Block level was effective.

- ii) 47.5% of Instructors expressed that there was need for effective and regular supervision.**
- iii) 50% of Supervisors have expressed that due to lack of conveyance facilities Supervision could not be done effectively.**

3.6 CO-ORDINATION AND LINKAGE WITH OTHER SYSTEM AND DEVELOPMENTAL AGENCIES:

Generally there should be close co-ordination and legitimate linkage with the other Systems of Education like Adult Education and Formal System of Education and other developmental Agencies and Programmes so as to attain the ultimate objectives of Education.

3.6.1 Co-ordination and linkage with the other System of Education:

The Non-Formal Education in Andhra Pradesh is solely administered by the Directorate of School Education which is also in full charge of Formal System of Education. As such, there is a little co-ordination and linkage between the Formal Educational System and the Non-Formal System of Education. The District Educational

Officers administer both these subjects. In some places, the Non-Formal Education Centres are located in Primary Schools, utilising the furniture, equipment and other Physical facilities available thereat. In some cases, the Primary School Teachers are Working as the Instructors of the Non-Formal Education Centres, establishing co-ordination and linkage between the two Systems.

As the Adult Education System is functioning as an independent one, no linkage exists between it and the Non-Formal Education System.

3.6.2 Co-ordination and Linkage Between Non-Formal Educational System and the Other Developmental Agencies and Programmes

The Co-ordination and Linkage between these two systems seems to be little.

3.6.3 Appraisal of the Existing System of Co-ordination and Linkage

The above System may be appraised in the following manner:-

Contd.....

- i) There is some Coordination and Linkage between Formal Education System and the Non-Formal Education System.**
- ii) Directorate of Adult Education has neither Coordination nor linkage with the Non-Formal Education System.**
- iii) There is no obvious Coordination and Linkage existing between the developmental agencies and the Non-Formal Education Systems.**

3.7 PLANNING, INFORMATION AND MONITORING SYSTEMS:

The Post-Independence Period in the History of India, after the formation of Republic of India, can be considered as the Planning Era. Since then efforts were being made continuously for the planned and phased development in all walks of life, including Education.

Here under this Sub-head, are discussed at length the System of Planning as to its Pattern,

Contd.....

NATIONAL LEVEL

THE GOVERNMENT OF INDIA
THE UNION MINISTRY OF PLANNING
THE NATIONAL PLANNING COMMISSION
THE UNION MINISTRY OF EDUCATION

STATE LEVEL

THE STATE GOVERNMENT
STATE MINISTRY OF PLANNING
DEPARTMENT OF PLANNING & FINANCE
DIRECTORATE OF SCHOOL EDUCATION
DEPUTY DIRECTOR FOR PLANNING
DISTRICT EDUCATIONAL ADMINISTRATION

FIGURE 3.3
ADMINISTRATIVE PATTERN OF EDUCATIONAL PLANNING
SYSTEM.

b) Process and technique of Planning at the State Level:

The Planning process at the State level may be summarised in the following manner:

- 1) The Directorate of School Education prepares 5 year Plans and year-wise Plans based on the Educational Surveys made earlier and the information received from the District Educational Officers regarding the Developmental needs and requirements in the Districts, keeping in view the State and National Policies and the priorities.**
- 2) These plans are submitted to the Planning Department through the Educational Department for inclusion in the State Plans.**
- 3) After the approval of the State Plan, detailed proposals of developmental Plan Schemes are sent to the Government by the Director of School Education for their administrative sanction.**

Contd.....

- 4) After receiving the Government orders, Directors proceedings regarding sanction of schemes are communicated to all the District Educational Officers for implementation.**

- 5) The Planning Section of the Directorate calls for the monthly, quarterly and Annual progress reports for the sake of Review.**

- 6) Periodical Review meetings are organised at the Directorate and Secretariat level.**

3.7.2 Information System:

There is no special information system for Non-Formal Education Programme. The usual Administrative channels are utilised. The communication of information from the Higher Levels to Lower Levels goes in the form of Government orders, Directors' and District Educational Officers' Proceedings, D.O. letters etc. The flow of information from lower level to Higher levels goes in the form of applications, letters, periodical reports and returns, etc.

INFORMATION GIVING STATEMENTS

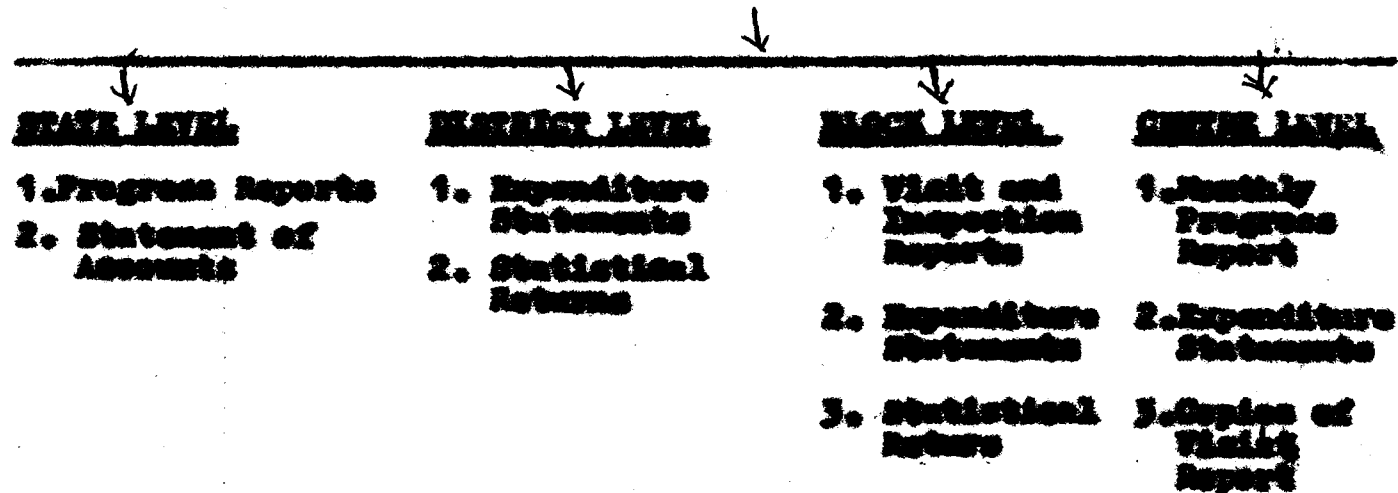


FIGURE 3.4
DETAILS OF INFORMATION - GIVING DOCUMENTS.

Figure 3.4 below, gives the details of information giving documents.

3.7.3 Monitoring System

There is no separate Machinery for Monitoring the Non-Formal Education Programme in Andhra Pradesh. The usual channels of administration are used for this purpose.

The Joint Director, Non-Formal Education in the Directorate of School Education, is in the over-all charge of monitoring of this programme at the State level.

At the District level the District Educational Officers conduct meetings of the Non-Formal Education Supervisors and the Co-ordinator periodically and review their Supervisory Reports.

3.7.4 Appraisal of the existing System of Planning, Information and Monitoring

The appraisal of the above aspects may be given as follows:-

- 1) The Planning System at the State Level may be considered to be satisfactory.**

Contd.....

But to achieve more effectiveness, more decentralization may be needed making each institution as the unit for the Educational Planning Process.

- 2) The Planning Section of the Directorate of School Education needs to be strengthened.**
- 3) Planning and Monitoring Wing need to be opened in each of the District Educational Offices.**

3.8 COMMUNITY PARTICIPATION:

Community involvement in all types of developmental activities is a must in all nations, specially so in the case of developing and under-developed nations. To enable Non-Formal Education to achieve its objectives in a State, there is need for actively associating and involving the local community in many ways. Obviously, there is no Community Participation in the Non-Formal

Education Programmes in the State, either at the State or District or Block or Centre Levels. At the Village/Town level the community participation is noticeable in the form of providing accommodation to the Centres freely or by paying nominal rent.

3.8.1 Opinions of the Different Respondents on Community Participation are given in Table 3.56 below:

TABLE 3.56

OPINIONS OF THE DIFFERENT RESPONDENTS ON COMMUNITY PARTICIPATION.*

S.No.	Category	Sub-Category	Number	Percentage
A) Local Leaders				
1.	Supportive	to Non-Formal Education Instructor	26/40	65.0
2.	Indifferent	to Non-Formal Education Instructor	12/40	30.0
B) Social Workers				
1.	Supportive	to Non-Formal Education Instructor	17/40	42.5

Contd.....

S.No.	Category	Sub-Category	Number	Percentage
	2)	Indifferent to Non-Formal Education Instructor	11/40	27.5
C) Village level worker				
	1)	Supportive Non-Formal Education Instructor	17/40	42.5
	2)	Indifferent Non-Formal Education Instructor	23/40	27.5
D) Formal School Teacher				
	1)	Supportive Non-Formal Education Instructor	31/40	77.5
	2)	Indifferent Non-Formal Education Instructor	9/40	22.5
E) Adult Education Instructor				
	1)	Supportive Non-Formal Education Instructor	9/40	22.5
	2)	Indifferent Non-Formal Education Instructor	4/40	10.0

Contd.....

S.No.	Category	Sub-Category	Number	Percentage
F) Knowledgeable persons' suggestions for increasing community support.				
	1. Appointing Village Committees.		32/200	16.0
	2. Participation of Local Persons		32/200	16.0
	3. Community participation is necessary		61/200	30.5

(*Source: Tables 2.21 and 7.6 (B) of Tabulation Plans).

3.3.2 Appraisal of the Existing System of Community Participations

This may be briefly given in the following way:-

- 1. Practically, there is no community participation existing in this State at any level.**

Contd.....

- 2) Similarly Advisory Committees also do not exist at any level**

- 3) The opinions expressed by the Non-Formal Education Instructors in the 40 State Non-Formal Education Centres on different Categories of community members are given below:**

S.No.	Category of community members	Response	Percentage
1.	Local Leaders	Supportive	65.0
2.	Social Workers	Supportive	42.5
3.	Village Hk Level Workers	Supportive	42.5
4.	Formal School Teachers	Supportive	77.5
5.	30.5 of Knowledgeable persons have expressed community participation is necessary.		
6.	Out of the 40 Centres only 3 Centres have been visited only once by Non-Officials.		

Contd.....

3.9 ACADEMIC RESOURCE SUPPORT:

Academic Resource Support is a dire/ pre-requisite for any kind of Educational or Instructional activity so also the Non-Formal Education Programme needs the academic resource support.

Under this Sub-Head, in this Chapter, the following aspects of the academic resource support have been discussed:-

- (a) Levels;**
- (b) Flexibility;**
- (c) Extent of Decentralisation**
and
- (d) their Effectiveness;**

with reference to Non-Formal Education Programme.

3.9.1 Academic Resource Support to Non-Formal Education Programmes

Thanks to the unflinching efforts of the State Council of Educational Research and Training, Andhra Pradesh, Hyderabad, the academic resource support was forth-coming to the Non-Formal Education Programme from the beginning of the launching of the Programme in the State/at the State level.

Contd.....

A State resource centre for Non-Formal Education was established in the year 1979. Later it was developed in to a Non-Formal Education Cell/ Department of Non-Formal Education, with a Professor as the Head of the Department and four Lecturers as the academic resource personnel.

Since its establishment, the Department of Non-Formal Education in the State Council carried out numerous activities, given below:-

- 1. Preparation of curricula and syllabi for the Primary level of the Non-formal programme.**
- 2. Development of text books for different stages of Phase I.**
- 3. Organisation of seminars and work shops to train the Non-Formal Education Supervisors and Instructors.**
- 4. Development of Instructional Material for Instructors.**
- 5. Development of Evaluation Techniques.**

Contd.....

B. At District Level:

At District level, the Non-Formal Education Co-Ordinator attached to the Teacher Training Institute gives the academic resource support to the Instructors and Supervisors.

C. At the Block Level:

At the Block level, the Non-Formal Education Supervisor provides the Necessary academic resource support to the Non-Formal Education Instructors.

3.9.2 Appraisal of the Resource Support:

Academic Resource Support may be appraised in the following manner:-

- 1) The Non-Formal Education Department of S.C.E.R.F. has organised three seminars/work-shops during the last 3 years. This may not be considered as adequate. The Department of Non-Formal Education in the**

Contd.....

S.C.E.R.T. need to organise more programmes regularly to train new Supervisors and Coordinators.

- 2) At the District level a Single Coordinator may not be able to give full Academic Resource Support to all the instructors. Instead of a Co-ordinator a full Extension Wing for Non-Formal Education need be developed and attached to District Educational Officers office.**
- 3) The present allocations for Academic Resource Support are in-adequate.**

3.10 ROLE OF THE VOLUNTARY ORGANISATION:

All developmental Schemes either to erase illiteracy from our soil or to provide health for all by the end of this Century, demand active participation of both the Public and Private Agencies. The role of the Private Educational Enterprise in the matter of Educational Development since the inception

Conti.....

of National Education Movement cannot be under-estimated. Similar has been the case during the Post-Independence period too.

It is interesting to note that the voluntary organisations have been evincing keen interest in such programmes as Adult Education, Social Education, Functional Literacy, Health Education and even in the Non-Formal Education Programmes. Their role in Formal Schooling can never be under-estimated.

3.10.1 Role of Voluntary Organisations in NFE PROGRAMME:

The Centre has been motivating the Voluntary Organisations to play active role in promoting the Non-Formal Education Programme at the States' level by offering 100% financial aid.

Such National Schemes, like Non-Formal Education, cannot achieve their goals by the efforts of the Central Government and State Governments exclusively. There is need to involve the Voluntary Organisations actively in order to achieve the desired goal as early and as effectively as possible.

In tune with the National Policy, Voluntary organisations in Andhra Pradesh have been playing active role, even though less in number.

Table 3.37, on page 295, shows the Details of the Voluntary Organisation Working to promote Non-Formal Education in the State as in 1964-65.

Yet there are many Voluntary Organisations that have come forward to promote Non-Formal Education in the State, which have applied for recognition and for financial assistance and awaiting the same. For example in the District of Chittoor itself, the following Voluntary Organisations are in that position:-

- 1. Rural upliftment Campaign, Piler.**
- 2. Sri Sanni Vivekananda Educational Society, Chittoor.**
- 3. Mahila Vidyapect.**

There may be more such applicants from other Districts awaiting such recognition.

Contd.....

TABLE 3.37

**DETAILS OF VOLUNTARY ORGANISATIONS WORKING TO PROMOTE NON-FORMAL EDUCATION
IN THE STATE AS IN 1984-85.***

Sl. No.	Name of the Voluntary Organisation	District, Blocks Where Centres Exist	No. of Centres	Enrolment 1984-85			
				Total	Girls	S.Co	J.Co
1.	Rajula Soma Soma Sanithi, Tirupati Chittoor District	Chittoor Dist 5 Blocks	210	5,495	2,786	1,245	638
2.	The Literacy Force, Andhra Mahila Sabha Hyderabad,	Warangal Dist/ Sirisilla Block	200 (Girls)	2,500	2,500	838	30
3.	Pradhya Basha Vidya Sanithi, Gudiwada, Krishna District	Gudiwada Panchayat Krishna Dist.	28	705	204	278	1

(*Source: Survey Schedules for the Voluntary Organisations, Table 14.)

Contd.....

3.10.2 Extent of Participation of the Voluntary Organisations:

Table 3.37 at page 295, shows the extent of participation of the Voluntary Organisations in Non-Formal Education in the following way.

- 1) The Prachya Vidya Bhasha Samithi of Gudivada is running 28 Centres in Gudivada Panchayat Samithi of Krishna District. The Centres are meant for all communities and the Total Enrolment was 705 in 1984-85.**

- 2) The Literacy House of Andhra Mahila Sabha Hyderabad, has been running 100 Centres in the Sirisilla Block of Karimnagar District exclusively for Girls only, with an enrolment of 2,500 in 1984-85.**

- 3) The Nayala Seema Seva Samithi, Tirupati, has been running 210 Centres, with an overall enrolment of 5,495 in 1984-85. This may be considered as the biggest Voluntary Organisation from the State involved in Non-**

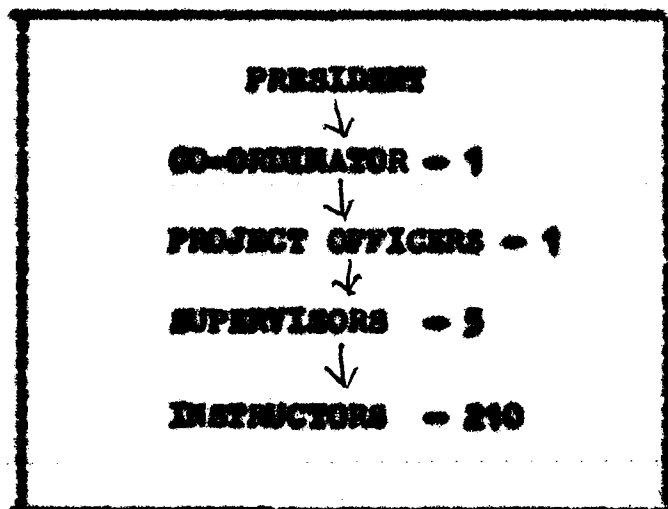
Formal Education Promotion. If motivated it may extend its activities to some more Blocks of the District.

3.10.3 Innovative Approaches

There seems to be no notable innovative approaches developed and adopted by these voluntary organisations worth of a special mention. They only follow the routine approaches as followed in the State Centres as directed by the State Directorate.

3.10.4 Management of the Voluntary Organisation, the Rayala Seema Seva Samithi, Tirupati, selected for the Study:-

Figure 3.5, below, gives the Managerial Pattern of the Rayala Seema Seva Samithi.



**FIGURE 3.5
MANAGERIAL PATTERN OF THE RAYALA SEEMA SEVA SAMITHI**

Shri P.Raja Gopal Naidu, M.L.A. is the President of the Samithi. There are (5) Supervisors and 210 Instructors Working in this Organisation as in 1984-85, besides a Coordinator and a Project Officer.

a) Financial Management

The Samithi has been receiving Cent Percent Aid from the Central Government.

Table 3.38, below, gives the Finances received by the Rayala Seema Seva Samithi, during the last four years.

TABLE 3.38

FINANCES RECEIVED BY THE RAYALA SEEMA SEVA SAMITHI DURING THE LAST FOUR YEARS

Sl.No.	Year	AMOUNT Sanctioned	AMOUNT Expended	Percentage
1.	1981-82	Rs.1,68,200	Rs.1,68,335	100.00
2.	1982-83	Rs.2,53,500	Rs. 54,755	101.42
3.	1983-84	--	--	--
4.	1984-85	--	--	--

(*Source: Table 3.5 of the Tabulation Plan)

Contd.....

b) Other Aspects

These are as given below:-

	<u>YEAR</u>	<u>NUMBER</u>
1) Growth of Centres at Primary level.	1982-83	80
	1983-84	130
	1984-85	210

(Vide Tables 14.1 and 14.3)

ii) Delay in processing Grants

Date of Submission	July, 1982
Sanction of Proposal	31-12-1982
Release of Funds	10-5-1983
Time between submission and Sanction	6 months
Time between submission and Release	8 months
Time between sanction and Release	2 months

(Vide Table 14.4)

Contd.....

iii.) Training and Supply of Materials

Table 3.39, below, shows Details of Training and Supply of Materials.

**TABLE 3.39
DETAILS OF TRAINING AND SUPPLY OF MATERIALS.***

Sl. No. Detailed Particulars	Sub-Items	Number	Percentage
1. Nature of Non-Formal Education Centres			
	Co-Educational	210	100.0
2. Training of Staff			
	1. Instructors	130/210	61.9
	2. Supervisors	3/3	60.0
	3. Project Officer	1/1	100.0
3. Teaching Learning Materials			
	1. Black Boards	210/210	100.0
	2. Attendance Registers	210/210	100.00
	3. Charts/Posters	210/210	100.0
	4. Other Materials (Slates, Slate Pencils, Text Books)	210/210	100.0

(*Source: Survey Schedule for the Voluntary Organisation)

3.10.5 Appraisal of the Voluntary Organisation Studies

A. Analysis and Interpretation of the data gathered in ten Non-Formal Education Centres of the Voluntary Organisation

Before Appraisal of the Voluntary Organisation is made, it may be relevant to analyse and interpret the data gathered from the ten Non-Formal Education Centres in the Pullicherya Block briefly:-

1) Locational Patterns

This Organisation has been running 210 Non-Formal Education Centres in Five Blocks of the Chittoor District by 1984-85. The Average number of Centres per Block work out to be 42. All these Centres are Co-Educational.

The Locational Pattern of the ten Centres of the Pullicherya Block is as follows:-

Contd.....

Sl.No.	Area	Number	Percentage
1.	Rural Areas	8	80.0
2.	Urban Areas	2	20.0
3.	Road-side	5	50.0
4.	Interior	5	50.0
5.	All Communities	7	70.0
6.	Scheduled Castes	2	20.0
7.	Scheduled Tribes	1	10.0

2) The Enrolment Trend and Patterns

The Analysis of the enrolment trend and Pattern in the ten centres is given below:-

Sl.No.	Particulars	Number	Percentage
1.	Total Enrolment	262	100.0
2.	Girls Enrolled	123	46.9
3.	Scheduled Castes	38	14.5
4.	Scheduled Tribes	12	4.6
5.	Average Enrolment	26	--

It reveals the enrolment trend to be satisfactory.

Contd.....

3) Management of Physical Facilities:-

The Management of Physical Facilities in these ten Centres studied can be analysed as follows:-

1) Accommodation:-

They are located in:-

i) Community Centre	2	20.0%
ii) School	1	10.0%
iii) Religious Places	2	20.0%
iv) Local Leaders' Houses	2	20.0%
v) Instructors House	3	30.0%

2) Seating Arrangements:-

They have:

i) Cement Floor	4	40.0%
ii) Kacha Floor	6	60.0%

3) Teaching-Learning Materials:-

They have the following Materials:-

- i) Black Boards,
- ii) Chalk Pieces
- iii) Text Books
- iv) Slates
- v) Teacher Guides

4) Lighting Arrangements: -

Out of the 10 Centres studied: -

6 have Electricity;

3 have Lanterns and

1 (one) has Petromax Light.

5) Water Supply:-

Out of the 10 Non-Formal Education: -

Centres studied 6 are having water supply facilities i.e. 60% of Centres have this facility.

6) Toilet Facilities:-

Out of 10 Centres 3 have toilet facilities.

4) Management of Personnel:

Management of Personnel can be described as follows:-

1) Instructors:-

There are ten instructors working in these Centres. Their classification is given below:-

I. Educational Qualifications:

1. Under Matriculates	2
2. Matriculate and Intermediate.	7
3. Graduates and Above	1

Conti.....

II) Sex:-

1) Males	9
2) Females	1

III) Community:-

i) Scheduled Castes	NIL
ii) Scheduled Tribes	NIL
iii) Other Castes	10

IV) Residence:-

i) In the same Village/Town	9
ii) Out-side the Village/Town	1

V) Experience:-

i) Less than one year	1
ii) More than one year	2
iii) More than two years	7

2) Supervision:—

In the Pullicherla Block, there is one Supervisor for supervising the Centres.

In addition, the Departmental Officers like the District Educational Officers, Regional Joint Director of School, ^{Education} and the Joint Director, Non-Formal Education visit and supervise the centres.

Contd.....

3) Community Participations:-

The following category of Community Members were stated to be supportive:-

1) Local Leaders	80%
2) Social Workers	70%
3) Village Level Workers	60%
4) Formal School Teachers	70%
5) Adult Education Teachers	30%

4) Co-ordination and Linkage:-

Definitely there is close co-ordination linkage with the Formal System of Education i.e., the Directorate of School Education at the State Level and the District Educational Administration at the District level.

5) Financial Management:-

The Survey Schedule - XIV for the Voluntary Organization indicated that the funds were released for 1981-82 and 1982-83. For the rest of the two years it was not indicated that the funds were received.

Contd.....

B. Appraisal:—

The appraisal of the role of the Voluntary Organisation may be given in the following manner:—

- 1) The locational pattern, the enrolment, management of physical facilities and personnel may be considered to be satisfactory.
- 2) The Managerial and Supervisory set-up is adequate and effective.
- 3) Its financial position has to be improved by releasing the funds on time.

3.11 FINANCIAL MANAGEMENT:—

Finances are a must for any type of developmental scheme. Providing necessary financial means is an implicit aspect of the Planning System. It is also equally important that the sanctioned finances are properly managed and utilised. Hence an Evaluative

Study of Financial Management in respect of Non-Formal Education Scheme is rightly included in the Design of the Study.

The Finances of Non-Formal Education are shared on 50 - 50 per cent basis by the Centre and the States, though it is a Centrally - Sponsored Scheme, in the nine educationally backward States, in case of girls' centres, it is 90-10 percent and for Voluntary organisations 100%.

3.11.1 Financial Allowances

This aspect of Financial Management is studied here in terms of Process, Pattern, adequacy and Utilization.

a) Process:-

Financial allocations are made initially in the Five Year Plan Draft proposals and in the year-wise Plan. Proposals in accordance with the National and State policies. The Director of School Education prepares these plans and submits to the State Planning Department through the Education Secretariate.

Non-Formal Education being a part of Primary Education, the allocation required for the Non-Formal Education are included under it in the allocations of School Education.

When they are approved they are included in the Budget Proposals of the State. When the State Legislature discusses and approves them, the Government communicates them to the respective Departments. The Department of Education in turn, communicates them to the Director of School Education.

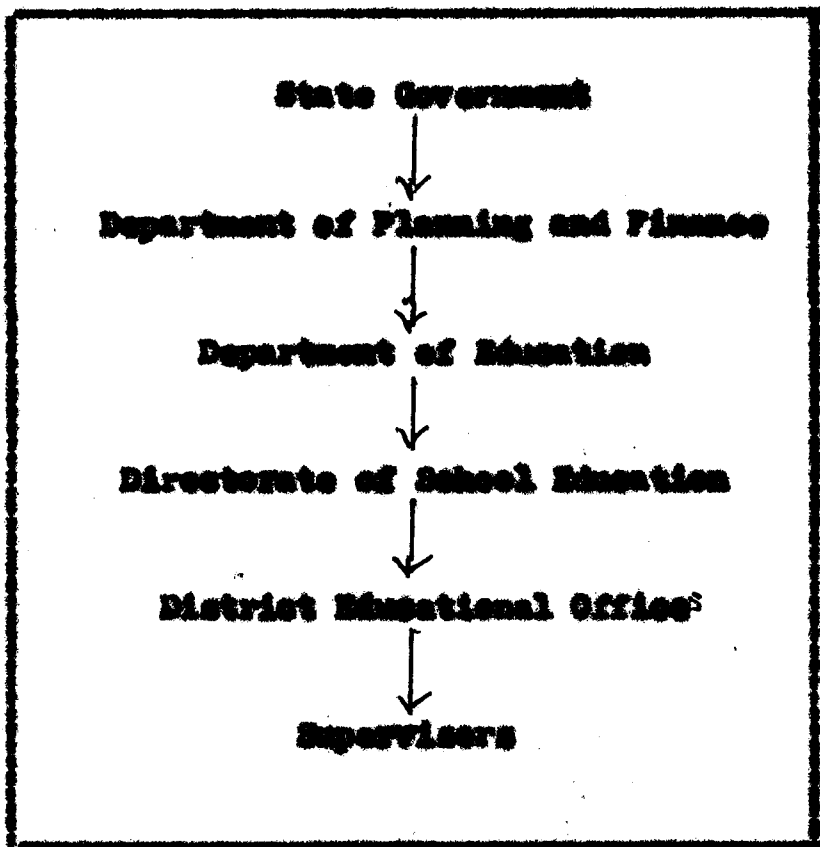
The Director of School Education will issue Proceedings to all the District Educational Officers to be drawn and utilized.

The District Educational Officers will draw the funds and disburse to the respective Supervisors working in the Blocks in the form of material or finance to be distributed or disbursed to the concerned Instructors.

Conti.....

b) Pattern:-

The Financial Management in respect of Non-Formal Education is shown in Figure 3.6 below.



**FIGURE 3.6
FINANCIAL MANAGEMENT OF NON-FORMAL EDUCATION
PROGRAMME.**

Contd.....

c) Adequacy:-

The management of Finances at the State Level may be considered to be satisfactory. At the District Level, it needs to be strengthened by creating the Post of an Accounts Officer in each of the District.

d) Utilization:-

Monthly, Quarterly and Annual Expenditure statements are regularly sent to the Planning Section of the Directorate Office.

Table J.40, on page 312, shows Allocations and Expenditures for Non-Formal Education from 1980-81 to 1984-85 under Plan in Andhra Pradesh.

Table J.41, on page 313, shows the Financial Aspects under Plan in the 4 selected Blocks of the two Districts studied.

Contd.....

TABLE 3.40

ALLOCATIONS AND EXPENDITURES FOR NON-FORMAL EDUCATION

Year	Allocation (in lakhs)	Expenditure (in lakhs)	Percentage
1980-81	203.26	187.72	92.35
1981-82	131.02	132.68	101.25
1982-83	137.26	101.30	73.80
1983-84	207.27	176.50	85.17
1984-85	353.45	236.38	67.05

(* Source: TABLE 0.1 in Tabulation Plan for State Level).

Contd.....

TABLE 3.41

FINANCIAL ASPECTS UNDER PLAN IN THE 4 SELECTED
BLOCKS OF THE TWO DISTRICTS STUDIED.*

Year	Sanction b	Expenditure b	Percentage Col.3/Col.2
------	---------------	------------------	---------------------------

(Developed District)

Developed Block

1980-81	---	---	---
1981-82	---	---	---
1982-83	3,875	3,594	91.72
1983-84	92,634	92,631	99.99
1984-85	94,375	94,499	99.92

Under-Developed Block

1980-81	---	---	---
1981-82	---	---	---
1982-83	3,060	3,035	99.04
1983-84	93,070	93,067	100.00
1984-85	93,370	93,367	100.00

Contd.....

Year	Sanction ₹	Expenditure ₹	Percentage Col.1/Col.2
-------------	-----------------------	--------------------------	-----------------------------------

**(Under-Developed District)
Developed Block**

1980-81	80,073	75,937	94.83
1981-82	97,800	96,118	98.18
1982-83	97,800	76,694	78.40
1983-84	1,14,900	1,14,823	99.83
1984-85	1,09,620	1,06,978	97.60

Under-Developed Block

1980-81	80,321	80,321	100.00
1981-82	82,627	86,629	104.84
1982-83	62,698	62,698	100.00
1983-84	94,132	94,132	100.00
1984-85	92,270	92,270	100.00

Contd.,.....

: 315 :

Year	Sanction	Expenditure	Percentage Col.3/Col.2
	\$	\$	
Total of both Developed and under-developed.			
1980-81	1,80,394	1,56,238	87.42
1981-82	1,80,487	1,82,747	101.82
1982-83	1,67,438	1,45,981	87.29
1983-84	3,94,739	3,94,673	99.98
1984-85	3,91,735	3,91,735	99.33

(* Source: Table E.1 - Financial Aspects
under Tabulation Plan for
Risk level).

Contd.....

3.11.2 Accounts and Audit System

The Accounts and Audit Systems existing in Andhra Pradesh are described below:-

A. Account System:-

1) In the Directorate of School Education there is the Chief Accounts Officer duly assisted by two Accounts Officers and 7 Sections. Whenever Director/Joint Director goes on Inspection to any of the District Educational Officers' offices one Accounts Officer and two Assistants accompany him for checking the Accounts at the State Level. In addition to the above checking the Accounts Officer assisted by his staff will be checking the Accounts of District Officers/Controlling authorities in detail periodically.

ii) At the District Level the District Educational Officers' Offices have one Gazetted Administration Officer in each District who take care of the Accounts. These Gazetted ^{Administrative} Accounts Officers are duly assisted by a Superintendent and one or two ministerial staff members in-charge of Accounts.

B) Audit System

1) The Accountant General, Andhra Pradesh, through his out-side Audit Department (O.A.D) audits the Accounts of State and District Offices wherever Public Finances are involved & on a random basis as post audit.

2) At the Directorate level there is a full-fledged audit wing of Auditors who are headed by a senior Auditor.

3) In most of the District Educational Officers' Offices one or more Auditors are working to assist the District Educational Officer in auditing.

3.11.3 Financial Powers

The Budget will be released by the Directorate to all the District Units under various heads of Accounts. In his turn, the District Officer allocates the finances required by the Block Level

Contd.....

Departmental Officers. The contingent bills and T.A. expenses will be countersigned by the District Officer, while the salary bills are presented to the Treasury directly.

3.12 REVIEW;

Chapter 3.9 was intended to describe the existing system according to the Field Survey reports and to appraise the same in respect of:

- 1. Locational Pattern of Non-Formal Education Centres;**
- 2. Trend and Pattern of Enrolment;**
- 3. Management of Physical Resources;**
- 4. Management of Personnel;**
- 5. Administration, Direction and Supervision;**
- 6. Coordination and Linkage;**
- 7. Planning, Information and Monitoring system;**
- 8. Community participation;**
- 9. Academic Resource Support;**
- 10. Role of Voluntary Organisations and**
- 11. Financial Management.**

It has been attempted to appraise and appraise the above facets of the existing system on the basis of the data collected from different levels as objectively and sincerely as possible.



CHAPTER 4.0

GENERAL ASSESSMENT AND IMPACT OF THE PROGRAMME

4.1 INNOVATIONS IN OPERATIONAL STRATEGIES AND MODELS:

Whenever any new scheme in any field is launched for over a certain period novel innovations in operational strategies and functional models are developed. Similarly there is scope to develop either operational strategies or functional models in the field of Non-Formal Education also in any of the nine educationally backward States.

Hereunder, it is attempted to describe briefly the innovations in operational strategies and models developed in the field of Non-Formal Education in the State of Andhra Pradesh.

Contd.....

4.1.1 Development of Curricula and Syllabi

One of the chief innovations in the field of Non-Formal Education is the development of Curricula and Syllabi for the Primary Level of Non-Formal Education. In this noteworthy effort of innovation of curricular development, the Curricula and Syllabi, meant for five year period in the case of Formal Primary Schools was strategically reduced to be covered in two years duration in Non-Formal Education Centres.

4.1.2 Development of Text Books

Another innovation in operational model relates to the development of Text Books based on the Curricula and Syllabi developed. Text Books have been developed for Stages I to IV of Phase-I, as detailed in Table 4.1, on page 101.

4.1.3 Development of Visit Reports

A Visit Report has been developed and supplied to them to be made use of during their visits

TABLE 4.1

DETAILS OF TEXT BOOKS DEVELOPED IN ANHIRA PRASHN FOR PRIMARY LEVEL OF NON-FORMAL EDUCATION.

Sl. No.	Stage	Text Books Developed
A. Student Models		
1. I		1. Telugu Reader I for Urban Children 2. Telugu Reader-I for Rural Children 3. Telugu Reader-I for Tribal Children
2. II, III and V		1. Telugu Readers II, III & IV 2. Arithmetic Readers II, III, and IV. 3. Problem Areas II, III, and IV
B. Teachers Models:		
3. I to IV		1. Telugu Readers I for Urban, Rural and Tribal Children. 2. Arithmetic I to IV 3. Problem Areas II to IV

to record their observations objectively.

Table 4.2, on page 323, gives the prescribed Visit Report proforma for the Supervisor.

4.1.4 Development of Half-Yearly Evaluation Proforma for Supervisors

A Half-Yearly Evaluation proforma for Supervisors was developed and supplied to them to be used during Half-yearly Supervision. The same is given in Table 4.3.

4.1.5 Operational Innovations, changes from National guide lines/criteria/norms

The Operational Innovations, changes from National/Norms are indicated in Table 4.4.

Contd.,.....

TABLE 4.2

THE VISIT REPORT PROFORMA FOR THE SUPERVISORS

Name of the Non-Formal Education Centre:

Date and time of visit

Name of the supervisor

(a) Stage-wise Strength and attendance of No. of students

Stage 1 2 3 4

(b) Review of Teaching Works- (with reference to a stage and unit)

(1) Name of Teachers:

(2) Stage _____ Unit _____ Sub-Unit _____

(3) Instructor's interest in the scheme

(4) Opinion at the level of students

(c) Records and registers

(1) Students attendance registers Complete/Incomplete

(2) Students progress registers Complete/Incomplete

(3) Admission Register Complete/Incomplete

(4) Statement of account

(5) Stock register

(6) Monthly progress reports

(7) Students progress Evaluation

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- (4) Suggestions**
- (1) On Attendance**
- (2) On Studies**
- (3) Others**
- (e) Any other notable things**

**Supervisor
Non-Formal Education**

This should be submitted by the Supervisor after visiting the centre to the D.E.O. with copy to the Joint Director (Non-formal Education), O/O the Director of School Education, Hyderabad-500 004.

Contd.....

TABLE 4.3

A HALF YEARLY EVALUATION PROFORMA
(for Supervisors)

1. NON-FORMAL EDUCATION CENTRE
Block
Dist
2. Date of Evaluation
3. Designation and name of
Evaluating Officers
4. Date of Establishment of the Centre
5. Name of the Centre instructor and
his/her main profession/occupation
6. Place of the Centre
7. Timings of the Centre
8. Proximity to learners

9. No. of stages	Boys	Girls	Total
1			
2			
3			
4			

Contd.....

10. Date for months since last evaluation

Month	No. of stages	Working days of the Centre	Attendance
	1		
	2		
	3		
	4		

11. Achievement Report

Results at last Evaluation

Stage I	Stage II	Stage III	Stage IV
B G T	B G T	B G T	B G T

Particulars of Stage-wise

Progress at present

Stage II	Stage III	Stage IV
B G T	B G T	B G T

Instructions: Note in the statement of stage wise progress the number promoted to the next higher stage.

Contd.....

12. Indicate No. of students expected to complete each stage.

	Boys	Girls	Total
1			
2			
3			
4			

13. Position of material at the Centres

(a) Text books.....Available/Non-available
Date of receipt

(b) slate & slate pencils

(c) Note Books

(d) Syllabus and curriculum.....
received/not received

(e) Any other material.....received

(If any material is not available then give details of material and where-from..... (name of institution/agency) they are to be received

14. Follow up on the report of the last Evaluation

No. Inspection	Date of	Name and Designation of Inspecting Officer	Inspection report main points	Action taken

15. Difficulties in running the centre

**Suggestion to overcome
these difficulties**

1.

2.

16. Details of Public Co-operation.....

**17. General remarks of Supervisor with reference
to Check list A & B**

Signature of Supervisor

**This alongwith the two check lists should be
submitted to the District Educational Officer
of the District with copy to the Joint Director
(Non-formal Education) O|O Director of School
Education, Hyderabad - 500 004.**

Enclosure: A Check list.

TABLE 4.4

OPERATIONAL INNOVATIONS CHANGES FROM NATIONAL NORMS.*

Sl. No. National Norm	As operated in the State	Reasons for change if any	Suggestions/Opinions
1. A Full-time officer of Joint Directors Centre in the State Directorate.	A Joint Director is in-charge of the programme	---	It is better if the post is elevated to that of Additional Director.
2. Teacher cost Primary Level Centre for 25 Children at Rs.100/- per month.	Instructor's salary is Rs.100/- and strength in the Centre is 25.	<i>Remuneration is inadequate.</i>	Remuneration to Instructor may be raised to Rs.400/-.
3. Contingent expenses at Rs.350/- per Centre per annum.	Rs.350/- per centre per annum	Inadequate	May be raised to Rs.600/- per centre per annum

Contd.....

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Sl. No. National Norm	As operated in the State	Reasons for change if any	Suggestions/Opinions
4. Teaching Material at Rs.3/- per-pupil.	Rs.3/- per pupil	Inadequate	May be raised to Rs.3/- per pupil.
5. Equipment at Rs.250/- per - Centre for a minimum period of 3 years.	Rs.250/- per Centre for 3 years.	Inadequate	May be raised to Rs.300/- per centre
6. Pattern of Central Assistance 50:50 basis	50:50 basis but 90:10 in the case of Girls Centres	---	Rate of Centre-State may be 2:1 and 100% Central assistance in the case of Girls Centre.

(*Source: Table 07 of Tabulation plan for Schedules X, XI and XII.

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4.2 GENERAL ASSESSMENT AND IMPACT OF THE PROGRAMME

After appraisal of the existing system of Non-Formal Education is made, it will be relevant to consider its general assessment of the Programme forthwith. Thereafter the general impact of the Programme may be critically commented upon.

4.2.1 General Assessment of the Non-Formal Education Programme

Non-Formal Education Programme has been a Centrally sponsored Scheme, introduced in the nine educationally backward States, which include Andhra Pradesh also, during the VI Five Year Plan Period as an alternative strategy to the Formal System of Education, with a view to quickening the attainment of the National Goal of Universalisation of Primary Education covering the children of the age-group of 9-14 years, that were non-school going by being either drop-outs from the Formal Schools or the non-enrolled.

It is, therefore, imperative to make its general assessment in the context of the degree of

Contd.....

approach made towards the attainment of this goal. This assessment can be further analysed as (a) General Assessment and (b) Specific Assessment in the light of the factual evidences, collected by the Field Survey.

(a) General Assessment:

The Scheme of Non-Formal Education was in operation in the State during the last five years. The Study reveals the following facts, which have been assessed one after another below:-

Fact 1) The Non-Formal Education programme was limited to the Primary level only. No where the Middle level Centres have been started.

Assessment 1) This reveals that only the age-group of 9-11 years was covered and the age-group of 11-14 years which was left over untouched. Some of the Learners in the Primary Level Centres belong to the Age-group of 11-14.

Contd.....

Fact ii) Though the Scheme was in operation for over five years, not even a single learner had come out successfully from Phase-I of the Programme.

Assessment ii) This shows that the goal of Universalisation of Primary Education even at the Primary Level remained unattained.

Fact iii) By 1964-65, the number of Non-Formal Education Centres existing was 27,790 in 279 Blocks/Urban Ranges of the 23 Districts. They belong to the Primary Level only.

Assessment iii) This tells that though all the Districts in the State have been covered by the Programme some more Blocks/Ranges, many more village/teams were left uncovered, even with the Phase I of Non-Formal Education.

Fact iv) Enrolment in 1964-65 in the Non-Formal Education Centres in the State was 4,43,651.

Contd.....

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Assessment iv) It is not clear when these learners will be completing the Phase-I, successfully and enter Phase II and complete it, to be able to estimate the extent of attainment of the goal of Universalization.

It is also not clear in all the villages/towns how many more are left over from among the drop-outs and the Never-attending, so as to estimate the time efforts needed to bring them under the umbrella of Non-Formal Education. The fact that the Phase-II of Non-Formal Education was not started in the State might be ^{dis}encouraging many of the Phase I children to drop-out in the middle.

The general assessment to be drawn from the above may be as follows:-

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THE NON-FORMAL EDUCATION PROGRAMME IN THE STATE HAS ONLY TOUCHED THE FRINGES OF THE PROBLEM. IT HAS YET TO INTENSIFY ITS EFFORTS TO BE ABLE TO HELP FOR THE ATTAINMENT OF THE GOAL OF UNIVERSALISATION AT LEAST BY 1990.

b) Specific Assessments

The following are some of the points worth considering under specific assessment of the Non-Formal Education Programme:

- i) All the 25 Districts in the State have been covered by the Programme.**
- ii) Out of the 364 Blocks/Ranges, 279 have been covered.**
- iii) Round about 17,790 villages/urban areas were covered by the Scheme. Still many more villages and urban areas are left over uncovered.**
- iv) Out of large number of the drop-outs and never-attending children in the age-group**

Contd.....

of 9-14 years 4,45,831 were enrolled in the Non-Formal Education Centres by 1984-85.

It means that they would have remained as the ~~non~~^{non} enrolled, if the Non-Formal Education Programme was not introduced in the State.

Setting aside the Goal of Universalisation of Primary Education for a while, it can be considered as a positive achievement that many of them would have become literates to some extent even if they fail to complete the Primary and Upper Primary Levels of Education satisfactorily.

THE OVERALL SPECIFIC ASSESSMENT OF THE NON-FORMAL EDUCATION PROGRAMME IN THE STATE OF ANDHRA PRADESH MAY BE STATED AS FOLLOWS:-

IT GOES TO THE CREDIT OF NON-FORMAL EDUCATION PROGRAMME TO BRING OVER 4.45 LAKHS OF CHILDREN INTO ITS FOLD. CONTRARILY THEY WOULD ALL HAVE REMAINED AS THE NON-ENROLLED IN THE AGE-GROUP OF 9-14 YEARS. ANOTHER CREDIT WORTHY POINT IS THAT THE SCHOLAR HAD

Contd.....

ENROLLED OVER 1.64 LAKHS GIRLS IN ALL THE CENTRES INCLUDING THE 1,112 CENTRES OPENED EXCLUSIVELY FOR GIRLS.

4.2.2 Impact of the Programme

The impact of the Programme may be described as follows:-

- i) Many of Public, including most of the educated are seem to be not aware of the Non-Formal Education Programme for want of proper publicity through the mass media. The use of the word ANIKARA YANA for Non-formal Education in Telugu is making it difficult for many to comprehend the Scheme.**

- ii) Even in the places where the Non-Formal Education Centres are functioning all people are not quite aware of the Scheme fully. Some of the community leaders of these places are only aware of this.**

Contd.....

- iii) Even in those places, where the Non-Formal Education Centres are working, all the non-enrolled children are not in the know of the scheme.**

- iv) As there are no Advisory Committee at the State, District, Block or local levels, the community involvement in the programme is little. Only in a few places, where there are contacts with the local community, there is community participation to some extent.**

- v) There is no monetary incentive motivation to the learners. Hence their retention in the Centres is less causing wastage. For want of this many parents seem to withdraw their children early from the Centres even before they complete Phase - I.**

- vi) The remuneration of Rs.100/- being paid to the Instructors seems to be meagre to retain them in their posts. They are**

Contd.....

withdrawing from the Centres as soon as they get posts on attractive salaries. This causes hardship in appointing fresh Instructors, providing the necessary training and placing them in respective places.

vii) For want of special administrative machinery for the Non-Formal Education Programme, the District Educational Officers feel to be overburdened, as they have already heavy work-load on hand.

viii) Even the State Level, the administrative machinery in the Directorate and in the S.G.E.R.T. is insufficient to be able to successfully implement the Programme. The Joint Director, Non-Formal Education is also given many other subjects to deal besides Non-formal Education, overburdening him.

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TABLE 4.5

GENERAL ASSESSMENT AND IMPACT OF NON-FORMAL EDUCATION PROGRAMS BY DIFFERENT TYPES OF RESPONDENTS FROM THE FORTY STATE NON-FORMAL EDUCATION CENTERS.*

S.No.	Type of Respondents	Category	Sub-Category	Number	Percentage
A.	Instructors	1. Usefulness of Non-Formal Education Programs.	1) Useful to poor children who work in day time to become literate.	39	97.5
			11) Useful to solve simple problems of daily life	1	2.5
		2. Shortcomings of Non-Formal Education Programs	1) Lack of community support	28	70.0
			2) Inadequate irrelevant Teaching Learning Material	27	67.5

Contd.....

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S.No.	Type of Respondents	Category	Sub-Category	Number	Percentage	
			3) Delay in getting remuneration	33	82.5	
			4) Indifferent attitude of project officer/supervisor	25	37.5	
			5) Lecturers not interested in Learning	22	35.0	
			6) Complaints mostly towards Education	26	65.00	
			7) Unconvenient timings of classes	24	35.0	
B. Supervisors	Level of satisfaction with facilities provided.	1) Accommodation	a) None what satisfied	3	75.0	
			b) Satisfied	1	25.0	
			2) Teaching Aids	: Satisfied	4	100.0

Contd.....

S.No.	Type of Inquiries	Category	Sub-Category	Number	Percentage
			3. Lighting -		
			How well sunlight utilized.	4	100.0
			4. Adequacy of Text Books		
			a) Utilized	3	75.0
			b) How well utilized	1	25.0
			5. Teacher guides (Adequacy)		
			a) Utilized	3	75.0
			b) How well utilized	1	25.0
C. Knowledgeable persons		2) Awareness of N.F.E. Programs	a) Yes	104	97.0
			b) No	3	3.0

Contd.....

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S.No.	Type of Response	Category	Sub-Category	Number	Percentage
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2)	Source of knowledge about NVE Programs		a) Mass Media	39	20.2
			b) Government official	25	13.4
			c) Member of the local body	20	10.5
			d) School Teacher	22	11.5
			e) Instructor N.J.E	62	31.9
			f) Friends/relatives	19	9.8
			g) Any other	6	3.2
3)	General perception about NVE Programs		a) Useful for poor working children	85	42.5
			b) Useful if implemented properly	87	43.5
			c) Useful ^{needs} more physical facilities	5	2.5

Contd.....

S.No.	Type of Requirements	Category	Sub-Category	Number	Percentage
			d) Not satisfactory	5	2.5
			e) No perception	18	9.0
		4) Community partici- pation.	a) Appointing village committees	32	16.0
			b) Participation of local persons	32	16.0
			c) Community partici- pation is necessary	64	32.0

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S.No.	Type of Ingen- dents	Category	Sub-Category	Number	Percentage
		5) Resource Rehabilitation	a) Villages contribu- tion in the form of Money and Material	9	4.5
			b) Government should provide more funds	68	34.0

(Sources: Tables 2.27; 2.29; 3.7; 3.22; 3.27; 7.2; 7.4; 7.5; and 7.6 of Rehabilitation plans).

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The above Table (i.e. Table 4.5) reveals the following aspects of assessment of the Non-Formal Education Programme:

S.No. Respondents	Aspect	Opinion	Percentage
1) Instructors	1) Usefulness of NFE	Useful to children who work in day time	97.5
	2) Shortcomings	a) Delay in getting remuneration	82.5
		b) Lack of community support	70.0
		c) Guardians/ Parents apathy	65.0
2) Supervisors	1) Level of satisfaction	a) Lighting - Sons who satisfied	100.0
		b) Teaching Aids - Satisfied	100.0
		c) Accommodation : 1) Satisfied	70.0

Cont.....

S.No. Respondents	Aspect	Opinion	Percentage
3) Knowledgeable Persons	1) Awareness of Non-Formal Education	Positive	97.0
	2) Source of knowledge about N.F.E.	Instructor	31.0
	3) General perception about N.F.E.	Need of implementation properly	43.5
	4) Community participation	Community participation is necessary	30.5

Cont.....

4.3 REVIEW:

Chapter IV was designed to deal with General Assessment and Impact of the Non-Formal Education Programs in the State.

Initially the innovations in operational Strategies and models were discussed. These included Development of Curricula and Syllabi, Development of Text Books, Development of Visit Report and Half-Yearly Evaluation programs for Supervisors. Next the operational innovations/changes from the National Norms were presented in a Tabular Form.

The General Assessment and Impact of the programs have been presented. Lastly the General Assessment and Impact of the Non-Formal Education Programs as assessed by different types of Respondents was given in a Tabular Form.

CHAPTER 3.0

MAJOR FINDINGS AND SUGGESTIONS

3.1 CONCEPTUAL FRAMEWORK:

Before considering the Major Findings and the Suggestions, it will be appropriate to discuss the Conceptual Framework of this Evaluation Study of Non-Formal Education, which was in operation for over five years in all the nine educationally backward States.

3.1.1 Need for the Study:

The need for making a Comprehensive Evaluation Study of the Scheme of Non-Formal Education was felt by the Union Ministry of Education, when the VI Five Year Plan was coming to a close, in order to review the factual situation and impact

of the Programme so that it could be undertaken in a big way in the VII Five Year Plan Period, if its Evaluation is to be found positive.

5.1.2 Agencies of the Study:

The Ministry desired that the National Institute of Educational Planning and Administration, New Delhi, should undertake the Study of Administrative Aspects of the Programme and the National Council of Educational Research and Training, the Academic Aspects.

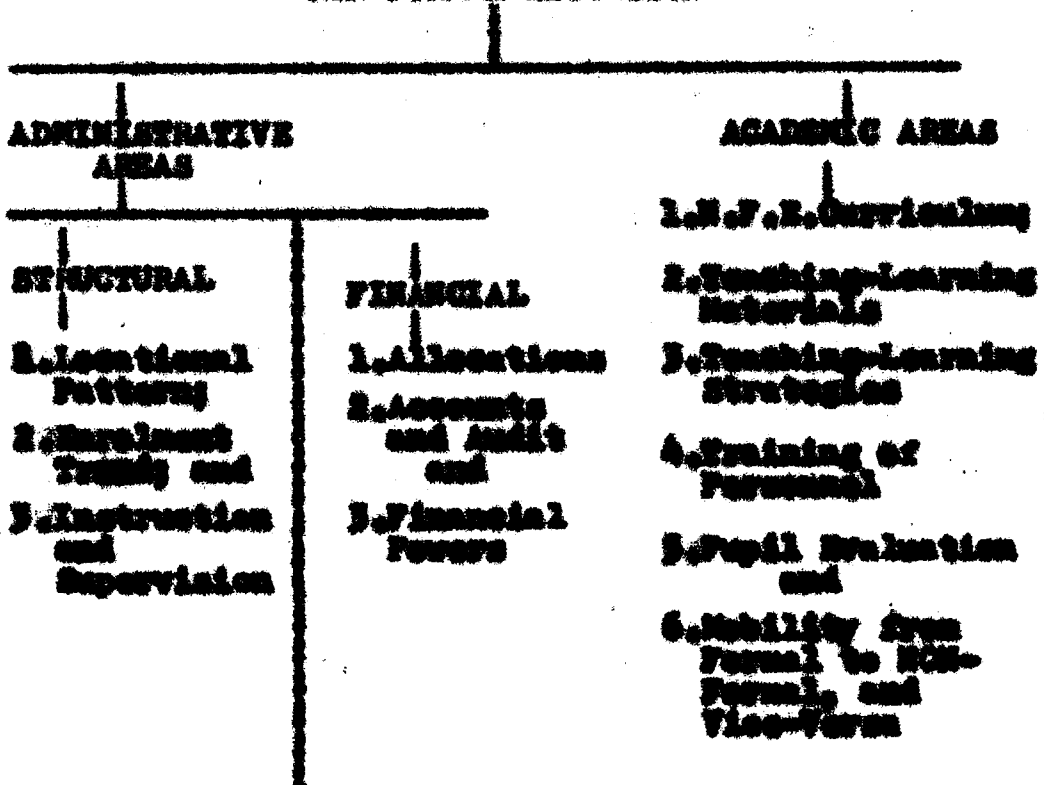
5.1.3 Areas of Coverage by the Evaluation Study:

As this was being undertaken as a Comprehensive Evaluation Study, all aspects related with the Non-Formal Education Programme came under its purview as shown in Figure 5.1 on page 302.

5.1.4 Methodology of the Study:

The methodology adopted for the Study has been different for the Administrative and Academic Areas.

**AREAS OF EVALUATION STUDY OF
NON-FORMAL EDUCATION**



ADMINISTRATIVE

- 1. Physical Facilities;**
- 2. Personnel Management;**
- 3. Administration;**
- 4. Planning, Information and Monitoring;**
- 5. Community Participation**
- 6. Academic Resource Support, and**
- 7. Voluntary Organisation**

FIGURE 3.1

AREAS OF COVERAGE BY THE EVALUATION STUDY*

(*Source: Design for Evaluation Study,
[Unreadable text])

a) Administrative Areas

The Survey type of Research has been adopted for Evaluating the Administrative Areas.

The methods included have been:-

- i) Field Survey;**
- ii) Observations;**
- iii) Case Study, and**
- iv) Interviewing.**

b) Academic Areas

For the Study of Academic Areas the following Methods have been used:-

- i) Documentary Study;**
- ii) Rational Evaluation; and**
- iii) Empirical Evaluation.**

3.1.5 Tools of Data-Collection:

For the Evaluation of Administrative Aspects, the following tools have been used:

- i) Survey Schedules - I to XIV**
- ii) Interview Schedules; and**
- iii) Case Study Program**

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5.1.6 Consolidation, Tabulation, Analysis and Interpretations

The data gathered has been duly consolidated and Tabulated in the Consolidation Registers and Tabulation Plans developed by the NIEPA.

The data has been properly analysed and used for interpreting and appraising the administrative aspects of the Study.

5.2 ACADEMIC ASPECTS:

The Comprehensive Evaluation Study of Non-Formal Education Programme has been undertaken by the National Council of Educational Research and Training, New Delhi. The Project Co-ordinator and his staff in the State are responsible for the Study. It is under quick progress. The Study may be completed in a few more months. The Report will be presented to National Council of Educational Research and Training, as soon as it is completed.

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5.3 STRUCTURAL ASPECTS:

The Major Findings and Suggestions of the Structural Aspects are given below. These are given under three sub-headings:-

- A) Major Findings;**
- B) Suggestions by the Respondents;**
and
- C) General Suggestions.**

5.3.1 Locational Pattern of the Non-Formal Education Centres :

A) Major Findings

- 1. All 23 Districts in the State have been covered by the Non-Formal Education Programme.**
- 2. The Coverage of Blocks/Ranges has been 279 out of 364 i.e. 76.6% by 1984-85.**
- 3. The Non-Formal Education Centres by 1984-85 have been 17,790 run by the Government and Voluntary Organisations.**

Contd.....

- 4. The Middle level ^h courses have not been started.**
- 5. In each District 44 Girls Centres were opened at the rate of 15 in two Blocks and in 14 in one Block**
- 6. In each Block 60 villages have been covered by Non-Formal Education Programme and the balance have yet to be covered.**
- 7. In villages out of the 60 State Non-Formal Education Centres studied the locational pattern was based on learners convenience i.e. 67.5%.**

B) Suggestions by the Respondents

- 1. 72% of knowledgeable persons have stated that the Non-Formal Education Centres have been located in suitable places.**
- 2. 12% of them suggested that the Centres should be located in Public Places.**

Contd.....

**3. 4.2% of them suggested that the Non-
Formal Education Centres should be
located in the Centre of the village.**

(c) General Suggestions:

- 1. All the Blocks/Urban Ranges that are
not brought under Non-Formal Education
Programme have to be covered as early
as possible.**
- 2. Wherever there is demand for separate
Girls Centres or Centres for Scheduled
Castes and Scheduled Tribes, they should
be opened.**
- 3. The villages/habitations that have not
been covered in the VI Plan Period should
be covered during the VII Plan Period.**
- 4. In villages where centres are functioning
where drop-outs and non enrolled are more
than 25 a few more centres should be
opened.**
- 5. Middle level courses should be commenced
through-out the State immediately.**

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3.3.2 Enrolment Trend and Patterns

A) Major Findings:

1) The Enrolment Ratios for the year 1984-85 at Primary and Upper Primary Levels are 98% and 82% respectively in Andhra Pradesh.

2) The State-wide Enrolment in 17,790 Non-Formal Education Centres during 1984-85 was 4,43,851 i.e. 99.8% of the expected Enrolment.

3) The Total Enrolment of girls was 1,64,063. The percentage of girls enrolment to Total was 37%.

4) The Enrolments of Scheduled Cast^e and Scheduled Tribe Children during the year were 1,02,649 and 48,932 respectively. The enrolments of Scheduled Cast^e and Scheduled Tribe girls were 14,843 and 8,049 respectively.

5) The average enrolment per centre in the 50 centres studied is more than 25, the norm fixed for each centre, the range being 24 to 36.

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6) The attendance at the 49 State Non-Formal Education Centres studied was reported to be more than 75% on the day of the visits of the Field Bus Investigators.

7) 70.8% have come into the attendance group of more than 200 days for the year 1984-85.

8) The dropout rates at the State Level of Formal Schools were 65.3% for the Total enrolment and 66.6% for girls.

9) The Dropout rates ranged from 11.3% to 15.7% in the case of 49 State Centres studied.

10) No single student came out successfully completing phase I. In certain Blocks Learners have not come to Stage I^{I} XV at all. Out of the 908 Learners in 37 Centres for which data were available, 38 learners were found to be in stage IV i.e. 4.2% The stagnation is very high.

Contd.....

11) 72% of the enrolled children belong to low income group as their annual income was Rs.6,000/- and less.

12) 79% of the enrolled have illiterate parents.

13) 70% of the Non-enrolled children belong to the low income group.

14) 14% of the non attending children have illiterate parents and 51.5% have at least one literate in the family.

B) Suggestions by Respondents

1) Some of the Instructors have suggested that enrolment drives should be made effectian ^{vely} through door to door canvassing and active community involvement.

2) Some of the Instructors have suggested that the Local Primary Schools Headmasters may be required to furnish the information of the Formal School dropouts every year so that efforts could be made to enrol them in the Non-formal Centres.

Contd.....

C) General Suggestions:

1) Vigorous enrolment drives have to be carried out in each village, before starting a Non-Formal Education Centre after making the Census of the School-Going age children in the age-group of 9-14 years, who are either drop outs or the non-enrolled.

2) Attendance Scholarships may be introduced in the Non-Formal Education Centres to motivate the learners to regularly attend the Centres.

3) The Instructors should be asked to make personal contacts with the parents of the children who are absconding themselves from attending the Centres and dissuade them not to withdraw their children before completing the Phases I and II.

4) Girls, children belonging to the Scheduled Castes and Scheduled Tribes should be offered scholarships to encourage them to complete the Non-Formal Education Course fully.

5) By organizing the Evaluation Procedures strictly after each six months periods the learners should be permitted to climb-up the ladder from one stage to another stage.

6) After stage 4 comprehensive evaluation may be made, which shall be comparable to the class 5 examination, so that the successful learners may be able to join the Upper Primary Education in the Formal Schools. If they are not upto mark, bridge courses of 6 months duration may be undertaken to bring them upto the mark.

7) The active participation of the local community leaders should be sought by the Inspectors while making enrolment drives in the villages or urban areas.

8) The National Norm for enrolment in a Non-Formal Education centre may be raised from 25 to 30 with facility of supplying text books learning aids and other materials to all the 30 learners.

Contd.....

9) In villages where the enrolment is more than 45 another instructor should be considered to be appointed in the same centre with possibility of enrolling 60 learners in the same centre.

10) Wherever the stagnation is found less the instructors of these Non-Formal Education Centres may be offered some monetary reward besides their usual remuneration to motivate them to work more sincerely and honestly.

3.4 ADMINISTRATIVE ASPECTS:

The Major Findings Suggestions by Respondents and General Suggestions for this aspect of the Study are given below in details:-

3.4.1 Management of Physical Facilities

A) Major Findings:-

1) There is centralised system of distributing student models and Teacher Modules and other Teaching Learning Material.

Contd....

2) The funds allocated to the District Educational Officers are released by the Directorate who in turn makes purchases of materials and equipment and supply them to the Instructors through the Supervisors.

3) The teaching learning Materials are only provided for 25 learners in a Centre. Where-ever there is over enrolment the additional enrolled learners are not receiving them.

4) All most all the centres are recovering equipment like lanterns, trunks, Rolling Black-boards, Text Books and learning aids.

B) Suggestions by Respondents:

1) Some of the knowledgeable persons felt that the existing physical facilities are inadequate and suggested that they should be increased. (51.5%), 25.5% of them suggested proper seating arrangements should be made available.

Contd.....

2) Many of the Instructors have suggested that more aids should be supplied to the Centres (92.94).

3) In the State Level Schedule, it was suggested that the 3 yearly equipment grant of Rs.350/- should be raised to Rs.500/- in the case of Primary Level Centres and Rs.800/- for Middle level.

4) The State Schedule suggested that the contingency amount per centre may be raised from Rs.350/- to Rs.600/-.

G) General Suggestions:

1) Seating Arrangements like mats, benches may be supplied to all the Non-Formal Education Centres. In this case the cooperation of local community may be sought on 50 - 50% basis if new equipment is to be got prepared.

2) Contingency amount for a water boy and a sweeper may be granted separately. The contingency amount may be raised to Rs.800/- to meet the above expenses.

Contd.....

3) Where-over there is no Electricity, Petromax lights may be supplied to facilitate the educative process may take place more conveniently.

5.4.2 Management of Personnel:

A) Major Findings:

1) At the level of the Centre one Instructor is appointed for 25 learners. He is paid Rs.165/- per month.

2) The selection of the Instructors is made by the Supervisors and get ratified by the District Educational Officer later.

3) The Supervisors are selected appointed and placed by the District Educational Officers. They belong to the combined cadre of School Assistants and Deputy Inspector of Schools.

4) Each Supervisor ^{supervisor} 50 to 75 Non-Formal Education Centres in a Block. He has to make two

visits and 2 Inspections in a year. The Half-yearly Inspection includes comprehensive Evaluation of the pupil achievement also.

5) The Non-Formal Education Supervisors of State Government are paid according to the scale of Rs.700 - 1200 whereas those belonging to Voluntary Organizations receive a consolidated pay of Rs.600/-.

6) The Non-Formal Education Supervisors are not having separate offices, furniture and equipment.

B) Suggestions by Respondents:

1) The State Scheduled observed that the Instructors salary should be adequate to attract and retain qualified service oriented persons.

2) The Voluntary Organisation said that the salary of the Instructor should be sufficient and that grants should be released promptly.

3) Supervisors suggested that vehicle loans may be granted to them for purchasing two wheelers.

4) Some of them suggested that the training period for the Instructors should be raised ^{to} one month or more.

C) General Suggestions

1) If any village more than 40 to 50 learners are seeking admission into the Non-Formal Education Centre one more Instructor may be considered to be appointed.

2) The salary of the Instructor may be raised to Rs.300/- per month in Rural Areas and Rs.400/- for Instructors in Urban Areas.

3) For the selection of the Instructors a village committee may be formed with the Supervisor as the convener and two or four other local community members.

4) For the Supervision to be more effective, the number of Non-Formal Education Centres to be supervised may be reduced to 40.

5) Instead of having one Supervisor and one ^{Deputy} Inspector of Schools in a Block, they may be brought to make a team and each one may be expected to supervise one formal school and the Non-Formal Education Centre belonging to the same village or urban area.

6) The Non-Formal Education Supervisor should be provided a separate office Accommodation equipment etc., if the suggestion given in item 5 for forming a supervisory team at the Block level is unacceptable.

3.4.3 Administration, Direction and Supervision

A) Major Findings

1) The Administrative Machinery at the State and District levels is inadequate to cope up

with new demands of the Non-Formal Education Programme.

2) At the Block level also the Supervisory staff will be inadequate if more Centres were to ^{be} opened.

3) A single Non-Formal Education Co-ordinator is not in a position to provide academic guidance to all the Non-Formal Education Centres in the District.

4) As per State Schedule there are no Advisory or consultative committee for Non-Formal Education at any level.

B) Suggestions by Respondents:

1) The Supervisors have expressed that due to lack of conveyance facility effective supervision could not be done. (50%).

Contd.....

2) Some of the Instructors suggested that there is need for more effective and regular supervision. (47.5%).

3) The State Schedule States that separate Non-Formal Education Office may be opened at the District Level.

C) General Suggestions:

1) At the State Level a separate Directorate for Elementary Education including Non-Formal Education should be created. Alternatively the present post of Joint Director, Non-Formal Education may be up-graded to the status of Additional Director to look after Elementary Education and Non-Formal Education with separating staff of Joint Directors, Deputy Directors and Assistant Directors.

2) At the District Level a post of Deputy Educational Officer should be created to be incharge of Non-Formal Education and relieve the District Educational Officer much of the additional

burden or a separate District Non-Formal Education Office may be established,

3) In the District Educational Officers' Office Non-Formal Education Extension Centre may be started with the Non-Formal Education Coordinator as the Head and two more Assistant Lecturers as Members.

4) At the Block level the existing Inspecting Officers and supervisors may be formed as a supervisory team with the senior as the Head to supervise both Formal School and Non-Formal School Education Centres at the rate of 40 Schools and 40 Centres.

5) At the village level a Primary Educational complex to include the Primary School Non-Formal Education Centre, Adult Education Centre and Balvaty Under Head-ship of the Head of a Primary or Upper Primary School.

6) If the existing system is preferred to be continued the Non-Formal Education Centre

may include one or more Middle and Primary level Sections and experienced and well qualified may act as its head.

7) Advisory Committees may be formed at the State, District, Block and Village levels including Department Personnel and Community leaders to promote Non-Formal Education Programme in the State

5.4.4 Co-ordination and Linkage:

A) Major Findings:

1) There is neither coordination nor linkage with other systems of Education or Developmental Agencies except with the formal education system.

2) As the District Educational Officers are incharge of both Formal and Non-Formal Education, they naturally establish the coordination Linkage between them.

Contd.....

3) At the village level where-ever the Centres are located in Primary Schools, there is linkage to some extent.

B) Suggestions by Respondents:

1) According to the State Schedule School buildings are made available to the Non-Formal Education Centres where it is possible and necessary.

2) It further states that willing Primary School Teachers are appointed as Instructors.

C) General Suggestions:

1) If the suggestion (4) given under the previous sub-head 5.4.3 were to be accepted, it helps to establish meaningful Linkage with other Departments at the village level.

2) The State, District, Block and Village Advisory Committees may include officers

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from other Departments to establish better co-ordination and linkage;

3.4.3 Planning, Information and Monitoring Systems

A) Major Findings

1) The Planning and Information Sections of the Directorate are not adequate enough to cope up with the demands made by such subjects as Non-Formal Education Vocational Education etc.

2) Similarly there are no sections for monitoring the plan programmes like Non-Formal Education.

B) Suggestions from Respondents are nil.

C) General Suggestions

1) At the Directorate level a post of Joint Director cadre with two posts of Deputy Directors for 1) Information and 2) Monitoring with necessary supporting staff.

Contd.,.....

2) At the District level a Planning, Information and Monitoring wing may be opened with a Gazetted Officer to head the wing.

5.4.6 Community Participation

A) Major Findings

1) There is no community participation at any level.

2) But in some villages there is a of community involvement by way of providing accommodation or bearing the rent of the building.

3) There are no advisory committees existing at any level involving the community members.

B) Suggestions by Respondents

1) 30.2% of knowledgeable persons have expressed that Community participation is necessary.

2) Some of the Instructors have expressed that local leaders are supportive G.S.M.

C) General Suggestions

1) There is need to establish Advisory Committees on Non-Formal Education at the State, District, Block and Village Levels.

2) For equipping the Non-Formal Education Centres with benches, desks etc community support has to be sought on 50 to 90% basis.

5.4.7 Academic Resource Support:

A) Major Findings

1) At the State Level the Non-Formal Education Department in S.G.E.R.T. is extending the Academic Resource support to the Non-Formal Education Personnel.

2) It has developed curricula and Syllabi Material for Non-Formal Education

and Text Books as Student Modules and Teacher Modules in Telugu, Arithmetic and Problem Areas for all the 4 Stages. They have conducted training programmes.

3) At the District, the Non-Formal Education Coordinator and the Supervisors at the Block level provide Academic Resource Support.

6) General Suggestions:

1) The Non-Formal Education Department of the S.C.E.R.T may be further strengthened so as to re-educate the supervisors and Instructors from time to time and orient the newly appointed Instructors and Supervisors.

2) As suggested earlier A Non-Formal Education Extension wing may be developed in each of the District Educational Officer's Offices with supporting staff bringing the Coordinator under the Administrative Control of the District Educational Officer.

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5.4.8 Role of Voluntary Organisations

A) Major Findings

1) Only three Voluntary Organisations are promoting Non-Formal Education Programs in the State.

2) The Voluntary Organisation Rayala Seema Seva Samithi had received grants for two years only according to their schedule.

3) Many more organisations await for recognition and grants.

B) Suggestions of Respondents Nil

C) General Suggestions

1) As many Voluntary Organisations as possible should be encouraged to run Non-Formal Education Centres at their places.

Contd.....

2) Educated unemployed may be encouraged to establish Non-Formal Education Centres in their villages or towns providing grants in Aid on a contract basis.

3) Women Social Workers may be encouraged to run girls centres in their localities on grants in Aid basis.

5.5

FINANCIAL ASPECTS OF NON-FORMAL EDUCATION PROGRAMMES

The Major Findings, Recommendations, Suggestions, and General Suggestions of this aspect are given below:-

A) Major Findings

1) The management of the Finance at the State level is adequate.

2) At the District Level the staff provided for this aspect are inadequate.

B) Suggestions by Respondents:

NIL

C) General Suggestions:

1) Financial management of Non-Formal Education Programmes needs a second look.

2) Early release of funds should be ensured so that the Institutions may receive their salaries every month promptly in time.

3) The grants given to Voluntary Organisation should be released sufficiently in time.

4) A special unit wing for the Non-Formal Education allocations may be opened in the Director's Office.

5) The Non-Formal Education Supervision may be delegated with the drawing and disbursing

**powers for the payment of monthly salaries of
Instructor in their jurisdictions.**

5.6 RECOMMENDATIONS:

**This Fifth Chapter was solely intended
to discuss the Major Findings emanating from the
Evaluation Study of Non-Formal Education Programs
in the State of Andhra Pradesh made during 1983-84,
to present the specific suggestions given by the
respondents in respect of different aspects of
administrative areas; and to give the general
suggestions that are drawn objectively and logi-
cally out of the findings.**

**The major findings and suggestions
offered in this Chapter relate to the following
Administrative Aspects:**

- 1) Structural;**
- 2) Administrative;**
- 3) Financial and**
- 4) Voluntary Organisational.**

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CHAPTER 6.0

SIGNATURE

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6.1 PREAMBLE:

As a Prelude, the background for this Study can be offered in the following terms:

6.1.1 Backgrounds:

The Centrally-sponsored Scheme of Non-Formal Education has been in implementation since 1978-79 in the nine educationally backward States of India. It was meant for the children of the age-group of 9-14 years, who were either the drop-outs from the formal schools, or who had been the never-attending. As more than five years have lapsed since the launching of the programme, the

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Union Ministry of Education desired that the Scheme should be subjected to a Comprehensive Evaluation Study in all its relevant aspects. The National Institute of Educational Planning and Administration was required to study the Administrative Aspects thoroughly, and the National Council of Educational Research and Training was required to make an Evaluation Study of all the Academic Aspects of the Scheme.

6.1.2 Detailed Steps

Both the NIEPA and the NCERT have organised many meetings, conferences, and workshops at the National Level to develop detailed (1) Design for the Study; (2) Tools of Data-Gathering; (3) Appropriate Methodology to be adopted for the Study; (4) The Administrative Arrangements; (5) Financial Implications; (6) States' Involvement and Roles; (7) State Project Staff; (8) Allocation of Funds for the States' Project Offices, etc., In some more workshops held by NIEPA and NCERT,

Conti....

the above have been further developed and finalized after preliminary try-out. In these Workshops, the States' Project Directors and Project Officers were also involved actively.

In Andhra Pradesh, the Project Office came into existence in September, 1965.

6.1.3 Design of the Study:

Hereunder are reviewed the following aspects of the Design:-

- a) Scope of the Study;**
- b) Its Objectives;**
- c) Methodology;**
- d) Tools;**
- e) Samples**
and
- f) Collection, Compilation and Tabulation of the Data-gathered.**

Contd.....

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- a) **The Scope of the Study:** was to evaluate all the aspects of Non-Formal Education Programmes

Administrative, Academic, Structural and Financial, in their multiple facets.

- b) **Its Objectives:**

These include:

- i) appraisal of the efficiency of the Programme viz vis-à-vis its objectives;**
- ii) identification of areas of success and failure; and**
- iii) suggesting possible fresh approaches for its restructuring.**

- c) **Its Methodology:**

This was a Survey Type of Study.

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d) Its Tools

About 14 Survey Schedules have been developed. Interview Schedules were also used. Care study was undertaken.

e) The Sample

In each State, the Sample for the Field Survey was decided as follows:-

- i) Two Districts, developed and undeveloped;**
- ii) two Blocks in each District, which represent higher and lower literacy rates;**
- iii) Ten Non-Formal Education Centres to be selected on the basis of the given criteria;**
- iv) The Centre, the Instructor, the Supervisor of the Block, five learners, two drop-outs from formal schools, and two drop-outs from the Non-Formal**

Contd.....

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**Education Centres; three Primary/
Upper Primary Schools; five know-
ledgeable persons, and the village.**

**At the State Level, the Joint Director,
Non-Formal Education; some officials and know-
ledgeable persons were interviewed. In addition
the S.C.E.R.O. was also surveyed.**

**At the District Level, the District
Educational Officers of the two Districts were
the Respondents.**

**2) In Andhra Pradesh the West Godavari
District (Developed) and Adilabad District (un-
developed) were selected for the Study.**

**In West Godavari District 1) Mallajerla
Block (Higher Literacy) and 2) Nuzvid Block
(Lower Literacy) were studied.**

**In each of the above 4 Blocks 10 Non-
Formal Education Centres have been selected and**

Contd.....

studied. Besides the above 40 State Centres, 10 Non-Formal Education Centres run by the Voluntary Organisation namely the Rajula Seema Seva Sanithi in Pullicheria Block of Chittoor District have been studied.

g) Collection, Compilation and Tabulation of the Data

This involved the following steps:-

A) Collection of Data:

- 1. The Field Investigators were identified, appointed and trained.**
- 2. Each Field Investigator was allotted ^{two} Non-Formal Education Centres, which he had to visit and collect data personally from the village in the requisite manner by interviewing the concerned respondents, while being supervised by either the Project Director or Project Officer.**

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3. The filled in Schedules were collected by the Project Staff after the Field Survey.

4. The Officials and Dignitaries at the Headquarters of the State were contacted by the Project Staff and the Interview Schedules were filled in by them.

5. The S.C.R.C.F and the District Educational Officers filled in the Survey Schedules ^{and sent to the Project office.} Case Study of the Non-Formal Education Centres, one working well and another of below average type, have been studied.

B) Consolidation, Compilation and Tabulation of Data-gathered)

This involved the following steps:-

1. All the material, collected was transposed into the Consolidation

Conti.....

Registers and Tabulation Plans supplied by the NIEPA, by the Project Staff and the part-time Tabulators, appointed for the purpose.

6.2 ACADEMIC ASPECTS:

This has been undertaken exhaustively by the Project Co-Ordinator, who was trained by the NCERT and who had been working under the guidance of the NCERT. The Study is still progressing in Andhra Pradesh. He will, in time, submit the Report as soon as it is completed to the NCERT.

6.3 EVALUATION OF THE ADMINISTRATIVE ASPECTS:

Evaluation of the Administrative Aspects of the Non-Formal Education Programme in Andhra Pradesh was undertaken by the Project staff: Prof. S.Krishna Murty, Project Director, and Shri S.Sita Rama Rao, Project Officer.

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6.3.1 Areas of the Study:

The Major Areas of the Study relating to the Administrative aspects of Non-Formal Education Programs have been detailed below:-

1. Structural Aspects

Under this the following facets have been studied:

- a) The locational Pattern of Non-Formal Education Centres;**
- b) Enrolment Trend and Pattern and attendance;**
- c) Vastage and Stragulation in the Non-Formal Education Centres; and Socio-Economic Background of the enrolled and the Non-enrolled children.**

2. Administrative Aspects

Under this aspect the following facts have been studied:

- a) Management of Physical Resources;**
- b) Management of Personnel;**
- c) Administration, Direction and Supervision;**
- d) Co-ordination and Linkage with other Educational Systems and Developmental agencies;**
- e) Planning, Information and Monitoring Systems;**
- f) Community participation;**
- g) Academic Resource supports
and**
- h) Voluntary Organisation.**

Contd.....

3. Financial Aspects

Under this the following facets have been studied:

- a) Financial Allocations;
- b) Accounts and Audit;
- and
- c) Financial Future.

6.3.2 Technique of Evaluation: Presentation =

Technique of Evaluation, ^{Presentation} includes -

- 1) Presentation of the factual position of different aspects of the existing system as collected in the Survey Schedule;
- and
- 2) appraising the existing system on the basis of the percentage of responses given by different types of Respondents

Contd.....

like learners, Instructors, Supervisors knowledgeable persons, Joint Director, District Educational Officers and other Non-officials.

6.4 REPORTS OF THE EVALUATION STUDY:

The reports of the Evaluation Study are given in the following manner:-

6.4.1 Status Report on Educational Development in Andhra Pradesh:-

This has been prepared and sent to NIEPA in the last week of December, 1986.

6.4.2 Interim Report of the Evaluation Study of Non-Formal Education in Andhra Pradesh

It was duly prepared and sent to the NIEPA in the last week of March, 1986.

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6.4.3 State level Final Report on Evaluation Study of Non-Formal Education Programme in Andhra Pradesh

It was duly prepared and was taken to NIEPA to be discussed in National Works^{hop} held during 19 - 24 June, 1986.

6.5 FINAL REPORTING OF THE EVALUATION STUDY ON NON-FORMAL EDUCATION:

The Final Report was prepared on the basis of the format evolved by NIEPA for the State Level Final Reports, as follows:-

6.5.1 Background of Andhra Pradesh and its Educational Developments

In this Chapter historical background of the State, its description, demographic features, Socio-Religious aspects, Literacy situation, Educational Development, including Non-Formal Education have been reported.

Contd.....

**6.3.2 Techniques of Evaluation of Non-
Formal Education Programmes**

In this Chapter, a brief Introduction to the Centrally-Sponsored Scheme of Non-Formal Education, Implementation of the Scheme in the State, Need and Objectives, Scope and Coverage, approach and Methodology, Organization of Field work, and Difficulties and Limitations of the Study were offered.

6.3.3 Appraisal of the Existing Programmes

In Chapter 3.0, the presentation of factual position and appraisal of different Administrative aspects, as given below, were reported:-

**Structural Aspects, Administrative Aspects,
and Financial Aspects;**

**6.3.4 General Assessment and Impact
of the Programmes**

In Chapter 4.0, the following have been presented:

Innovations in operational strategies and models, and General Impact of the Programmes.

6.5.5 Major Findings and Suggestions:

In Chapter 5.9, the following have been enumerated in detail:-

Conceptual Framework, ²Structural Aspects
Administrative Aspects, and Financial Aspects.

6.5.6 Summary:

Lastly, Chapter 6.9 was prepared to offer the summary of the Study.

6.6 MAJOR FINDINGS AND SUGGESTIONS:

Hereunder are given Major Findings and important Suggestions briefly:-

6.6.1 Major Findings:

I. Administrative Aspects:

- 1) The Administrative Machinery at the State and District Level seems to be inadequate to cope up to cope up.**

Contd.....

with the increasing demands of the Non-Formal Education Programme.

- 2) There are no Advisory Committees at any level in the State for Non-Formal Education Programme.**
- 3) A single Non-Formal Education Coordinator at the District level may not be able to give much of Academic support to the Supervisors and Instructors.**
- 4) There is centralised system of Distribution of Teaching Learning Materials to the Centre.**
- 5) For supply of Equipment and other materials Budget allocation are sent to the District Educational Officers. After purchases are made, the District Educational Officer distributes them to Centres through the Supervisory Staff.**

Contd.....

- 6) Lack of transport facilities in the case of many Supervisors is handicapping their supervisory work, because, Centres are located far and wide in the Blocks.
- 7) Grants for the Rajala Soma Soma Samithi were released only ^{for} 2 years. As per their Schedule, they should have got grants for two more years.

II. Structural Aspects

- 8) Non-Formal Education Programme in the State has covered all the Districts and majority of Blocks/Ranges. About 17,790 villages/urban areas have been covered by 1984-85 at the rate of 60 to 75 Centres per Block.
- 9) Average Enrolment in Non-Formal Education Centres is upto the National Norm of 25.

Contd.....

- 10) Even if the enrolment was more than 25, the beneficiaries of Reading-learning materials at present remained to be 25.**

III. Financial Aspects:

- 11) At the State level Financial Management is adequate.**

- 12) At the District level the staff incharge of Accounts and Finance are inadequate.**

6.6.2 Important Suggestions:

I. Administrative Aspects:

- 1) A separate Directorate for Non-Formal Education with supporting staff in the Headquarters, Districts and Blocks may be created to be incharge of**

Contd.....

Non-Formal Education and Elementary Education.

- 2) **Alternatively the Additional Director's Post presently vacant in the Directorate may be set apart for Non-Formal Education and Elementary Education Programmes with the supporting staff.**
- 3) **If the present pattern is to be continued, posts of Deputy Educational Officers for Non-Formal Education may be created in all the Districts to relieve the District Educational Officers from the burden of this subject.**
- 4) **The Non-Formal Education Coordinator may be brought under the Administrative control of the District Educational Officer to head the Non-Formal Education Extension Services Wing, along with 2 Academic Officers to assist him.**

Contd.....

- 5) At the Block level the existing Supervisors, Deputy Inspector of Schools, Extension Officer (Education), Additional and Junior Deputy Inspector of Schools may be formed as a Supervisory Team for the Block to be headed by the Senior person and each to supervise 40 Primary Schools and 40 Non-Formal Education Centres in a year.
- 6) At the village level the Upper Primary, Primary School, Non-Formal Education Centre, Adult Education Centre, Mahadi etc., may be got into one fold to form Primary Education Complex to be headed by the Senior and qualified Headmaster.
- 7) Advisory Committees for Non-Formal Education may be formed at the State, District, Block, Town/Village Levels to involve Community Members actively and to ensure closer coordination among the different systems of Education and Developmental Agencies.

- 8) At the Block Level, the Supervisors may be asked to organize monthly meetings of the Instructors on par with Teacher Association Centres to discuss their problems and to give orientation to the new recruits.
- 9) Financial powers may be delegated to the Non-Formal Education Supervisors at the Block Level so as to enable them to draw and disburse the salaries to the Instructors promptly every month.
- 10) At the District Level Planning, Information, ^{and} Monitoring wing and Accounts and Auditing Wing may be created or strengthened.
- 11) If possible vehicle loans may be sanctioned to the willing Supervisors for purchasing two wheelers.

Contd.....

- 12) For want of proper lighting arrangements in the Centres, use of Black Board work could not be effectively made. In such Centres it will be advantageous to get them electrified at Government cost as this will reduce the recurring expenditure on Kerosine and lanterns. Where Rural areas are not electrified, the Centres may be provided with Petromax lights.
- 13) The training of Instructors should be increased to 4 to 6 weeks as 6 days are insufficient.
- 14) More funds may be released to SCERT and District Educational Officers to organise more orientation training programmes periodically.
- 15) More and more voluntary organisations or individuals may be encouraged to

Contd.....

promote Non-Formal Education on the basis of Grants-in-Aid.

- 16) Grants to Voluntary Organizations should be released promptly and punctually to activate them.**

II. Structural ²Aspects

- 17) Some more Blocks, Villages, Urban areas which have not been covered by Non-Formal Education Programs at Primary Level should be brought under this Scheme.**

- 18) Through-out the State in all Districts, Blocks, Villages, ^{and} Urban Areas, Non-Formal Education Centres at Middle Level should be started.**

- 19) If ⁱⁿ any Centre the enrolment is 45 or above, a second Instructor may be appointed with facility to raise the enrolment upto 100.**

Contd.....

- 20) Enrolment should be raised in each Centre by making door-to-door contacts by the Instructor.
- 21) Learners may be motivated by ^{vi} giving scholarships, free dresses, and evening meals, so as to retain them till they complete their courses.
- 22) Additional scholarships may be granted to girls and Scheduled Caste and Scheduled Tribe Children.
- 23) All the Learners enrolled in a Centre should be ensured of the benefit of getting free reading-learning material.
- 24) To discourage absenteeism in Non-Formal Education Centres, special attendance scholarships may be instituted for cent percent attendance.

- 25) In exceptionally working centres, where learners are going up the ladder stage by stage as per norms, the Instructors may be rewarded in cash during Teachers' Day Celebrations.**
- 26) Instructors salaries may be raised to Rs.300/- in Rural areas and Rs.400/- in Urban Areas so as to retain them in their posts.**

III. Financial Aspects

- 27) A special Audit wing for the Non-Formal Education may be created in the Directorate.**
- 28) The Non-Formal Education Supervisors may be delegated with the powers of drawing and disbursing salaries to the Instructors, after ensuring early release of funds to the Blocks.**

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EPILOGUE

Thanks to the guidelines provided by the National Institute of Educational Planning and Administration, New Delhi, and to the co-operation received from the State Government and the Directorate of School Education, Andhra Pradesh, it is endeavoured to make a critical Evaluation Study of the Non-Formal Education Programme, that is being implemented in the State as objectively as possible and to present this humble report to the Authorities concerned. It is hoped that this Study will be found useful for the furtherance of the Non-Formal Education Programme in the State functionally, efficaciously, efficiently and affectively.

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