



राज्य शैक्षिक अनुसंधान  
एवं  
प्रशिक्षण परिषद  
मध्यप्रदेश भोपाल

INTERNAL EVALUATION REPORT

1983

Developmental Activities  
in  
Community Education and Participation  
(UNICEF Aided Project-3)

STATE COUNCIL OF EDUCATIONAL  
RESEARCH & TRAINING

MADHYA PRADESH  
Jahangirabad BHOPAL-462008.

From:

R. S. DWIVEDI

Coordinator,  
D. A. P. 3,  
M. P. ROAD (M.P.)

## Foreword

The validity of the Gestalt theory that the whole is much more than the amalgam of its part is no where better demonstrated than in the case of human beings. Unfortunately, however, we tend to forget this basic truth while dealing with them. Education is an attempt to influence, shape and modify the nature, the attitude, skills, understanding, emotions and mode of behaviour of man. The process of socialization, attempts to achieve these objectives in a broader canvass focussing on the person as a whole. With the advent of formal educational institutions, the total person has moved away from the centre of the scene. The educational system tends to approach the person from different angles with specific objectives, for limited hours in a structured and artificially created situation. This approach can work so long as education is for a limited group of people, the elite of the society. If educational system wants to modify the behaviour, thought patterns, attitudes and emotions of all the members of the society, it will have to adopt the wider framework inherent in the process of socialization. Education cannot reach the remotest corners of the country, the interior forest villages and the inaccessible tribal habitations unless the whole person is brought back to the centre of the stage. Even this may not be enough. The man will have to be seen in the setting of the community he lives in, as a person without his social setting is not complete or meaningful.

The experimental programmes "Developmental Activities in Community Education and Participation" is an attempt to adopt this approach for total education. In this not only the man is seen as a whole and seen in the social setting but the whole community is made the focus of attention. Education is not tried to be achieved through

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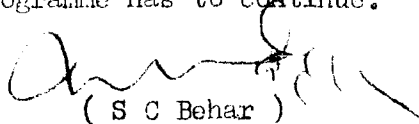


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Sub. National Systems Unit,  
National Institute of Educational  
Planning and Administration  
17, B. S. A. Road, New Delhi-110016  
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segmental approaches but by involvement of the total community in all its activities. That this programme has succeeded and shown remarkable results is a measure of the validity and correctness of the approach. This experiment started in Madhya Pradesh in two villages in the year 1980. It has been evaluated by us and the evaluation report describes the achievements as well as the shortcomings. As it will be clear from the report, the results are encouraging. There is one hundred per cent enrolment of the school going children in four villages out of six. In the two other villages also eighty per cent of the children are enrolled in the school and the non-formal centres. More than the figures, the atmosphere created in the villages speaks volumes for the experiment. Winds of change can be discerned by any visitor to the village. The programme, thus, has not only succeeded in educating children and adults but has definitely brought about an attitudinal change in the whole community. The community is willing to learn and move forward. Thus a process of social change has begun. This is only the beginning. The process has to continue, it has to derive support, sustenance and strength from a variety of sources and has to be given a definite direction. It is hoped that the programme in its new phase will take advantage of the good beginning. As is often said well begun is half done. The other half remains to be done and therefore determined efforts on the part of all involved in the programme has to continue.

  
( S C Behar )  
Chairman,

State Council of Educational Research & Training,  
Madhya Pradesh, Bhopal

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CHAPTER - I

INTRODUCTION

- 1.1 PHILOSOPHY OF COMMUNITY DEVELOPMENT PROGRAMMES.
- 1.2 PRINCIPLES OF IMPLEMENTING COMMUNITY DEVELOPMENTAL PROGRAMMES AND ACTIVITIES.
- 1.3 THE PROJECT
- 1.4 SCOPE OF THE PROJECT.
- 1.5 SALIENT FEATURES OF THE PROJECT.
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### 1.1 Philosophy of Community Development Programmes:

Community Development Programmes are being chalked out and implemented in the developing countries throughout the world. The programmes are added endeavours of the government to help the weaker sections of the community to speedily move and come in time with others, who, being neither weak nor deprived, are currently ahead of them, so that the whole nation may then march hand in hand and equally share the benefits of other national developmental programmes. Community Development Programmes manifesting this spirit of fellowship may be any of the following types:-

1) C.D Programmes based on 'felt needs' of the community.

The weaker communities facing a large number of problems, feel that a few of them need immediate solution, and the government should take special measures to resolve them.

2) C.D Programmes based on 'assumptions'.

The government assumes that certain communities are living in poverty and suffering social injustice much more than others. It, therefore, decides that these communities need special measures to relieve them of pain caused by lack of food, shelter etc, and their four fold primary social needs viz., security, recognition, response and new experience - be fulfilled as early as possible.

3) C.D Programmes based on 'Aided self-help'.

The government, recognising the economic and social backwardness of the weaker sections, assumes that their awakening through the medium of education, aided by coordinated efforts of sister developmental agencies, and backed by mutual cooperation of the helped and the helper, would pave a permanent way to progress.

It can clearly be seen that the first two types keep the community inert and in the background and the government dynamic and in the forefront, while the third type keeps both of them dynamic and in the forefront.

Project CACEP is an endeavor to foster third. The project believes that education, being the base of any and all types of progress, can evoke the desired renaissance. The developmental activities stream with education can well stimulate people to rise and start helping themselves and the coordinated assistance of other developmental agencies of the government can help them come in line with others, so that the haves and have-nots may march on the road to progress hand in hand.

#### 1.2 Principles of Implementing C.D. Programmes And Activities:

Community Development Programmes and activities are basically directed towards bringing an awakening in the community. A number of factors contribute to the achievement of this goal, and one among them is the technique of implementing the programmes. The technique naturally varies from place to place, and from community to community, but the underlying principles remain the same. A brief description of these principles may be summarised as under.

Community workers make intensive personal contacts with members of the weaker sections of the community. They make them realise their all round lower standards of living social, economic, educational and others as compared to those of the privileged sections. They also help them understand the causes of conditions responsible for it, and their capabilities to reduce the intensity of causes. This psychological approach is meant to bring to surface their age-old, unexpressed discontentment and a determination to fight out the battle. Finding their individual potentialities insufficient to fight the battle against poverty and ignorance, they agree with the community workers to pool them up and make cooperative efforts in this direction.

The whole process, which demands patience and concentrated efforts over a long period from the community workers, and which makes members of the weaker sections of the community realise, the much enhanced magnitude of their combined potentialities, may be termed as an endeavour to bring about an awakening in them. Community development programmes flourish only on this awakening. The whole process may be broken up in the following steps.

- (i) Realisation by members of weaker section of the community, of a wide gap between them and those of the privileged sections, and its causes.
- (ii) Rise of discontentment and determination to remove the causes.
- (iii) Co-operative efforts for an all-round betterment.
- (iv) Co-ordination of various developmental agencies.
- (v) Gradual improvement of living standards. Realisation of the effectiveness of community development programmes.

- (vi) Community workers remain in the background all the while, and act as motivators, guides and coordinators, so that the achievements may be credited only to the cooperative efforts of the weaker sections of the community, and the feeling of self-dependence may ultimately rise in them which is the goal of community development programmes and activities. Experiences also reveal that a programme or activity based on the above mentioned principles never faces a failure.

### 1.3 The Project:

Education in India, as elsewhere, is supposed to be an effective instrument for the development of the individual, the community and through them the country. Such a supposition is based on the reasoning that education possesses the potentiality to make an individual sensitive and responsive to the ever-changing needs of the community. This is true, but true only when education itself gets rid of the bandage of tradition, and opens itself to modifications in content and methodology commensurate with the changing needs.

Attempts to fulfil this essential condition were made in India after independence in the name of Adult Education, Social Education, Fundamental Education etc., but they could not achieve the desired goal for the following major reasons.

- (a) To impart knowledge of the 3 R's only was always the central objective.
- (b) Directed social changes and all round development of the people were never given proper attention in content and methodology.
- (c) The large non-urban, economically backward population, and specially the women, were never fully and effectively covered by education.

Thus universalisation of elementary education remained only an ideal and never an achievement.

Keeping in view these and other reasons of failure the National Council of Educational Research and Training boldly started with UNICEF Assistance a novel experiment of taking education to the door steps of the backward and the poor living in villages and organising such activities which would suit to their convenience and to their needs. Thus, (Developmental Activities in Community Education and Participation.) fully equipped with its own plans, approaches and methodology is in the field on test and is very likely to prove itself a milestone in education, because-

- 1) It aims at covering the entire population.
- 2) It is essentially non-formal in nature.
- 3) It adopts a flexible approach.
- 4) It provides ample scope for local initiative.
- 5) It offers various strategy models which can be easily tried even by the backward and poor rural masses.
- 6) It coordinates scattered efforts for rural development.

We are very happy to inform that the project DACEF, which was introduced in Madhya Pradesh in 1977 with 2 community centres has proved its usefulness by its expansion into 10 on demand.

This approach has proved very useful in arousing their active interest and in obtaining their cooperation. Their interest and cooperation have been unequivocally expressed by their demand placed before the UNICEF to cooperate financially in their SHRAM-DAN in constructing Community Hall where they could accelerate the activities. Two Community Halls have already been constructed and the third is underway.

Mahya Pradeep is first in successfully organising Annual State Meet of all Community Centres also. Village children, youths and elders males and females from all community centres representing different cultures, life-styles and languages, who would never dream of mutual intimate contact, now annually meet and talk and try to understand one another. They play and dance and sing and laugh together for three days every year. They visit the centre and meet the members of the host community centre. They observe the special features of such meets and improve themselves by mutual sharing. They participate in the SUPW exhibition and learn many a new thing. And then they part with cherished memories, with a determination for a more lively participation in the activities of their respective community centres and with a longing for the State-Meet next year.

#### 1.4 The Scope of the Project:

As mentioned above, the project aims at educating the entire out of school population operational convenience and variety of needs requires this population to be divided into four age-groups, namely-

- (i) Children of 0-3 years of age and their mothers.
- (ii) Children of 3-6 years of age.
- (iii) Children of 6-14 years of age.
- (iv) Adults of 15-35 years of age, and above.

Educational, social and cultural activities and socially useful production work suggested for the above age-groups include:

- (i) Suitable instructional material.
- (ii) Need-based and flexible educational activities and programmes.
- (iii) Training and orientation of selected village persons as teachers and community workers to conduct the programme.

- (iv) Healthy social and cultural activities prevalent in the area.
- (v) Training in such socially useful productive work which require only locally produced raw material.

2) Initially the monetary inputs are so large that they warrant any budgetary provisions later on, when Unicef Assistance is withdraw, but gradually their intensity is reduced as they get integrated with community efforts and locally available resources.

3) The project, using non-formal pattern of education as a tool, aims at making children of school going age competent enough to join the main stream of education.

4) The project envisages that the introduction of developmental activities in this need-based non-formal education combined with direct participation of the people will be able to remove their apathy towards education and thus, help in universalising it.

#### 5.1 Salient Features of the Project:

The project stimulates the people because of its inherent qualities. The approach or the ways and means adopted may be credited for this achievement. Here they are:-

- 1) The project is directed towards the development of non-formal programme of education for the out-of-school population. Non-formal approach is the first key-note, flexibility is the other.
- 2) It is basically a community participation programme.
- 3) It takes special care of the poor who are currently, partially or wholly deprived of any form of education.

- 4) A very close rapport between the community-workers and the community is the life vein of the project.
- 5) It continuously motivates members of the community to contribute their might in the programme, however little it may be and thus helps them feel their direct involvement in their own upliftment.
- 6) Community leaders are always consulted in identifying the needs of the community and invariably involved in fulfilling them.
- 7) It acts as a catalytic agent in mobilising and coordinating the services of various government agencies engaged in developmental work and in guiding the community to avail of the help, raise the income and come up the poverty line. Spoonfeeding is avoided, 'Help yourself' is the guiding principle.
- 8) The project, thus, endeavours to develop social and economic consciousness in the community by linking education with developmental activities.

#### 1.6 The Objectives of the Project:

In the first Master Plan of Operation (MPO) these objectives were listed as:-

- (i) to develop and test new types of educational activities as feasible means of meeting the minimum educational needs of large groups that are currently, partially or totally deprived of any form of education and
- (ii) to test whether by removing the dichotomy between schools and community, the former can extend its assistance to the latter so that the school may become a catalyst for social change in other sectors of the community.

These objectives were further specified in the Master Plan of Operations (1980-85) as under:-

- (i) developing suitable educational programmes to cater to the specific needs of pre-school and out-of-school children, young girls and women in selected communities;
- (ii) imparting useful and relevant skills to members of the community outside the formal system of education.
- (iii) enabling the school to play a more effective role in promoting social change within the community by removing the dichotomy between the primary school and the community; and,
- (iv) making better use for educational purpose of the resources of other agencies existing within the village communities and promoting the convergence of basic services.



C H A P T E R 2

STATUS STUDY

- 2.1 Characteristic features in Madhya Pradesh.
- 2.2 Criteria for selection of community villages.
- 2.3 Location of the community centres.
- 2.4 Conditions originally prevailing in the old six selected villages.
- 2.5 Conditions prevailing in newly four selected villages.
- 2.6 summing up.

## 2.1 CHARACTERISTIC FEATURES IN MADHYA PRADESH:

In implementing the Project, Madhya Pradesh has tried to break the routine and go a step further whenever an opportunity to do so is available. This has helped in adding some of the desired features which can be observed in any of the 10 community centres.

Flexibility has been allowed a free role to play. Activities for various age-groups, timings for the activities at the community centre, regular health check-up etc., are determined according to the convenience and needs of the participants. This adjustment has much helped in increasing their number and active involvement at the community centres.

Personal contact made by community workers with individual members of the village has immensely helped in getting support and cooperation in organising the activities.

Stress on maintaining a completely informal environment in everything said or done has further aided in gaining their confidence.

Spoon-feeding has been avoided. The people have always been motivated to realise that others will help only when they are ready to help themselves.

## 2.2 CRITERIA FOR SELECTION OF COMMUNITY VILLAGES:

The national campaign of universalising elementary education has been suffering set backs due to factors which are now well-known. A few of them may be named as poverty, alienity between education and income, absence of educational environment in rural areas etc.

This Project, on the other hand, has not only accepted the challenge of such adverse situations, but made them the essential

conditions of selection of villages. The Project is set upon finding a solution of the national problem, and is experimenting if this new approach of linking community development programmes with education can change the attitude of the backward, poor, rural masses. The objectives of the project have been framed from this view-point only. Thus, it is the demand of the objectives themselves that the selection of a village for the project takes into account the following conditions.

- (i) The community is essentially non-urban.
- (ii) The community is not fully aware of the impact of education and the services rendered by developmental agencies of the State in raising the standard of living. In short, the community is rural and ignorant.
- (iii) The community depends on traditional sources of livelihood. Cottage industries are rare. Merchant industries or agriculture are absent. The community, as such, is economically backward or is even living below poverty line.
- (iv) Every member of economically backward family, male or female, child or aged, is engaged daylong in earning bread. None of them cares ~~above education~~, because he or she feels that education does not give immediate bread, nor does it generate any ability to earn in near future.

A few economically well-off families 'try' education just for a while, and readily leave the trial whenever an excuse to do so comes at hand. The community is, thus, wholly or partially cut off from any form of education.

- (v) The selected communities combined represent varied life-styles of the State.

The above criteria has been fully honoured by Madhya Pradesh in the selection of the project areas which now number ten.

### 2.3 LOCATION OF THE COMMUNITY CENTRES:

Adhering to the criteria mentioned above, Madhya Pradesh started the project by opening 2 community centres in October 1977.

Response was encouraging, so the NCERT decided to increase the number by 4 in 1980. Inspiring reports of progress spread in the communities situated in different regions of the State through other BTIs, and the State was happy to note that it was now the village community which demanded opening of more centres. UNICEF and NCERT authorities were approached, and they accepted the proposal for opening 4 new centres in 1983. Location of these 10 community centres is given below.

S.No	Date of estab- lishment	Name of the Centre	Distance from, and name of the supervising B.T.I
1.	2-10-1977	PATLA	11 kms. from Kundeshwar (Tikamgarh)
2.	2-10-1977	BANDHI	2 kms. from Tendra (Bilaspur)
3.	1-7-1980	NAI ABADI	1 kms. from Pipoda (Ratlam)
4.	1-7-1980	PADLI KHITI	8 kms. from Rajgarh (Rajgarh)
5.	1-7-1980	KHAMHAR DEEH	6 kms. from Raipur-2 (Raipur)
6.	1-7-1980	BARARU	6 kms. from Sagar (Sagar)
7.	1-7-1983	ALAMPUR	72 kms. from Kundeshwar (Tikamgarh)
8.	1-1-1983	JOGI PUR	5 kms. from Sidhi (Sidhi)
9.	2-10-1983	ATARWARA	11 kms. from Ghhindwara (Ghhindwara)
10.	2-10-1983	KHARI	2 kms. from Mandla (Mandla).

The above-mentioned villages are situated in different regions of the State representing communities with a variety of languages, life-styles and cultures. Five community centres in Bundelkhand, Madhya-Bharat and Malwa regions in the northern part of the state have been counter balanced with four community centres in Maha-Koshal and Chhatisgarh regions in the southern part, with one in Baghel-Khand, the central part of the State. Such a region-wise distribution of the community centres in villages with a heterogeneity of culture and

life-style has been of great help in assessing not only the impact of the project on each of them, but also the usefulness of the techniques and inputs under varying conditions.

But from the practical point of view, due care has also been taken to ensure the accessibility of villages in all seasons of the year, so that this project is implemented and supervised unhampered. The selected villages are only a few kilometers away from their respective supervising agencies i.e. the BTIs, and can easily be reached. Notwithstanding, they exhibit the essential traits - rural, backward and poor and justify their selection.

#### 2.4 CONDITIONS ORIGINALLY PREVAILING IN THE SELECTED VILLAGES:

The general socio-economic and educational-cultural conditions originally prevailing in the districts, in which the community centres are situated, are briefly described below. The purpose is that they may be viewed as conditions prevailing there before the introduction of this project, or, in other words, base-line conditions. They will be of help in assessing the impact of the project, when, in subsequent chapters, the progress made by the selected villages is described in the form of changed conditions or achievements in the above mentioned four areas.

It may be suggested here that topography and climate, having a direct bearing on agriculture and forest produce, indirectly influence the professions and life-styles of the rural masses, and through these, their customs, culture and literature. Thus, they may be viewed not only as prevailing conditions, but also as factors influencing socio-economic and cultural conditions.

It may also be suggested that topography and climate of the district can very correctly be taken as those of the selected villages

situated in that district.

A brief description of the socio-economic and cultural-educational conditions prevailing in the selected villages in particular, and in the district in general, before the implementation of the project is given below.

2.4.1 Selected villages LATHA (1977) and Alempour (1983) are in Tikamgarh district, which is spread over the hard rock plateau of Bundelkhand region. Ample gora-stone is available in the rock bed. The soil is sandy mixed with clay. M.S.L is 150-150m and average rainfall is 80-120 cms. Forests are tropical and scanty, but produce enough tendu-leaves, mahua-gulli and gum.

Agriculture is the main occupation of the rural population. Landless labourers work either on the fields or migrate to work in a few scattered factories. There is no big industry in the district. Small scale industries, such as, manufacture of blankets and brass-articles and extraction of gulli-oil are many. Cottage industries, such as, of pottery, bidi, gora-stone articles, carpet and hand-loom cloth are equally helping people to earn their livelihood. Most of the people of LATHA were below the poverty line when the Project was started in 1977. Out of 269 families, the annual

income of 159 families was below Rs. 1000. of 72 families between Rs. 1000-2000 and of 22 families between Rs. 2000-3500. Only 16 families (6%) earned more than Rs. 3500.

People are conservative in their outlook. Caste and creed still affect social relations, and the cancer of untouchability has worsened them. Customs and rituals, whether useful or otherwise are strictly followed during the ceremonies at birth, marriage and death. Dowry and purda systems are common.

People in general are brave and agrarian in nature. Songs of bravery such as ALHA are very popular. Sauron, monia, rai etc are folk dances.

Education is not considered as an essential need by the rural population. During the year 1977, in PATHA, out of 831 children of 6-14 age group only 102 were registered in primary schools and 51 in non-formal centres making the total percentage of 54.5%. In 16-35 age group, 96 out of 430 persons were literate (22%).

2.4.2 Bilaspur district, in which a selected village BANDHI is situated, consists of hilly-plateau plain areas. The plains are sandy and are uneven at places and, therefore, very favourable for paddy cultivation. M.S.L is 700-1000m and average rainfall is 120-160 cms. Several rivers, too, provide irrigation facilities to this district of Chhatisgarh region. Tropical forests provide timber, sal and eel-seeds, bamboo and lac to the people.

Apart from agriculture and agricultural labour, which are the main occupations of the rural population, rice-mills, lac factories and handloom work provide jobs to them. Kora-silk industry has gained country-wide fame. Government is also trying to develop the area industrially. Aluminium plant, Thermal Power Station and Cement Factories provide skilled and unskilled jobs to a large section of the population.

The local resources are being tapped. But despite all these efforts the lions share of the profits goes to the capitalists and the mass gets only the wages. Population growth is fast, and therefore, per capita income has been reduced to Rs.480/- per annum. Out of 103 families living in the village Bandhi, 53 families earn less than Rs.1000/- per annum, 48 families earn between Rs.1000-2000 and only 2 families have an income range of Rs.2000-3500. The figures show that 100% population is living below the poverty line, and thus, present a strange scene of poverty in the land of plenty.

7 Superstitions and magic spells have a powerful hold on the population, particularly of hilly and jungle areas. A woman suspected of being a TONHI, the witch, is severely punished and BAIGA, the quack, is relied upon more than a doctor. Ceremonies at birth, marriage, sowing and harvesting follow rigid traditional patterns and devour a large part of peoples meagre income, often running into debts and turning into bonded labour. But in many respects they are more enlightened than their counterparts in other regions of the State. The old ones are respected and obeyed. Social relations are more serene. Paria system is not rigid and receding gradually, and Dowry greatest social evil of the Indian society, is practically non-existent. Women enjoy greater freedom than those in other regions of the State. The life-style of the common man manifests tribal and typical Chhatisgarhi culture. Forgetting the strenuities of life the rural population often drowns itself in dadaria-sua-ras folk songs and karmasaila folk dances. Himself half fed and ill fed a Chhatisgarhi is always a smiling host.

Government is making all attempts to spread elementary education in this area, as elsewhere. The percentage figures for the



selected villages, BANDHI, are better than many other selected villages. When this project was going to be started there in 1977, 62 children in the primary school and 9 children in the non-formal centre, total 71, were registered out of a total population of ~~128~~ children of age-group 6-14, 57%. Similarly, 50 persons out of 176 (39.94%) of age-group 15-35 were already literate.

#### 2.4.3 NAL-ABADI:

Ratlam district, containing a selected village, Nai-Abadi, is situated in the western part of the plateau of Malwa. Its height above sea-level is 600-800m. The district, devoid of rivers, has also a scanty rainfall of 60-80 cms., resulting in thin vegetation with thorny bushes. Climate is extreme. The district, adjacent to Rajasthan State has density population of 129 per sq.km. Seilona town has the biggest cactus-garden of Asia, with more than 1200 varieties of medicinal value.

Agriculture, even then, remains the main occupation; and the earnings are supplemented by a few cottage-industries, such as, rope and basket making. Scope for industrialisation are bright, Ratlam possesses the biggest distillery of the State. Cotton mills, oil mills and sugar factories are developing rapidly and are providing wages to the people, who are, therefore, poor. In 1980, when the project started, 3 families had their income less than Rs.1000/- 67 were between Rs.1000-2000 and 35 were between Rs.2000-3500. Thus out of 135 families 108 families (78%) were below the poverty line.

Age-old customs and traditions are respected and rigidly followed. Early marriage is a common feature. Class distinction is strictly maintained, followed and expressed through the colours of the turban. Culture is Rajasthani mixed with Malwi, and is

manifested through dress, language, behaviour, ceremonies, infact, through the whole life-style of the people.

The population, particularly the rural one, has not appreciably responded to the efforts of the government to universalise elementary education. In 1980, out of 140 children of 6-14 age group 50 were registered in the primary school and 5 in the non-formal centre, (total 39.28%). Similarly, out of 338 persons of age group 15-35, only 140 (41.42%) were literate.

Thus, the total picture of the selected village before the start of the project was dull one.

#### 2.44. PADLI-KHATI:

Majgarh district is spread on the hard bed rock of the plateau of Malwa. The area is hilly, the land is uneven and is pebbled. M.S.L is 300-450m and rainfall is 80-120 cms. Climate is extremely continental. Parwati NevaJ and Kali-Sindh rivers flow through the district. Padli-Khatti is the village where a community centre was established in 1980.

Soil and climatic conditions favour sufficient yield of cotton wheat, Juwar, maize and pulses. Agricultural income is supplemented by collecting honey, lac, gum and tendu leaves from the forests. Settled landless people work in the fields on wages, while the migrated ones earn their livelihood in the few ginning factories and saw mills operating in the district. Many of them migrate to other districts. Thus they have to wander about in search of jobs, because their native places, can make provision for a very few. Men or women, they are a poor and hard-working people. In 1980, the selected village PADLI-KHATI had 61 families, out of which 12, 21 and 15 families had their income below Rs. 1000/-, between 1000-2000 and between 2000-3500 respectively. Thus 78.7% was below the poverty line, and the rest 21.3% just above it.

18% scheduled caste people and an appreciable number of gujars and boudhiyas have shared in the formation of a heterogeneous community. Even then, being adjacent to and once a part of the then Rajasthan State, the people have retained and maintained Rajasthani customs and traditions as described in 2.4.3. They are orthodox and do not appreciate a slight shift from even the outdated or undesirable ones. Even though living in the rural community keeps its spirits high and takes up a festive mood whenever opportunities, such as Gan-gaur or Shravani, are at hand. The people make their nights pleasant with AGHI-JANHI LI folk songs and RAI-MAACHELI folk dances.

Educationally, Fadi-Khati, is on the whole similar to other selected villages. In 1980, there were 93 children of 6-14 age-group, out of them 68 were registered in a primary school (73.8%), while out of 160 persons of 15-35 age group only 19 were lit. rate (16.6%).

#### 2.4.5 KHAMBHARDASH

Khambhardash is the selected village of Raipur district of Chhatisgarh region and lies on the south eastern side of Madhya Pradesh. The land consists of hills and wide plains, with forests covering the hills and the valleys, M.S.L is 500-700m., and average rainfall is 130-150 cms. Five rivers including the grand Mahanadi irrigate the fertile land of the district.

This district forms part of the area, which is widely known as the 'rice-bowl of Madhya Pradesh'. Though agriculture remains the main occupation of the population, speedy industrial development is providing jobs and trades to a large part of it. A huge number of the population of the lower income group is absorbed in the extraction of mineral ores, such as limestone and dolomite, in lime kilns, in cement and other factories. Their standard of living is better than

the one when they were in their respective villages. But the rural population is living in wants, disease and exploitation. There were 228 families living in the selected village KHAMARLESH in 1980. Out of these 05,69 and 58 families had their income range below R. 1000, 1000-2000 and 2000-3500 respectively, that is to say, 58% families were below the poverty line. These figures prove the existence of imbalance and contrast of the rural population with the urban population which is fast moving ahead.

Unenlightenment is adding to the already pitiable condition of the rural mass. A quack is preferred to a doctor. Traditions and customs, in spite of their heavy financial load, are rigidly and joyfully followed. Early marriages are rampant. This description does not imply that the total sociological picture of the Bardaah and its district is dull and hopeless. There are bright spots, too. Bardaah is limited to a very small section of the population. Women enjoy freedom and have a say in the affairs of the family. Divorce is easy. Remarriage of a widow by simply giving her bangles to wear is common and has a legal sanction. Sterility, now a rare phenomenon in the urban areas, is still a common feature of rural life. Practically every night the sounds of the drums keeping pace with the melodies of Saa songs and Dantbi dance (Naacha) vibrate the rural air, and successfully persuade the village people to forget the hardness of life for a while.

Time has raised to the ground most of the 36 forts, which gave this region the name of Chhatigarh, but the red and yellow coloured drawings made by the primitive man can still be seen in some of the ancient caves, while the remains of Kalchuri civilisation can be witnessed in the towns of Rajim and Jarang.

Nomadic life of a section of the rural population, day-long hard work of the settled population aided by the unproductive nature of the present pattern of education are not permitting the efforts of the government to succeed in universalising elementary education. In 1980 out of 318 children of 6-14 age group only 198 (62.26%) were enrolled in a primary school, while out of 463 persons of 15-35 age group only 88 (19%) were literate.

#### 2.4.6 BARARU:

Sagar district, in which the selected village BARARU is situated at a distance of 8 kms from the district headquarters, forms part of the Bundel-Khand region, motherland of the chivalrous Bundelas. The whole area is uneven and interrupted by Malikal ranges of the stately Satpuras. Two rivers, Betwa and Dhasan, flow through the district. M.S.L is 160-530m., and average rainfall is 100-130 cms. Forests are tropical but not dense. Ground water is available in ample quantity.

farmers have to work hard on the fields which are of high fertility. The tube-wells have also helped the farmers to raise the yields. Tendu leaves available in the forests and used for bidi-making together with Agar-bathi making have equally helped the vast low income group to add to their income. Cottage industries are few. Industrial development is also slow. Economically Bararu stands at the same level as other selected villages. Out of 155 families living in the village, the three income ranges namely below Rs. 1000, 1000-2000 and 2000-3500, has covered respectively 15, 62 and 38 families. Thus 74.2% families were living below the poverty line.

The people are agrarian in nature and believe in settling their disputes through lathi and other weapons. Social customs and

traditions accompanied with all the rigidities and taboos are the same as in Tikamgarh district (2.4.1) of the same Bundel-Khand region.

Cultural heritage, too, follows suit.

The village is educationally more progressive in comparison to other selected villages. During the year 1980, when the Project was started, Bararu Primary School had enrolled 249 children, and the non-formal centre had 29 children of 6-14 age group. The total 278 out of 357, gave a fair percentage of 77.87%, while in the age group 15-35, 242 out of 773 persons (31.3%) were literate.

## 2.5 CONDITIONS PREVAILING IN NEWLY SELECTED VILLAGES:

In January 1983, two villages were added to the Project family and in October '83, the membership was again raised two. They are respectively.

- (i) Alampura in Tikamgarh district
- (ii) Jogipur in Sidhi district
- (iii) Aterwara in Gbhinwara district, and
- (iv) Kheri in Mandla district.

Conditions prevailing in these villages when they were selected are summarised below.

### 2.5.1 ALAMPURA:

Alampura 72 kms away from the district, headquarter of Tikamgarh and situated on the bank of river Dhocsan is a village with stony land, but which only unsuccessfully challenges the hard working farmers to till it. Topography, socio-cultural and economic conditions are practically the same as described in 2.4.1 for EATWA of the same district. The only additions are:

- (i) The village community is very poor. Out of 252 families living in the village, 159, 70 and 15 families come in the income ranges of below 1000, 1000-2000 and 2000-3500 respectively, that is 96.8% families are below the poverty line.

(ii) The village community is practically unenlightened, and unfamiliar with the progress made elsewhere. Social consciousness is absent, and of chivalrous nature is converting itself into uncooperative behaviour and frequent disputes. Untouchability prevails unhampered. Festivities are being sprayed with incivility.

(iii) In 1983, 142 boys out of 204 and 47 girls out of 188 belonging to 6-14 age group were enrolled in schools (48.2%), while only 65 persons out of 571 of 15-35 age group were literate (13.1%).

#### 2.5.2 JOGIPUR:

Another village selected in January '83 is Jogipur in Sidhi district, and is 6 kms, away from the district headquarter. The district is hilly and the land is uneven. The river flowing through the village does not provide irrigation facilities, since its bed level is lower than that of the village.

There is practically no other source of income for the population except agriculture and agricultural wages, since no industry exists nearby and no cottage industry is established in the village. 18 families earn less than Rs.1000, 15 earn 1000-2000 and 32 earn 2000-3500, thus 65 families out of a total of 99 (65%) are living below the poverty line.

As elsewhere, the village population is led by age-old traditions, useful or useless. Caste and class distinctions, Purda and untouchability are prevalent. Unnecessary expenses in ceremonies, like marriage, often put them into debt. Folk songs and dances are very popular.

Educationally, too, the population does not show signs of progress. In 1983, out of 152 children of age-group 6-14 only 60 (39.2%) were enrolled, while in the age-group 15-35, 115 (52.5%) out of 219 persons were literate.

2.3.3 ATARWARA:

It was Gandhi Jayanti, 2nd October 1983, when Atarwara of Chhindwara district was accepted as the 9th member of UAR-3 family in Madhya Pradesh. It is 11 kms., away from Chhindwara.

The district, situated in the valley of the grand Satpuras, is hilly with a pleasant climate. M.S.L is 550-700m., and rainfall is 120-180 cms. The forests are dense and provide a very large number of useful commodities.

The land is pebbled and not very fertile, yet the tube wells and fertilizers are helping farmers to obtain better yields. But 3% of the population, the tribals, are still economically lagging behind in this area. Coal mines and some industries are providing jobs to a large section of the population. The rural population further supplements its income by collecting tendu leaves, lac, gum, chironji, mahua etc., from the forests, and tries to **manage** two meals a day. Out of 111 families residing in Atarwara, 58 earn 1000-2000, 50 earn 2000-3500. Thus 97.3% families are living below the poverty line, repetition of the same sad economic picture of the community of the selected villages. But, one healthy sign has also emerged from the survey conducted by the supervising BTU, which reveals that 40% of the selected population has expressed a desire to learn some useful crafts.

Typical tribal customs can be witnessed in the area. Community festivals like BHUJALIA and POLI are celebrated with full enthusiasm during the rainy season, so also MADAI in winter and HIGUA in March-April. Homemade wine is commonly used. Love, marriages are prevalent, and divorce, with the approval of the tribal Manchayat, is easy. Dowry and purda are alien to them. TOTEM is an animal or a plant, which, they believe, is one of their gods and is therefore,



never to be killed or eaten. There is a presiding diety for every important occasion, sowing, harvesting, marriage or death - and must be satisfied before the actual operation. Magic and healing by Mantra are very much relied upon. For - the and post-natal cares of the expectant mothers are the job of the elderly women, who follow the primitive ways. Health hygiene, being unknown, is always ignored.

Exploited by all, helped and enlightened by none, the tribals, from time immemorial, are living a secluded life in the forests, in the deep interiors, on the hills and in the deep valleys. This has, on the one hand, rushed them into developing an unprogressive attitude, but, on the other hand, preserved their simplicity, honesty and rich tribal culture unmediated.

The population of Atarwara village total 705, may be counted according to the four target groups of 0-6, 3-6, 6-14 and 15-35 and above age groups as 31, 63, 191 and 370 respectively. Out of 191 children of 6-14 age group 86 or 45% are enrolled, while 52 persons out of 370 in the 15-35 and above age group are lit rate (14%) a very sad educational picture of the village community.

#### 2.5.4 Khari

Khari village in Mandla District, the latest entry in the U423 family, is 2 km away from its district headquarter. The district, situated in the south-eastern part of Madhya Pradesh, is surrounded by the Maikal ranges of mighty Satpuras. The whole district is hilly with deep valleys and dense tropical forests, which produce huge quantities of lac, chirouji, gum, tendu leaves and medicinal herbs and plants. Kanha National Park, situated in this district, has gained international fame. M.S.L is 550-750m., and rainfall is 120-180 cms.

The district has been declared as tribal by the State Government, which implies that tribal population predominates, that the people are poor, that they need special attention and that the Government has decided to make concentrated efforts for an all-round progress of the population. There is no industry in the district, and the rural population, being unfamiliar with any craft, depends at present wholly on agriculture, agriculture labour and forest produce. 300 families reside in Kheri village. Out of this number, 112 families earn less than Rs.1000/- p.a., 104 families earn between Rs.1000-2000, and 86 families earn between Rs.2000-3500. Thus, 87.3% families are below the poverty line.

Being a tribal village, socio-cultural and educational aspects of the population are the same as those of Aterwara village in Chhinwara district described in 2.5.3.

## 2.6 SUMMING UP

It will be proper to sum up at this stage the topographical, economic, socio-cultural and educational aspects of all the selected villages, so that a clear and overall picture at the start of the project may come into view. This will help us and the reader to compare and assess the impact of the project when the state of affairs in 1983 with respect to the same 5 aspects is presented in a subsequent chapter. It is also necessary to mention here that some aspects, other than those five were intentionally omitted in the district-wise description. They are, for example, medical attendance, early childhood education, healthy entertainment and SU&W activities etc. The only reason for such an omission is that they were the same in all the selected villages and would bring in the defect of repetition. Hence they have been summed up and described from article 2.6.5 to 2.6.8.

### 2.6.1 TOPOGRAPHY:

The ten selected villoges can be classified regionwise in the following way-

		Old	New
1.	Bundel-Khand region	Jetha, Bararu	Alampur
2.	Baghel-Khand region	x	Jogipur
3.	Malwa region	Nai Abadi Larli-khatti	x
4.	Gondwana region	x	Starwara, Kheri
5.	Chhatisgarh region	Bandhi Khamberdeeh	x

Madhya Pradesh is mainly a hilly State with Satpura and Vindhya ranges surrounding the regions. In between the ranges the land is either uneven and stony as in the Bundel-Khand and Baghel-Khand regions, or even and sandy as in the rest of the three regions. Height above sea-level and average rainfall also very regionwise lowest in the Bundel-Khand and Baghel-Khand regions (150-530 m. & 60-150 cms) and highest in the Maha-Kosal and Chhatisgarh regions (500-1000 m. & 120-180 cms). Accordingly, is the density of forests, and the quantity of forest produce.

### 2.6.2 ECONOMIC CONDITIONS:

Agriculture and agricultural labour are the main occupations of the population of the selected villoges, but the modern techniques of agriculture are practised in a very few districts. Bidi-rope-basket making, ben-y-lac-gum collection handloom and kosa cloth and wages from rice-mills, factories and mines located in the surroundings areas supplement the income of the rural people and keep them going. They are poor, 65-96.5% among them living below the poverty line.

### 2.6.3 SOCIO-CULTURAL CONDITIONS:

Irrespective of the regions and nearness or distance from the developing urban areas, the outlook of these people is unprogressive and conservative, and a shift from the established ways is usually resisted. Age old customs and traditions, which often put them into debt still shadow rural wisdom and reign unchallenged and rigidly followed. Class and caste distinctions continue to receive recognition, so also untouchability. Early marriages are common. Health hygiene being unknown, is not practised and quacks are preferred to qualified vaidyas or physicians. Sadly, they are, in general, an uncooperating people.

There are region-wise differences, too. Social relations are very much strained in the Bundelkhand and Baghelkhand regions, average in the Malwa and Mahakosal regions and serene in the Chhatisgarh region. Aggrarian nature, purda and dowry are on a high pitch in the first two regions, simplicity and practically no purda-no dowry in the last mentioned region, with an average of both in the Malwa and Mahakosal regions. Folk lores, songs and dances, manifesting the different cultures of these regions still vibrate the rural airs. Religious festivals, like Holi and Dashahra are enthusiastically celebrated, but their purpose has been lost and uncivilities have crept in.

### 2.6.4 EDUCATIONAL CONDITIONS:

Government's earnest attempts of taking formal and non-formal education to the door steps of the rural population has not been properly responded by them. The Survey statistics reveal that there are great variations in enrollment of children of 6-14 age group (39% - 78%) and in literacy of person of 15-35 age group (13% - 52%). Matters become more perplexing when large variations are observed in villages belonging to the same region (Alampara, Jatha, Bararu, Khamerdach, Bandhi). The probability, therefore, is that reasons for low percentages of enrollment and literacy may not be expressed

generalised form.

#### 2.6.5 MEDICAL ATTENDANCE:

The selected villages, like all other villages, are not benefitted with regular medical assistance or attendance by a qualified nurse midwife or doctor. Pre-natal and post-natal cases of mothers is the job of elderly women of the family, who know and use only the primitive means and methods. Necessary inoculations of infants against polio etc., are rare. Personal cleanliness is a neglected item of daily life. Knowledge and practice of the rules of healthy living is practically absent. Cases of mal-nutrition and under-feeding occur in large numbers, but rarely attended. Quacks and Gjhars reign supreme and faith in magic spells as cures is deep rooted.

A slow change in the attitude and faith of the population living in villages near to the block ~~tebbil~~ district headquarters has started creeping in primary Health Centres and qualified private practitioners are now providing medical facilities to an appreciable percentage of the population. But because the doctors, vaidyas and nurses avoid visiting villages and attending patients, a very large percentage has still to depend on local traditional methods and treatments.

Notwithstanding, Mother Nature blesses them with her gifts. Away from the pollutions of air, earth, water and sound to which the urban population is falling prey, they stand chances of much more healthy living only if proper medical facilities for ailments other than those of pollution are made available to them.

#### 2.6.6 EARLY CHILDHOOD EDUCATION:

A population pre-occupied with day-living and life-living battle for two meals a day does not, naturally, seriously think of elementary

education for children, much less of early childhood education for the young ones. None of the selected villages has any nursery or montessary school, with the result that chances for healthy habit and healthy attitude formation in the young ones are totally absent, children loiter and while away their time till such age when their parents engage them to help in their jobs. Recreational activities are practically nil. Thus, during the formative age, the hope of the nation is left to fate.

#### 2.6.7 RECREATIONAL ACTIVITIES:

Recreational activities for children of 0-3 age group are nil. Children of 3-6 and 6-14 age groups occasionally play a few traditional games like kabaddi. Girls upto the age of 10 or 11 years form their own groups and play when they are not engaged in homes. Girls above 11 years of age do not play because of social taboo.

Nearly all ladies above 14 years of age are married and therefore, not expected to go out for play. Their recreational activities are limited to group singing of Bhejans and folk songs, group dances on occasions of births, marriages and festivities, and seasonal visits to fairs and Mela. Tribal ladies get more opportunities for these recreational activities than their counterparts in non-tribal areas. Old ladies have practically nothing to entertain them except gossiping.

Males in the age group 15-35 often play traditional games, and sometimes join elderly persons after night meals for folk singing, Bhejans and the Ramayan.

#### 2.6.8 SOCIALLY USEFUL PRODUCTIVE WORK:

There is sufficient availability of many raw materials from agriculture and the forests, which can be used for producing socially useful commodities. A few among them, to cite examples,

are tendu leaves, Palash leaves, bamboos, gum, lac, aromatic herbs, medicinal plants, hemp, lime-stone etc., are available in the vicinity. Out of these only Palash-leaves are locally used to make Dona-Pattal (leaf bowl and leaf plate) and in some villages where hemp is available it is used for making ropes. Other raw materials are collected for the contractors, who export them. For want of technical know-how money for investment and marketing facilities other socially useful commodities are not produced.

### 2.6.9 CONCLUSIONS:

The above district-wise and summed up reports lead to some intelligible conclusions about these village communities, which are summarised below:

- 1) The people are poor, because they are still exploited for want of better marketing facilities. They continue to be poor facilities for starting cottage industries are not available.
- 2) Social customs are rigid, their outlook is unprogressive for want of education and enlightenment. Their attitude is uncooperating for the main reason that they have never received sympathy and cooperation from anyone.
- 3) They have a rich cultural heritage, which is gradually getting polluted by an admixture of undesirable trends of modernity.
- 4) They are not averse to education, but they hesitate to educate themselves and their children, because they do not see any relationship between education and earnings to which they give top priority because of poverty.
- 5) Their homes are clean. Personal cleanliness cannot be attended to all the time because of the nature of jobs they are engaged in day-long. The habit of personal cleanliness is not inculcated in children. Qualified medical practitioners or nurses are not available, so quacks and elderly persons are approached.

- 6) A few socially useful articles are being produced by some families only. Now, others have also expressed their desire to learn some craft.

These conclusions about the conditions prevailing in the selected villages in the starting year have been used as a pointer. They have been of much help in framing operational strategies and in determining inputs and techniques of implementation in the starting year, and in evaluating the outcomes in the subsequent years. The next chapter deals with these aspects of implementation of the project.



C.H.A.P.T.E.R - 3

IMPLEMENTATION OF THE PROJECT

- 3.1 Operational Strategies and the machinery.
- 3.2 Formation of Committees.
- 3.3 Appointment of Community Workers.
- 3.4 Planning Need based programmes and activities of four target groups.
- 3.5 Inputs- Men, Materials and Money.
- 3.6 Techniques adopted in implementation of the project.

### 3. Implementation of the Project:

#### 3.1 OPERATIONAL STRATEGIES:

LAGEs, being basically a community participation project, naturally consists of a large number of plans, approaches and strategies, which, too, are subject to further changes according to the changing situations and needs. These plans are related to selection, orientation, coordination, decentralisation, supply and organisation. They will be dealt with at proper places in the subsequent chapters. Here they are only summarised for a bird's eye view.

- 1) Development of criteria for selecting a community village.
- 2) Survey of socio-economic-cultural conditions and educational needs of the selected community.
- 3) Formation of a team of personnel from NCERT, SIE, BTI, village school and community centre.
- 4) Establishment of coordination committees at State, district and village levels.
- 5) Decentralisation of power at different levels for effective planning and execution of programmes and activities.  
 -One of the vital approaches in the implementation of the project.
- 6) Development of strategies for closely associating grass-root workers like community workers, teachers, teacher-educators and community leaders at different levels of planning and execution and for active participation of the members of the community in the activities.
- 7) Orientation of key-persons to be involved in the project.
- 8) Development of need-based programmes and activities requiring community participation for different age-groups.
- 9) Development of suitable instructional material for each of the age-groups, and guidance material for field workers.
- 10) Supply of instructional material, tools and other equipments to the community centre.
- 11) Collection and distribution of related material, information and literature from sister organisations.

12. Tapping of local human and physical resources for better running of the community centres.
13. Determination of time and place for activities of each of the target groups.
14. Revision of programmes and activities from time to time on the basis of the feedback and consultations with field workers and members of the community.

The above list is just a pointer and may not be taken as exhaustive. It is always open to modification when required.

### 3.2 FORMATION OF COMMITTEES:

Successful implementation needs, among other things, guidance and coordination and supervision to meet these requirements the State Government has formed coordination committees, one at the state level and the other at the district level.

The State level coordination committee is chaired by the Chief Secretary. The members are Secretaries of the Departments of (i) Education (ii) Social & Youth Welfare (iii) Panchayat and Community Development (iv) Health & Family Planning (v) Agriculture and Co-operative and (vi) Commerce and Industries. Two other members are (vii) Director of Public Instructions, M.P and (viii) Zonal Advisor, NGERT. The ninth member is (ix) Director, SIE, who is also Member Secretary of the Committee. The committee makes available the help and coordinates the work of these Departments and also the services of the experts. Whenever such requests are submitted by the SIE.

The district level Coordination Committees are chaired by the collector of the districts in which the selected villages are situated. Its members are the district officers of the same above mentioned

departments. Two other members are the District Education Office and the Principal of the supervising Basic Training Institution (B.T.I), who is also the secretary of the committee. The Committee performs the same functions as the one at the state level. The requirements are presented by the Principal of the B.T.I.

A third committee operates at the selected village level. The Sur-punch of the village is the chairman, and the headmaster of the village primary or middle school is the secretary. The heads of (1) Mahila Mandal and (2) Yuvak Mandal and all the community workers are its members.

The committee meets periodically find out better ways and means to run the activities, solve local problems and assess progress.

### 3.3 APPOINTMENT OF COMMUNITY WORKERS:

The community worker is the Backbone of the Project. The person essentially belongs to the Community and has earned its confidence. Sweet tongued always in readiness to help, he/she has a social bent of mind, has passed atleast middle school examination and is unemployed. These are the qualifications which BTIs in M.P taken into consideration in picking out male and female community workers.

Fresh from the under developed community they need intensive orientation in all the aspects of the Project. DACEP Cell of SIE fulfills this responsibility in two ways. It orients BTI personnel who, in turn, orient C.Ws. In addition, they occasionally visit the village, obtain first-hand information about the programmes and problems, and jointly try to evolve better ways and means of getting through them. They suggest and the workers may react, so that a suitable solution practicable in the existing conditions in the village may be found out.

DACEP cell also organises Orientation Workshops for Community Workers.

### 3.3.1 Responsibilities of Community Workers:

- 1) Collection and classification of information about the community relating to the objectives of the Project. A few examples of items, are-
  - a) economic conditions
  - b) social customs and traditions.
  - c) Cultural heritage.
  - d) educational status,
  - e) Ways of thinking and understanding.
  - f) Ambition.
  - g) locally available raw materials .
- 2) To identify the real problems and needs of the community, and their possible solutions.
- 3) To notify weekly programmes on board and motivating people, by personal contacts to participate in them.
- 4) To conduct educational programmes for out-of-school population.
- 5) To make proper arrangements for running the village library.
- 6) To obtain active cooperation of the community in conducting the programmes.
- 7) To help the supervising BTI in getting the cooperation of Government departments related to developmental activities.
- 8) To evaluate the effectiveness of programmes and activities with a view to improving them.
- 9) To maintain diary and submit to BTI. To obtain guidance and follow its directions.

3.4 Planning Needbased Programmes and Activities of Four Target Groups:

3.4.1 Age Group 0-3 and Mothers:

The physical and mental growth of a child take place during this age group. The immediate environment and experiences gained in the family are reflected in the personality of the child. The actual treatment meted out to him/her by members of the family shape his/her behaviour pattern. Habit formation such as hygienic habits and attitude development start in the lap of the mother. Since during this period, the child is always associated with his mother and family members he imitates their habits and actions. Hence the need to make all efforts to educate his parents, especially the mother.

Keeping these facts in view, the main objectives for this age-group have been formulated thus-

- 1) To help mothers realise the importance of personal and environmental hygiene.
- 2) To give them necessary informations and knowledge regarding child care.
- 3) To bring them to the minimum level of functional literacy, and,
- 4) To brief them about family welfare.

The following programmes and activities have been conducted:-

AGE GROUP 0-3 AND MOTHERS

<u>PROGRAMMES AND ACTIVITIES FOR</u>		
<u>Needs</u>	<u>Children of Age-Group 0-3</u>	<u>Mothers</u>
Medical attendance	1) Regular health check-up by qualified doctors	1) Regular health check-up by qualified Nurse, Doctors.
Medicines	2) Free distribution of medicines for- i) Common diseases ii) Nutritional deficiencies.	2) Free distribution of medicines for i) Common diseases ii) Female diseases iii) Nutritional deficiencies.
	3) Necessary vaccinations	3)
Health Hygiene	4) i) -- ii) Good toilet habits	4) Orientation in- i) Elementary child care ii) Good toilet habits

- |                               |   |
|-------------------------------|---|
| ii) Personal cleanliness      | iii) Cleanliness of<br>a) self (b) child<br>c) environment  |
| iv)<br>v) Healthy food habits | iv) Advantages of breast feeding<br>v) Healthy food-habits.<br>vi) Balanced diet.<br>vii) Food preservation.<br>viii) Common diseases & their<br>ix) Female health-care<br>x) Family planning |

### 3.4.2 ~~Age-group 3-6:~~

The period of 3-6 years of age is crucial in shaping the personality of the child, since his physical, intellectual, emotional and social developments and the process of socialisation take root during this period only. This is also the best period for developing proper habits, attitudes, skills and creativity on the one hand, and the spirit of cooperation and competition on the other. The child's motor development can be attended to, and coordinated use of hands, feet, fingers and other parts of the body can be brought about.

The objectives for this age-group have, therefore, been framed as noted below.

- 1) To develop balanced physical growth including personal cleanliness, proper food habits and acceptable toilet habits.
- 2) To develop attitudes of self-reliance, self discipline, self motivation and self learning.
- 3) To develop learning readiness.
- 4) To educate parents of these under privileged children by involving them in the conduct of balwadis.
- 5) To evoke awareness in parents about personal and social problems and promote habits of self-help through creative thinking and problem solving.
- 6) To develop faith and confidence in parents in the effectiveness of cooperative efforts for personal and social welfare.

AGE - GROUP 3-6

<u>Survey Findings</u>	<u>Felt Needs</u>	<u>Proposed Programmes &amp; Activities</u>
<b>A) EDUCATION</b>	<b>A) EDUCATION</b>	<b>A) EDUCATION</b>
1.	1.	1.
Average literacy in the c.c villages is	To provide non-formal education combined with recreational activities to develop in the child the ability to	i) Recitation of short poems and songs ii) Telling and listening short stories. iii) Telling jokes and asking riddles iv) Recognition of alphabets and digits upto v) Pictorial book-reading vi) Recognition of different shapes vi) Activities in a) measuring length b) measuring volumes c) weighing
	i) Speak correctly and fluently ii) Listen attentively iii) Read and interpret correctly iv) Write correctly v) Count numbers	
2.	2.	2.
Formal Education system is	To provide opportunities for better acquaintance of immediate natural environment.	i) Recognition of various shapes ii) Recognition of colours, flowers plants, birds and other things in the environment. iii) Collection of various specimens from natural environment.
i) Stereotype hence un-attractive ii) unrelated to environment		
<b>B) PERSONAL CLEANLINESS</b>	<b>B) PERSONAL CLEANLINESS</b>	<b>B) PERSONAL CLEANLINESS</b>
Children are dirty and sickly	To develop the habit of clean living by actual practice.	1) Motivation in - i) Keeping various parts of the body clean - eyes, ears, nose, teeth, etc. ii) Taking bath and washing clothes. iii) Not biting nails. iv) Not fingering the nose, nor wiping it on the sleeves v) keeping personal belongings clean.



<u>Survey Findings</u>	<u>Felt Needs</u>	<u>Proposed programmes &amp; activities</u>
C) <u>CO-CURRICULAR ACTIVITIES</u> Opportunities for group-work and recreation are rare.	C) <u>CO-CURRICULAR ACTIVITIES</u> To provide opportunities to children to spend some time in a pleasant environment on some meaningful activities.	C) <u>CO-CURRICULAR ACTIVITIES</u> Participation in - i) Games ii) Short excursions iii) Cultural programmes.
D) <u>CREATIVE AND ACTIVITIES</u> Children work with their parents for a short time, and while away the rest.	D) <u>CREATIVE AND ACTIVITIES</u> To involve children in creative and constructive activities.	D) <u>CREATIVE &amp; CONSTRUCTIVE ACTIVITIES</u> Participation in - i) Building toy-houses. ii) Making paper-toys. iii) Making clay-models. iv) Making decorative articles.

### 3.4.3 Age-Group 6-14:

Where all sincere efforts of the governments and private institutions have failed in giving a cent per cent educational coverage, and consequently, where all eyes are focussed on the age-group 6-14, it is now a universally acknowledged fact that the system of formal education is unsuitable to satisfy the socio-economic and other needs of the society. It neither attracts enrolment nor helps retain the enrolled during the elementary stages of education. It has been, simultaneously, acknowledged that solution to the great problem is available only through the non-formal approach. Various patterns under this approach have been developed and experimented. Project DAGEF is experimenting its own non-formal pattern to find out if it works more effectively.

The Project visualises three categories of non-school going population of 6-14 age-group, viz.

- (i) Those, who had been in schools once left before completing any stage and would like to rejoin the main stream of education,
- (ii) Those ,who were once, in school, left school, would not like to join again, but would prefer education useful in improving their living, and,
- (iii) Those, who were never in school, but are likely to join and hold on if properly handled.

Keeping in view the needs of these three categories, the Project has set the following objectives for 6-14 age-group-

- (i) To motivate the dropouts or such children who have not gone to the primary school ( during the age of 6 to 14 years) to come into the field of formal education.
- (ii) To develop expertise in the children with regard to the socially useful productive work and the occupations in which they are engaged in their families or community.
- (iii) To develop ability in the children over various linguistic skills and functional numeracy;
- (iv) To develop in the children the skills, habits and attitudes necessary for healthful living and make them understand and appreciate the scientific phenomenon in every day life;
- (v) To develop in them a sense of citizenship.

#### 5.4.4 ~~Age - Group 15-35:~~

Education of the community members who are more than 15 years and adults needs special attention because without educating the parents it is difficult to educate their children. The adult Education should not be reduced to adult literacy. The content of adult Education should be based life, needs and aspirations of the people. The main objectives of this age group are as under.

- 1) To motivate the out of school youths to acquire basic knowledge and skills of reading, writing and developing in them functional numeracy.

- 2) To impart knowledge about healthful living.
- 3) To develop and enhance in them agricultural and non-agricultural skills including various crafts.
- 4) To develop in them a sense of citizenship

Need Based Programmes & Activities for Age-Group 6-14 and 15-35:

Non-formal State Educational Programmes for age-group 6-14 runs on two lines, which have been termed as Model No.1 and Model No.2.

Model No.1 is a non-formal educational programme of years meant for those children who are keen to join the main stream of formal education after completing this course, which would bring them at par with VIII class standard. Its instructional material has been prepared by the T.B.C of M.P covering 4 subjects viz Hindi, Mathematics, Social Studies and General Science, non-formal centres are conducting the programme.

Model No.2 is also a non-formal educational programme, of two years only and is meant for persons of age-group 15-35 and above and also for those children of age-group 6-14 who do not intend to join the main stream. Its instructional material has been prepared by community Education Cell of S.I.E, and covers 2 areas viz - (1) Functional literacy and (2) Numeracy.

It is important to note that the above-mentioned difference exists only in the educational programmes. The rest of the programmes and activities, in the fields of namely (1) Health & Cleanliness (2) Social (3) Cultural and (4) SUW are common for all children of age group 6-14 and adults of age group 15-35 and above.

- (i) Those, who had been in schools once left before completing any stage and would like to rejoin the main stream of education,
- (ii) Those ,who were once, in school, left school, would not like to join again, but would prefer education useful in improving their living, and,
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#### 5.4.4 Age - Group 15-35:

Education of the community members who are more than 15 years and adults needs special attention because without educating the parents it is difficult to educate their children. The adult Education should not be reduced to adult literacy. The content of adult Education should be based life, needs and aspirations of the people. The main objectives of this age group are as under.

- 1) To motivate the out of school youths to acquire basic knowledge and skills of reading, writing and developing in them functional numeracy.

- 2) To impart knowledge about healthful living.
- 3) To develop and enhance in them agricultural and non-agricultural skills including various crafts.
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Survey Findings	Felt Needs	Programmes activities
<b>i) EDUCATIONAL</b>	<b>i) EDUCATIONAL</b>	<b>i) EDUCATIONAL</b>
Literacy percentage in the rural areas of Madhya Pradesh is as under- Male - 32.79% Female - 8.90% Average - 21.15%	A) <u>Under Model No.1</u> i) To accelerate State Educational programme through non-formal education centres.	A) <u>Under Model No.1</u> i) Imparting instructions in a) Hindi b) Arithmetic
ii) Ignorance of the values of natural and social environment is wide-spread.	ii) To develop the ability of understanding the immediate natural and social environments making use of them and keeping them safe.  B) <u>Under Model No.2</u> i) To make the remaining children of age-group 6-14, and adults of age-group 15-35 and above, functionally literate. ii) To acquaint them with their immediate natural and social environments.	ii) Imparting instructions in c) Social studies d) General Science.  B) <u>Under Model No.2</u> i) Imparting instructions in a) Functional literacy b) Numeracy ii) Lectures and debates. iii) Short excursions. iv) Creation of interest in a) meeting new persons. b) collecting specimen c) asking searching questions about them.& d) making keen observations
iii) Attitude towards unfamiliar things and phenomena is neutral	iii) To arouse curiosity 'to know' the surrounding in a better way.	iv) Providing opportunities in and outside the centre to- a) Speak and read fluently b) Work confidently, & c) Play boldly.
iv) poverty and illiteracy have snatched away self-confidence.	iv) To encourage in participating in such activities which would help them to realize that they too, 'can do'.	

Survey Findings	Felt Needs	Programme Activities
2) <u>HEALTH &amp; CLEANLINESS</u>	2) <u>HEALTH &amp; CLEANLINESS</u>	2) <u>HEALTH &amp; CLEANLINESS</u>
Principles and practices of health and hygiene are not popular.	To provide information 'why and how' of - a) personal cleanliness b) Cleanliness of the surroundings. c) minor ailments d) child care.	Cleanliness of- a) different parts of the body, clothes and other belonging. b) i) home ii) home articles iii) neighbourhood. iv) community centre. v) wells and ponds c) Knowledge of common diseases and their primary cures and healthy habits. d) i) pre-natal & post-natal care ii) inoculations. iii) diet. iv) common ailments and their cure. v) health check-up.
v) pleasing behaviour is not a common phenomena	e) Balanced diet  v) To develop good and healthy habits which would make a satisfying personal life with an admirable personality, and a pleasant community life.	-) i) Balanced diet for children, adults and pregnant ladies, with their alternatives available in the village. ii) Importance of pure drinking water. v) Introduction and encouragement of the following behaviours in the various centre situations:- a) Punctuality- i) Attending school on time ii) Attending classes on time. iii) Attending different co-curricular programme on time. b) Regularity- i) Completing class-work ii) Submitting completed home assignments. iii) Attending co-curricular programmes.

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Survey Findings      Felt Needs      Programmes & Activities

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- c) Honesty - i) Avoiding illegitimate copying  
                   ii) Avoiding foul methods while playing.  
                   iii) Truthfully reporting an incident or an assignment.
- d) Obedience- i) Obeying the teachers.  
                   ii) Obeying the group-leader.  
                   iii) Observing the rules of the school.
- e) Cooperation- Whenever called upon-  
                   i) Participating in group activities.  
                   ii) Working for common objectives in group situations.
- f) Helpfulness- i) Taking note of the needs of others.  
                   ii) Assisting fellow-pupils  
                   iii) Sharing belongings with fellow pupils whenever the situation arises.
- g) Leadership- i) Taking initiative in planning group activities.  
                   ii) Organising group activities & involving others according to the needs.  
                   iii) Leading a group or the class whenever called upon.

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### 3.5 TITLE INPUTS:

To implement the need-based programmes and activities under the five main areas - educational health and cleanliness, social, cultural and socially useful productive work, inputs in the form of MAN, MATERIAL, MONEY have been introduced into the project. It is evident that effectiveness of implementation depends, partly, on their proper utilisation. The Cell prepared a plan in this respect and has been acting accordingly from the very beginning of the project ever since 1977. A brief description is as follows:-



3.5.1 MAN: The Cell, in consultation with its counterpart in NCERT, has formed three teams of personnel to implement the Project. The first one are the personnel of the Cell itself, the second is at the B.T.I level and consists of the Principal and a Project-in-charge Lecturer, while the third is at the village level comprising of the community workers, the Sur-panch and centre-in-charge Headmaster.

B.T.Is have requested the collectors to form fourth team. It includes personnel of government departments related with developmental work at District level. They form two groups. The first group forms the district-level Coordination Committee and the other group is of field workers, viz, the Gram-Sevak, nurse and doctor etc.

### 3.5.2 MATERIAL:

(1) BY UNICEF: Supply of material to conduct the activities of the target groups forms an essential part of programme implementation. UNICEF has formulated a policy on the national level for these supply items and provides them to the community centres accordingly. Six Community Centres in Madhya Pradesh have received the following material by UNICEF and the State Government which have been classified group-wise.

#### (A) BY UNICEF:

##### (i) General items-

4 Petromex's, 1 transistor, boxes and racks for storage, reading and reference material for library.

(ii) 0-3 age group - Nil

(iii) 3-6 age group - Balwadi equipment, simple playmaterial, educational tools and clay models.

(iv) 6-14 age group - Indoor and outdoor games material.

(v) 15-35 age group

Survey Findings	Felt Needs	Programme Activities
2) <u>HEALTH &amp; CLEANLINESS</u>	2) <u>HEALTH &amp; CLEANLINESS</u>	2) <u>HEALTH &amp; CLEANLINESS</u>
Principles and practices of health and hygiene are not popular.	To provide information 'why and how' of - a) personal cleanliness b) Cleanliness of the surroundings. c) minor ailments d) child care.	Cleanliness of- a) different parts of the body, clothes and other belonging. b) i) home ii) home articles iii) neighbourhood. iv) community centre. v) wells and ponds  c) Knowledge of common diseases and their primary cures and healthy habits.  d) i) pre-natal & post-natal care ii) inoculations. iii) diet. iv) common ailments and their cure. v) health check up.
v) <u>Playing</u> behaviour is not a common phenomena	e) Balanced diet  v) To develop good and healthy habits which would make a satisfying personal life with an admirable personality, and a pleasant community life.	c) i) Balanced diet for children, adults and pregnant ladies, with their alternatives available in the village. ii) Importance of pure drinking water. v) Introduction and encouragement of the following behaviours in the various centre situations:- a) Punctuality- i) Attending school on time ii) Attending classes on time. iii) Attending different co-curricular programmes on time. b) Regularity- i) Completing class-work ii) Submitting completed home assignments. iii) Attending co-curricular programmes.

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Survey Findings      Felt Needs      Programmes & Activities

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 i) Participating in group activities.  
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### 3.5 THE INPUTS:

To implement the need-based programmes and activities under the five main areas - educational health and cleanliness, social, cultural and socially useful productive work, inputs in the form of MAN-MATERIAL-MONEY have been introduced into the project. It is evident that effectiveness of implementation depends, partly, on their proper utilisation. The Cell prepared a plan in this respect and has been acting accordingly from the very beginning of the project ever since 1977. A brief description is as follows:-



- (a) Mahila Mandal - 2 sewing machines, musical instruments, 4 grinders.
- (b) Yuvak Mandal - 1 set of carpentary tools, simple tools for gardening, musical instruments, moulds for chalk and toys making.

3.5.3 MONEY: The Project runs on the financial aid provided both by the UNICEF and the State Government. Items covered by these aids are the following -

(A) BY UNICEF:

- (i) Honoraria to community workers @ Rs.300/- per month per centre (for 6 out of 10 centres), but from 1984 honoraria to community workers was raised 001 to 500 .
- (ii) Contingency of Rs.1000/- per annum to SIE.
- (iii) Contingency of Rs.1000/- per annum to SIE.
- (iv) Special fund of Rs.25,000/- for construction of community Bhavan at Patha & Alampura.

(B) BY THE STATE GOVERNMENT:

- (i) Freight charges incurred on the supply of materials to SIE, BTI and the Community Centres.
- (ii) T.A and D.A for supervision work.
- (iii) Books, Slates and Meta-books for the non-formal Education.
- (iv) Looms for tat-patti making.
- (v) Land for the construction of Community Halls.

3.6 Techniques adopted in implementation of the project:

The Machinery: The machinery involved in the implementation of the project may be classified into those at the (i) Central level (ii) State level (iii) District level, and (iv) Village level.

At the central level, the Ministry of Education and Social Welfare, Government of India has taken up the Project with the financial assistance of UNICEF-India, and has entrusted the responsibility of execution to NCERT, NEW DELHI. The Community Education Cell of NCERT, in consultation with UNICEF India, thus, is in overall charge of planning, financing and executing the project in the States and Union Territories of India. It has signed an agreement with the State Government of M.P, for its implementation in Madhya Pradesh.

At the State level, the Education Department of Madhya Pradesh has handed over this responsibility to State Institute of Education, M.P, Bhopal. The Community Education Cell of S.I.E, Bhopal, is overall charge of planning, executing and supervising the project in the State. At the district level, the Basic Training Institutions (B.T.Is) assist the Community Education Cell of SIE in all matters of implementation in the selected villages.

At the village level, where a community centre (C.C) has been established, a team of 3 or 4 Community Workers put the plans into operation. In doing so they are continuously guided and assisted by BTI personnel and community leaders of the village.

B.T.I, thus, forms a vital link between the planners and the executors, in implementing and supervising the project, in collecting the feedback and in taking up the follow-up programmes. Under the Guidance of Community Education Cell of State Institute of Education, M.P, Bhopal.

### 3.6 Techniques adopted in implementing the project:

Provision of man-material-money being made, the next step was to devise and adopt suitable techniques for effective implementation. With the guidance of DACU Cell of NCERT, the Cell in SIU, Bhopal, collected suggestions from BTI personnel, the community workers and enthusiastic persons of the communities, and formulated the following techniques:-

- 3.6.1 Creation of an atmosphere for education,
- 3.6.2 Motivation through dissatisfaction with the present conditions,
- 3.6.3 Motivation through personal contact.
- 3.6.4 Honour of prominent village people.
- 3.6.5 Particular responsibilities of each community worker,
- 3.6.6 Orientation of (a) BTI personnel  
(b) Community workers
- 3.6.7 Formation of calendar of age groupwise activities by  
(a) BTI personnel  
(b) Community workers.
- 3.6.8 Coordination of developmental activities of government departments.
- 3.6.9 Community education clipped with (a) SUW activities  
(b) Recreational activities
- 3.6.10 Improvement in physical means,
- 3.6.11 Development of the spirit of belongingness,
- 3.6.12 'Now, Help Yourself',
- 3.6.13 Visits of community worker to different community centres.
- 3.6.14 Motivation of village youths through state-meets
- 3.6.15 Regularity in recreational activities,
- 3.6.16 'All Roads Lead To Rome'
- 3.6.17 Some special efforts in universalising elementary education.

3.6.18 Some special efforts for attention at the centre. A brief description of the above mentioned techniques is given below:-

3.6.1 The start is usually made with 'Quotes on Walls'. Small and simple sentences denoting importance and advantages of education were written on the front walls of the houses to create a favourable psychological atmosphere in the selected villages.

3.6.2 Thereafter, the BTI personnel along with S.I. personnel organise meetings of the community. They expressed deep sympathy for the poor socio economic and educational conditions under which they were living and simultaneously, try to arouse their dissatisfaction with the conditions by quoting those in their own community who cared to improve them and succeeded. BTI personnel also elaborately describe the developmental activities of various government departments to improve their conditions and assured all possible help to secure them.

Doubtful in nature because of centuries of exploitation, the response is often limited but indicates that the community is prone to putting cautiously and gradually its confidence in the project-workers.

Arousing dissatisfaction and suggesting ways to remove them is an attempt of this technique to bring in an awakening, and to motivate the people to rise to the situations.

3.6.3 Community workers continued the process of explanation and persuasion through personal contact with each member. This method, though slow, proved more fruitful in diminishing doubts and the tendency of aloofness.

3.6.4 But something concrete had yet to come to keep on growing the seeds of confidence and consciousness. The first steps in this direction were the establishment of community centre and formation of village project



committee. The community elected its president, vice-president and members. The powers to plan, guide, supervise and modify the village level activities conducted by the community centre were vested in this committee. The committee also recommends appointment of community workers and supervises their work. This honour helped considerably in motivating the community in general and prominent persons holding office in particular to organise and participate in the activities of the project.

3.3.6 The project is unique in the sense that it attempts to cover the whole community by education. For this purpose, community workers ~~have been~~ given separate charge of each of the four target groups in which the community has been purposely divided, so that they may develop expertise in their specific job.

3.6.6 The approach of the Project being new, orientation of persons engaged in it is a regular feature of the implementation programme. PTI personnel are oriented by the S.I.C. Cell who, in turn, orient community workers. The cell also directly conducts such programmes for them. The nature of orientation is continuously modified by the cell according to the feedbacks, received and experiences gained and also according to the modified programmes and activities introduced from year to year.

3.6.7 Actual implementation begins with the formation of calendar of activities. The Cell never dictates. PTI personnel being nearer to the community centres prepare outlines separately for the four target groups and Community Workers give detailed and final shape. The Cell only scrutinizes to verify that the activities are directed towards the achievement of the project objectives and permissible under existing rules. But the Village Project Committee is the final authority to amend them suitably to the current needs of the community. This process

has helped in developing a sense of responsibility among the community workers and the village people, and also in obtaining their active participation as proved in the construction of project Community Wells.

3.6.8 Several developmental activities included in the project programmes are the normal activities of some State Departments engaged in developmental work. The Principal of BTI puts up the requirements of the community before the District Coordination Committee consisting of district officers of these departments and chaired by the collector or project officer. These officer, in turn, direct their block and village level officers and employees to attend to these needs. They also address the community and explain the various developmental schemes. The technique not only satisfies the community but also gains its confidence in the project personnel and thus, proves the usefulness of the project itself. It is also expected that the community, in return, zealously participates in and enlivens project activities.

3.6.9 Need of education is stressed upon the community not only in personal contacts, but through SUFW, recreational and other activities. Cutting of cloth and wax candles to size, proportionate mixture of ingredients in Agar batti Papad-pickles preparation, marking of volley ball and other play- rounds, expenditure-income-profit calculation in transactions of home prepared articles, recital of the Ramayan and the like are situations when the community workers make participants feel the need of education. This approach of clipping education with needs through the activities is likely to add to the development of a favourable psychological atmosphere for education. Earnings through SUFW act as incentives, too, for participation in project activities.

3.3.10 But activities need equipment. UNICAF are paying attention in this regard as detailed in art. This addition in the physical means from year to year is meant to provide extra attraction for community participation.

3.3.11 The element of personal care is introduced by the community workers and BTI personnel. A single example would illustrate this. These persons explain in detail grants and loans provided by various government departments to improve the physical means of their respective professions and get their applications passed through official formalities in proper time limits. This spirit of belongingness in the personnel is expected to be well reciprocated by the people.

3.3.12 Last personal care lead to the psychology of complete dependence in the community in getting problems solved and thus, a stray the very objective of developing self-reliance, this help, in the course of time, is gradually replaced by suggestions and guidance. 'This way or that way, help yourself, won't you?'

3.3.13 The techniques briefly mentioned above need spirited and well oriented community workers, who, at the time of their entry in the project, were just like other members of the community. In order to meet this situation, their orientation programmes are organised at different BTIs accompanied with visits to the community villages, so that activities in action and the methods used may personally be observed by them. Detailed discussions and suggestions invariably follow the visits. Transfer of techniques from one centre to the others, better understanding, motivation and the spirit of healthy competition are expected to be the outcomes of these orientation programmes.

3.6.14 Majority of village youths have no opportunities of visiting other parts of the State, meet their counterparts and know, or at least see, something of their life styles and cultures.

Madhya Pradesh has the honour of being the first State to organise State Meets of Community Centres in 1981 and 1983, and afford this opportunity. Sports, literary, cultural and JUFw competitions are arranged to motivate nearly 200 young village boys and girls to dispense with their shyness and demonstrate their potentialities in them, simultaneously invoking in them a spirit of more active participation on return. Three days of continuous mixing provides them with an opportunity of tasting community life, too. The Meets, thus, definitely have great potentialities of widening the horizons of understanding, social and cultural attitudes and competitive spirit in youths who are mostly contented in their own limited sphere of state village life.

3.6.15 To keep alive this motivation and the centres, too, out-door and in-door games and recreational activities form an essential part of the activities of community centres. Cultural programmes are organised twice a week to attract larger number of the village population.

3.6.16 In order that diverse activities conducted at the centre may not fall into an odd mixture creating confusion, separate age-wise groups of the participants have been formed with such classified activities as suit to their needs and liking. They are:

- i) Health and Health-Education Programmes for children of 0-3 age group and mothers.
- ii) Balwadi activities for 3-3 age group children.
- iii) Non-formal Education Programmes for out-of-school children of 6-14 age group.
- iv) Adult Education Programme with recreational, social and cultural activities for women of 15-35 age group registered in the M. Bill-Memo.

- v) Adult-Education Programme with recreational, social and cultural activities for men of 15-35 age group registered in the Yuvak-Mandal.

Adult-education Programme is a programme of functional literacy and provides instructions in simple Hindi and arithmetic.

- vi) SRA activities for 0-14 and 15-35 age groups.

All these techniques, which have been mentioned above, and which are partly or wholly adopted by different community centres according to the needs of the occasion have been devised and directed towards the attainment of one, and only one, purpose - 'bringing in an all-round awakening to break the apathy of the unenlightened village population towards education. It is, therefore, implied that they are always open to elimination, modification and addition, and that they are the means and not the end. Their mode of application and degree of adoption may also vary and it does vary from time to time and community to community but their purpose remains the same.

3.6.17 Besides the techniques some special efforts are being made to in the direction of universalising elementary education as mentioned below:-

'Children of 0-14 age group, after enrollment at the non-formal education centre, are divided into two separate categories according to their qualifications and capacities, namely,

- 1) Category I is of those boys and girls who had been in the formal education system previously, left it for one reason or the other, but are now desirous of rejoining. Their educational programme consists of 18 units of instructions, after completing which they are allowed to appear at the Primary School Public Examination. If they get through, they are admitted in class VI of middle school. This pattern in Madhya Pradesh has been termed as Model-I. Trainee-Teachers in BFIs cooperate in running this programme of enabling the drop-outs to join the main stream of education.
- ii) Category II consists of those out-of-school population and dropouts, too, of 0-14 age group, who are not desirous of joining the main stream now or in future. To them simple Hindi and arithmetic

necessary for use in daily life are taught through the medium of vocations. Besides education, these children produce socially useful articles, such as tat-patti, chalk, Agarbatti, soap, sealing wax, Tailoring and weaving, paper and beri, candle etc., for which they are paid. This pattern is termed as 'Learn While You Learn'.

### 3.5.18 Some Special efforts to retain learners at the Non-formal Education Centre

The problems of truancy and dropout are acute everywhere, so also in Madhya Pradesh. The Project is attempting to fight them out in the following ways -

- i) Continuous contact with guardians to seek their cooperation.
- ii) Centre timings adjustable according to the convenience of learners,
- iii) Free distribution of books and exercise notebooks to learners.
- iv) Development of family environment at the Centre.
- v) Organization of visits, addresses, guidance and help of personnel of developmental departments of the State Government.
- vi) Organization of educational tours,
- vii) Recreational and sports activities clubbed with educational programmes conducted in Mahila-Mandal and Yuvak-Mandal,
- viii) Personal care in solving educational problems of learners,
- ix) The following competitions are organized and combinedly for learners at the non-formal centre and the primary school with a view to developing in them a spirit of healthy competition and a desire for learning -

- i) Games and cultural programmes.
- ii) Recitation of poems, 'Antyakshari', jokes and debates.
- iii) Children's meetings.

C H A P T E R - I V

4. Evaluation of the Project:

4.1 Need of Evaluation

4.2 Formation of Evaluation Tools.

4.3 Orientation of Evaluators.

C H A P T E R V

The Project was implemented in various states. In the first phase the number of community centres were only two in each state. In the expansion some more centres joined the old ones. Nature of activities organised by the different centres vary on account of the varying needs of the areas served by them. Hence there is an urgent need to assess each approach to supply feedback and to modify subsequent approaches.

4.1 Need For Evaluation: The project has completed two phases. At this point when the second phase of project is commencing to close this evaluation assumes greater significance to identify strength and weaknesses of various approaches adopted in the implementation of the project.

2) It is also essential to assess the outcomes of the projects in context of overall objectives. The achievements and deficiencies will provide the base and guidelines for future programmes. (i) The assessment of various aspects of the project will also help in the effective implementation of the work under the project.

(ii) It is also essential to discern trends in social economic and cultural areas in the selected communities in response to the inputs provided.

(iii) The evaluation will also help to identify scope of the project and its under adoption in the state. As this was implemented as a pilot project its results will definitely pave way for wider expansion in the state.

4.2 Formulation of Evaluation tools: Eight Evaluation tools were prepared by SIE, Bhopal and remaining five tools were taken from the guideline and manual prepared by NCERT. An orientation programme for



evaluators was organised to train them to implement these tools at six community centres.

Preliminary tryout of these tools was carried out by community workers on a smaller group of 12 to 15 people in each age group. Deficiencies of these tools were communicated to B.T.I which in turn communicated them to S.I.E. S.I.E in view of these deficiencies modified the tools.

The following tools were given final shape by SIE in collaboration with B.T.I and community workers. Community workers were given a comprehensive training to administer these finalised tools in the field.

4.2.1 House Hold Survey Schedule: The schedule covers a wide range of details about the members of the family such as -

- i) Age-groups of the family members.
- ii) Description of the disabled in the family.
- iii) Description of infants and mothers.
- iv) Details of infant mortality.
- v) Educational standard of different target groups.
- vi) Description of occupation.
- vii) Details of unemployment.
- viii) Estimated Income of the family.
- ix) Details of members contributing actively to the activities of the community centre.
- x) Details of government/non-government aid received.

The purpose of collecting above information is to know the economic, Educational and Physical conditions in which the community is living. This information would help in modify need based programmes and activities in the subsequent year. (Appendix)

4.2.2 Observation Schedule of Age-Group 3 to 6:

The schedule covers the behavioural out-comes of age group 3 to 6 in the following areas:

- i) Personal Cleanliness.
- ii) Participates in creative and constructive activities.
- iii) Participates in co-curricular activities.
- iv) Takes part in educational programmes.

The purpose of the schedule is to evaluate the impact of the project on children of this age group and their parents in observing the rules of healthy living. (Appendix..)

#### 4.2.3 Observation Schedule of Age Group 3-14/15-35:

The schedule covers the behavioural out-comes of above age groups in the following areas:

- i) Cleanliness.
- ii) Punctuality.
- iii) Regularity.
- iv) Cooperation.
- v) Leadership.
- vi) Helpfulness.
- vii) Curiosity.
- viii) Honesty.
- ix) Obedience.
- x) Self-confidence.

The schedule aims to assess the personal qualities of an individuals which have bearing in social life also. (Appendix...)

#### 4.2.4 Literacy Certificate Examination Schedule:

This schedule covers two age groups, viz. 6-14/15-35 in the field of functional literacy and Numeracy. It reveals abilities in Hindi such as-

- i) Hearing
- ii) Conversation.
- iii) Reading
- iv) Writing.

and in Mathematics such as-

- i) To use numbers upto 1000.
- ii) to add, subtract, Multiply and Divide.
- iii) To recognise the units of Money, Length, Weight, Capacity, Area and time and its use in daily life.
- iv) To understand and use the fraction.
- v) To recognise geometrical figures.

The purpose, of this schedule is to assess these abilities in the field of functional literacy and numeracy.

#### 4.2.5 Observation Schedule of Mahila Mandal:

This schedule covers the behavioural out comes in women's organisation in the following areas:-

- i) Participates in the Educational programme.
- ii) Takes part in health and sanitation programme.
- iii) Takes part in economic activities.
- iv) Participates in social and cultural activities.

The schedule is meant to evaluate the liking of participant women in such activities as Education Health and Sanitation Economic, Social and Cultural (Appendix...)

#### 3.3.7 Observation Schedule for Mahila Mandal:

The schedule covered the behavioural out comes in the following areas.

- 3.2.7.1 Participation in educational programmes.
- 3.2.7.2 Taking part in health and nutrition programme.
- 3.2.7.3 Taking part in Economic Activities.
- 3.2.7.4 Participating in social and cultural activities.

#### 4.2.6 Observation Schedule of Yuvak Mandal:

This schedule reveals the behavioural outcomes in Men's Organisation in the following areas:-

- i) Participates in Educational Programme.
- ii) Takes part in health and sanitation programme.
- iii) Earns Money.
- iv) Takes part in social and cultural programmes.

The schedule is meant to evaluate the liking of participant Men in such activities as Education, Health and Sanitation, Economic, Social and Cultural. (Appendix....).

#### 4.2.7 evaluation schedule of socially useful productive work under UAP-3 scheme.

This schedule denotes the SUPW activities conducted at the community centre, availability of raw material, marketing of produced material and difficulties faced in the whole process.

The schedule attempts to assess the interests and readiness of persons to improve their economic conditions. (Appendix.. .)

#### 4.2.8 Proforma for the evaluation of Programme:

This proforma covers the following areas:

- i) Kind of programme.
- ii) Aims of the programme.
- iii) Number of participants and their type.
- iv) achievements of the programme.
- v) Financial obligations.
- vi) Difficulties and obstacles and suggestions.

The purpose of this proforma is to evaluate the usefulness of the various programmes conducted by the S.I.E and the B.T.Is. (Appendix...)

#### 4.2.9 Questionnaire for Heads of the Families:

This questionnaire tries to find out the acquaintance of the heads of the families in the village with the various aspects of the project.

The purpose of the questionnaire is to assess the popularity of the project in the community and its interest in it. (Appendix...).

#### 4.2.10 Computation of participation rates schedule:

The schedule comprised of three tables, collects statistical informations about (a) showing enrolment/attendance in the age group 3-6/6-14/15-35 and above/Total. (b) cumulative participation rates. (c) left out (Drop out) index.

The purpose of schedule is multiple. It attempts to find out the impact of the programmes and activities in enhancing the cause of community Education, its attraction to retain participants, to modify the activities to secure better participation etc.

#### 4.2.11-13 Check list regarding formulation of need based programmes:

The check list regarding the formulation of need based programmes suggested by DACEP Cell of NCERT in their publication "Internal Evaluation of the Project DACEP Guidance Manual and Tools" comprises 10, 15 and 11 areas for age groups 3-6, 6-14 and 15-35 respectively. DACEP Cell of State Institute of Education, M.P, Bhopal had already developed calendar during 1980-82. It has divided the community into four age groups, viz, 0-3 and mothers 3-6, 6-14, 15-35 and above, and specifies five broad areas, which are as under.

- i) Education.
- ii) Health and Cleanliness.
- iii) Cultural.
- iv) Social.
- v) Socially useful productive work.

This calendar denotes the indentified needs, corresponding activities and their evaluation for each the target groups.

They help BTI's personal and community workers to conduct, supervise, guide and evaluate all round activities under the project.

#### 4.3 Orientation of Evaluators:

It was necessary to orient BTI's personal community workers not only in the contents of the above mentioned tried out tools and the

purpose which the contents were expected to achieve, but also administering the tools. Compiling and interpreting the data and finalising the report at BTI's level.

Hence, four workshops were organised during 1983 at BTI's and SIE level. These workshops were as under:

- i) Orientation programme of evaluation workers in adoption of evaluation tools for internal evaluation of the project.
- ii) Orientation course for evaluation workers for compilation and internship preparation of evaluation data of each community centre at BTI's level.
- iii) Working group meeting for consolidation of evaluation data of each community centre.
- iv) Working group meeting for finalisation of progress report at BTI's level.

These reports were transmitted to SIE for statelevel report.

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C H A P T E R - V

- 5.1 COLLECTION OF DATA
- 5.2 CONSOLIDATION of DATA
- 5.3 INTERPRETATION AND COMPARISON OF DATA
- 5.4 FINDINGS

## 5.1 COLLECTION OF DATA:

Oriented community workers collected the required data related to their six respective selected villages viz Putha, Bandhi, Nalabadi, Pioda, Bararu, Radlikhuti and Khamrandaeh - under the guidance of h.T.I personnel. The collected data relates to the following:

- 5.1.1.1. Age-wise and caste wise distribution of population at Initial stage.
- 5.1.1.2. Age-wise and caste-wise distribution of population in 1963.
- 5.1.2.1. Age-wise and caste-wise registration of population at the community Centres at Initial Stage.
- 5.1.2.2. Age-wise and caste wise registration of population at the Community Centres in 1963.
- 5.1.3. Economic condition of the population of selected six villages.
- 5.1.4.1. Percentage of Registration out of total population of children of age group 0-3 at initial stage and in 1963.
- 5.1.4.2. Medical check up of children and expectant mothers.
- 5.1.5.1. Percentage of registration out of total population at initial stage and in 1963.
- 5.1.5.2. A) Registration of children of age group 3-6.  
B) Position of drop-outs.
- 5.1.5.3. Observation schedule of age group 3-6.
- 5.1.6.1. Registration of children of age group 6-14 at the centres.
- 5.1.6.2. A) Literacy in children of age group 6-14.  
B) Position of drop-outs.
- 5.1.6.3. Observation schedule of age group 6-14.
- 5.1.7.1. Registration of Adults of Age group 15-35 at the centres.
- 5.1.7.2. Literacy in Males of Age group 15-35.
- 5.1.7.3. Observation schedule of yuvak Mandal.



5.1.7.4. Literacy in Females of Age group 15-35.

5.1.8. Literacy in families receiving state government loans and subsidies.

5.1.9. workshops organised under the project.

Community workers faced the difficulties usually met with in such work, namely, non-availability of approached people, their hitch in giving information, incorrect or partially correct information etc. But, being residents themselves, they ultimately succeeded in collecting the same on proper proformas and schedules. B.T.I's personnel, too, went continuously and patiently guided the community workers scrutinized the data and posted the same on tables.

## 5.2 CONSOLIDATION OF DATA:

Data collected by the Community Workers of six centres and tabulated by personnel of respective B.T.I's, were consolidated at the state level on proformas developed for the purpose. The consolidated data, too, relates to the subjects mentioned in 5.1 above and depicts, through the medium of percentages, the positions in those subjects (i) at the initial stage and (ii) in 1983. These percentages will be useful in interpretation, comparison and evaluation.

## 5.3 INTERPRETATION AND COMPARISON OF DATA:

### 5.3.1. POPULATION - ITS DISTRIBUTION: T - 5.1.1.1, 5.1.1.2.

Total population of the first six selected villages, where the project was initially introduced, was 4825 and rose to 5231 in 1983. General population has decreased by 2% from 92.5 to 80.5 percent, that of S.C has gone up by about 1.93, from 14.05 to 15.9 percent, while that of S.T has remained constant 3.4 percent.

A change has been noticed in the distribution of male and female population. Female population has shot up by about 6% (from 41 to 47 percent) effecting a similar fall in the male population.

Since the project classifies the population into 4 age groups for its developmental and educational activities, it will be worthwhile to review population distribution that way, too.

(T.5.1.1.1 to 5.1.2.2).

Population percentages in the 4 age groups 0-3, 3-6, 6-14, 15-above at the initial stage and in 1983 stand respectively at-

10.21	11.33	30.36	48.07	(23.97 F 24.10 M)
15.21	14.15	30.03	42.56	(22.40 F 20.16 M)

The above figures reveal a rise of 3% each in the 0-3 and 3-6 age group populations and a fall of 5.5% in 15 above age group (1.5 F, 4.0M), indicating also no change in 6-14 age group during the period ranging from 5 to 6 years.

#### 5.3.1 Economic Condition of the Population:

Table 5.1.3 given in the appendix shows the number of families of six selected villages and their number below the poverty line classified in to 3 sub groups, namely, income below Rs.1000/- between Rs.1000/- 2000/- and Rs.2000 - 3500/-. The table also shows the number of families earning more than Rs.3500/- per annum.

The total picture, as indicated by the Table, is that 79.5% families were living below the poverty line when the project was started this picture has slightly improved in 1983. When the percentage

has decreased to 76.07%. The earlier statement made in chapter-2 that "The people are poor", was based on these percentages.

This table seems lead one to the conclusion that poverty and the problem of arranging two meals a day engrosses the population so much that the need of educating themselves and their children is pushed in the back ground.

Increase of MHW activities started by the project may perhaps help to some extent in solving the problem and, thus enhance the possibilities of spreading education.

### Registration:

Relationship can be established between age-groupwise population (T-5.1.1.1 and 5.1.2.1) and age groupwise registration under the project (T-5.1.1.2 and 5.1.2.2). This has been done in 4 tables, from T-5.1.1.1 to T-5.1.2.2. These tables show percentages of registration in the different age groups both at the initial stage of the project and in 1983. Their essence together with interpretation is submitted below.

### Age Group 0-3

#### 1. Registration:

	<u>Initial stage</u>	<u>1983</u>	
General	42	37.27	Decrease
S.C	06	47	Increase
S.T	21	58	Increase
All	35.29	42.26	

There is a decrease of children's registration in the general class but S.C's and S.T's parents have shown great interest in registering their children. The total picture is that the community is interested in taking advantage of this project, as is evident in the 7 percent rise of total registration of this age group (T-5.1.4.1).

2. Medical Check up:

<u>Initial stage</u>	<u>0-3</u>	<u>expectant mothers</u>
	39.1	40.9
1983	59.9	74.3

Medical check up has gained popularity because it seems to meet the needs of the community. Rise of 20.8%. Medical check up in 0-3 age group and a rise of 33.4% in expectant mothers is a sufficient testimony of the above statement (T-5.1.4.2).

Age group 3-6:1. Registration:

There is an allround increase of registration of this age group in Balwadies, figure of 24.7% registration at the Initial stage has risen to 37%. It is remarkable that S.T has shown very great interest in activities of this age group. Their percentage has risen from zero percent to 28.3%. (T-5.1.5.1).

The activities of Balwadies have shown their effect in the fall of drop-out percentages, too. The figure of 30.2% dropouts at the initial stage has fallen to 21.5% in 1983. (T-5.1.5.4(B)).

## 2. Four types of activities are conducted in Balwadies they are:

- i) Personal cleanliness.
- ii) Creative and constructive activities.
- iii) Co-curricular activities.
- iv) Educational programmes.

Observation schedule for the above activities were used for the first time in 1983. Hence, data for the initial stage is not available. Active participation percentages of children of 3-6 age group in the above-mentioned four activities stand respectively at 63.1,

50.2, 51.5 and 59.5 in 1983.

Though, satisfaction may be expressed because of these figures standing above 50%, there is yet much to be done, not only in the number of activities but also in such matters as equipments in balwedics and Training of Lady Community Workers. (T-5.1.5.3).

#### Age group 6-14:

##### 1. Registration:

The total population of 1-65 children of Age group 6-14 at the initial rose to 1598 in 1983. Out of these populations 47.7 percent and 9.4 percent (57.8%) were registered in the formal pattern of education and at the Non-formal Education Centres respectively.

The corresponding figures for 1983 are 69% and 25.8% respectively (94.8%). These figures show a steady rise i.e., increasing interest of the community in educating their children (T-5.1.6.1).

##### 2. Literacy:

Non-formal education centres, which made 57 children literate at the initial stage, have raised their total figure to 137 in 1983, a rise of 4.4% in the literacy programme. (T-5.1.6.2 (A)).

##### 3. Literacy Programme:

A special feature of literacy programme in 1983 conducted by the Non-formal Centre of the project for the age group 6-14 is the inculcation of good habits. Ten such traits as cleanliness, punctuality, cooperation, leadership, curiosity etc., were selected and introduced in the programmes. Activities for the children revolved around these traits. The participation of children in these activities ranged from 31.5% to 31.7% in 1983.

These figures, from the point of view of first attempt, seem to be quite inspiring. (T-5.1.6.3).

4. Drop-outs:

The position of dropouts has not appreciably improved. The percentage of 9.2 dropouts of G-14 age group at the initial stage became 8.9 percent in 1983. Low percentages of dropouts is the only satisfaction at present. (T-5.1.6.2 (B)).

Age group 15-35:1. Registration:

The activities of Males and Females of this age group relate to the following behaviours:

- 1) Participates in educational programmes.
- 2) Takes part in Health and Sanitation programmes.
- 3) Earns Money.
- 4) Takes part in Social and Cultural programmes.

The activities are conducted separately in Yuvak Mandals and Mahila Mandals, which have gained popularity during the implementation of the project. This is evident from the following extract of percentages from the Registration Table - 5.1.7.1.

	<u>General</u>	<u>A.G</u>	<u>S.T</u>	<u>All (Average)</u>
Initial stage	15.8	6.35	2.7	11.3
1983	54.3	20.2	80.25	33.7

Scheduled tribe community participation in the activities is note worthy as exhibited from the above table. Registration table (T-5.1.7.1), also shows the growing interest and participation of Males and Females alike.

A) Literacy among males:

Registration of Males in Literacy Programmes has gone up from 12% at the initial stage to 37% in 1983. Rise in the percentages has also

been noted in the number of Males who were "Already Literate" and Males who were made "Literate" in the Community Centres", the percentages being 42.2 to 45.1 and 0.6 to 15.1 respectively.

Thus, total Literacy percentage of Males has risen from 42.8% at the initial stage to 60.2% in 1983. (T-5.1.7.2). Observation of four "Behaviours" referred to above has been made in 1983 only. Out of 435 Male members of Yuvak Mandals, 30.1, 41.8, 40.2 and 34.5 percent participated respectively in them. But the above percentages of participation do not seem to be (T-5.1.7.3) satisfactory.

#### B) Literacy Among Females:

Registration of females of age group 15-35 in the community centres for Literary activities has gone up from 11.3% to 30.7%. Similarly the number of Literate females shows an appreciable rise. The percentage of Literate Females before the start of the project was 12.45%, which rose to 24.3% in 1983. To this achievement of the Formal system of education, community centres have also their share in spreading Literacy among females. At the initial stage they had succeeded in making only 1% females Literate. This figure has gone up to 10.85% in 1983. Thus, the total percentage of Literacy among female of 15-35 age group, which was 13.4% at the initial stage has stepped up to 28.1% in 1983. (T-5.1.7.4).

Observation of four "Behaviours" referred to in the beginning has been used for females of age group 15-35 also. Out of 331 females members of Mahila Mandals, 36.2, 55.8, 64.9 and 62.5 percent have participated respectively in them (T-5.1.7.5).

The above percentages are much higher than those of Males and seem to be satisfactory, specially in the light of the fact that

females cannot afford much time outside their homes.

Yet there is still scope for improving the above mentioned percentages, subject to the orientation/training facilities of Lady Community Workers, better physical facilities, better equipment and increase in contingencies for SUFA and Socio-cultural activities made available.

#### Literacy in Families receiving State Government loans and Subsidies:

An attempt has been made in 1983 to find out if better economic status has any effect on Literacy. For this purpose statistics of those families were collected who were helped by Community Workers and B.T.I's personnel in receiving loans and subsidies given by various developmental departments of the Government (T-5.1.8).

In all, thirty six families were helped in receiving various Aids. No. of children of age groups 3-6 and 6-14 in these families totalled 84. Out of this, total no. of 60 children were registered in Balwadis, Primary Schools and Non-formal Education Centres before their parents received Government aid. This figure has risen to 79 after obtaining and making use of the aid, that is from 71.42% to 91.04%. The rise of 22.62% of children registered at the various educational Centres leads to the conclusion that better economic status makes parents inclined to educate their children.

#### Programmes Organised Under the Project:

In order that the project is implemented effectively, orientation courses and workshops, are regularly organised at S.I.S, Bhopal and also at the B.T.I's. The names of programmes and their numbers are given in the (T-5.1.9) of the appendix.

The no. of programmes, which were only four at the initial stage, has since gone up to 14 in 1983. The programmes and workshops



help in getting first-hand information of the Centres, their difficulties and achievements. This information is vital in modifying subsequent programmes, techniques of implementation, corresponding orientation and also in developing Instructional material. (T-5.1.9).

On the basis of interpretation and comparison of data made above, it is now possible to draw inferences. These findings, in the form of (a) Achievements (b) Difficulties and (c) Suggestions are given below.

#### 5.4 Findings:

##### 5.4.1 General Achievements of six old community centres:

###### 5.4.1.1 Age Group 0-3 and Mothers:

Medical check up has gained popularity, because it seems to meet the needs of the communities. Rise of 20.8% medical check up in 0-3 age group and a rise of 33.4% in expectant mothers is a satisfactory result in the selected villages.

###### 5.4.1.2 Age Group 3-6:

- 1) Balwadies have become very popular in the selected communities, specially in schedule tribes in which registration has gone up from zero to 28.3%.
- 2) The impact of Balwadies has been noticed in the rise of registration in Primary Schools (from 37.7% to 43.2%) and at the Non-formal education Centres (from 22.8% to 27.9%). Thus the total registration of the children in Primary Schools and Non-formal education Centres after leaving Balwadies has gone up from 60.7% at the initial stage to 74.2% in 1983.

5.4.1.3 Age Group 6-14:

Registration of children of this age group has gone up from 57.8% at the initial stage to 94.8% in 1983. It is also noteworthy that in four of the six selected villages the target of 100% registration has been achieved. These villages are

- i) Patha (Tikamgarh).
- ii) Bandhi (Bilaspur).
- iii) Bararu (Jagar)
- iv) Fadlikhati (Rajgarh).

5.4.1.4. Age group 15-35 Adults Male and Female:

- i) Registration of Males of this age group at the Community Centres has gone up from 11.3% the initial stage to 33.7% in 1983. Similar is the progress in the spread of Literacy, which has stepped up from 0.8% to 15.1% in 1983.

The percentages for females of the same age group and under the same heads read as follows:

	<u>Registration</u>	<u>Literacy</u>
At the initial Stage	11.3%	1.0%
In 1983	30.7%	10.8%

5.4.2. Thirty six families of six selected villages were given financial aids by the State Government through the coordinative efforts of the project personnel. 94.04% children are registered in Balwadis, Primary Schools and Non-formal Centres of these families.

5.4.3. Position of dropouts of children of 6-14 age group:

- i) At the initial stage 9.2%
- ii) In 1983 8.9%

Thus, the drop-outs percentage is slightly decreasing.

5.4.4. Awareness in the population:

Growing interest in the population has been noticed in the following areas:

- i) Education of children.
- ii) Family welfare Activities.
- iii) Existing problems of the villages and their solutions.
- iv) Health check of infants and expectant mothers.

5.4.5 State Annual Meet of Community Centres:

Madhya Pradesh is the first state in the country to successfully organise State Annual Meets of all Community Centres. Two such Meets were organised at Kumbhghar (Tilwargarh) in 1981 and Pendra. (Pilsapur) in 1983. Village children, youths and elders Males and Females from all Community Centres representing different cultures, life styles and languages who would have a warm & mutual intimate contact, now annually meet and talk and try to understand one another. They participate in educational, cultural, games and sports, and GWA activities and learn many a new thing.

Total no. of participants in second Annual Meet organised at Pendra were:

Malee	-	91
Females	-	51
BTT's personal	-	27
and other including staff	-	30
<hr/>		
Total	-	220
<hr/>		

5.4.6 Twenty three workshops were organised for the preparation of Instructional Material and evaluation tools. Twenty six Programmes and Meetings were organised to orient all 32 Community Workers of 8 Community Centres, and B.T.I's personnel.

5.4.7 Instructional Materials such as Samudayik Shiksha Kendra, Nirdesh Mustikas of Age groups 0-3 and 3-6 for community workers, Eksha-Bharti part I,II,III Mathematics part I,II,III, Folk Literature Halwa, Bundelkhandi, Chhatisgarhi and Bhopali, Calendar 1982 etc., have been produced under the project.

5.4.8. Cooperation from developmental agencies/departments such as Block development, Panchayat, Primary Health Centre, cooperative department etc., is getting to raise socio-economic conditions of villages under the guidance of the collector of those districts.

5.4.9. Balwadi, Mahila Mandal, Yuvak Mandal, Non-formal Centres are running in each community centre to fulfil the needs of different target groups.

5.4.10 SUPW activities are organised in each community centre to train people of the villages.

#### 5.4.2 Specific Achievements of six old Community Centres

5.4.2.1 With the coordination of project personnel the following developmental work have been completed in the villages.

- i) construction of Community Building at Patha (Tikempurh) in collaboration with State Government, UNICEF and Community.
- ii) Construction of Sanskrit Manoranjan-grah at Bandhi (Bilaspur), with joint effort at the State Government and the community.
- iii) Construction of Community Hall at Kherhardach (Raipur).
- iv) Construction of community Building at Alampura

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(Tikamgarh) a new centre, is under progress with the collaboration of State Government, UNICEF and Community.

v) Construction of Primary Health Centre at Pathe (Tikamgarh) by Denada Project.

vi) Approach road of  $\frac{1}{2}$  km length has been constructed joining village Bandhi with the main road.

5.4.2.2 Gobar-Gas-Plant has been installed at Bararu (Sagar).

5.4.2.3 The following schools were opened during the period under review:-

- i) One Government Girl's Middle School and one High School at Pathe (Tikamgarh).
- ii) One Government Girl's Primary school at Bandhi (Bilaspur).
- iii) One Hink Middle School and one Hink High School at Bararu (Sagar).

5.4.2.4 Fisher men of village Bandhi (Bilaspur) have formed their own committee for marketing fishes.

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5.4.4. DIFFICULTIES :General :5.4.4.1. AGE GROUP 0-3 AND MOTHERS :

Libraries established at the Centres do not possess sufficient literature on Health and Hygiene, Pre-natal and Post-natal of Mothers and Child-care. They cannot be equipped with such useful literature because of the meagre contingency allotted to the centres.

5.4.4.2. AGE GROUP 3-6 :

- (i) Sufficient equipment for learning activities, creative activities and indoor games can not be purchased and supplied to the Balwadies because of insufficient contingency provided by UNICEF to them.
- (ii) Lady Community workers are not trained in running Balwadies. No provision for this exists, at present.

5.4.4.3 AGE GROUP 6-14 :

Insufficient number of pictorial books short story books, etc. do not provide sufficient attraction to children of 6-14 age group.

5.4.4.4 AGE GROUP 15-35 :

The state Government provides books and states free of cost to adults registered at Non-formal Centres run by the State Education Department, together with contingency for the centres and an incentive as Rs.50/- per candidates who gets through the Primary School Examination. No such provision has been made by UNICEF. Incentive for the teacher and free Education to the learners can bring about better results. This proposal needs due consideration by UNICEF Authorities.

5.4.5. SPECIFIC DIFFICULTIES FACED IN IMPLEMENTING THE PROJECT AND SUGGESTION THERE OF :5.4.5.1. HONORARIA TO COMMUNITY WORKERS :

A meagre amount of Rs. 500.00 per month to be distributed among 3 or 4 community workers of a centre has been fixed by UNICEF. Community workers of Alampur(Tikamgarh), Jogipur(Sidhi), Atarwara(Chhindwara) and Kheri(Mandla) are not getting even this meagre amount.

5.4.5.2. CONTINGENCY :

A sum of rupees 1000.00 per annum is fixed as contingency for each community centres. This amount is insufficient to meet even routine expenses.

5.4.5.3. A negligible amount of Rs. 15000.00 has been fixed for State Institute of Education to conduct the programmes and activities approved in the Annual Plan at Action. This amount is insufficient to conduct even one programme

SPECIFIC SUGGESTIONS FOR 5.4.5.

5.4.5.1.

Honoraria at least Rs. 1200.00 per month should be paid all the community centres to make community workers more interested in their jobs.

5.4.5.2.

Activities of community centres are different for each of the four target groups. They need diverse items together with their repairs or replacement. Ever risen costs require atleast Rs. 6000.00 per annum to meet these expenses to implement the project effectively.

5.4.5.3.

The spent amount is reimbursed by UNICEF after a but long time. Hence the amount of rolling should be raised to atleast Rs.50,000.00.

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5.4.3. SUGGESTIONS :

GENERAL :

5.4.3.1. AGE GROUP 0-3 AND MOTHERS :

Free distribution of Medicines, Proper instructions and regular visits of a qualified nurse for medical check up of expectant Mothers together with pre-natal and post-natal instructions should be arranged by project personnel in the B.T.I's with the coordination of the Health Department.

Health check up facilities should be extended to other age groups also. This is likely to create a favorable atmosphere for the project in the community.

Primary Health Centres have not been established by the Health Department in any of the six selected villages. The approach of this project, which attempts to cover the whole population through developmental activities, needs this cooperation from the Health Department.

5.4.3.2 AGE GROUP 3-6 :

(a) More equipments and funds should be allotted for activities in the Dakwadies, because they have proved their worth as gates to literacy.

(ii) Facilities for extensive training of Lady Community workers in running Dakwadies is an urgent need of the day. This should be given serious attention.

5.4.3.3. AGE GROUP 6-14 :

Modification of Activities for development of good hobbies should be attempted.

5.4.3.4. AGE GROUP 15-35 :

More equipment to run activities in the four departments, specially, Education and S.U.P.W. Activities together with non-contingency and rolling fund are very much needed to go up the activities of Yuvak Mandals.



It District coordination committees in the districts, where the community centres are situated, direct developmental Agencies of the Government to furnish prompt information to the selected village about the facilities provided by them, better results may be obtained.

Money earning S.U.P.W. Activities and better coordination with developmental agencies of Government to help persons receive Government Loans and subsidies should be paid more attention by project personnel. This attempt is libaly to enhance the cause of Education also.

5.4.3.5. AGE GROUP 15-35 :

The percentage of participation of males of this age group in activities related to the four Behaviours introduced since 1983 do not seem to be satisfactory, because of being less than 50%.

Orientation/training of community workers, increase in the physical facilities and better equiptment for Educational, SUPW and socio-cultural activities are very likely to increase participation . It is hoped that authorities will pay due consideration to this proposal and sander suitable help.

Health and sanitation programme under this project also need more attention and better coordination of Health Department.

SUPW Activities are great sources of motivation to the community but because of insufficient contingency and no rolling fund for the same, the activities have to face many obstacles. Special provision for payment of honoraria to local instructors, who give training in those activities, is also necessary, so that the local talent may be utilised for such activities.

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CHAPTER - VI

FOLLOW-UP AND FUTURE PLAN :

- 6.1. MODIFICATION OF EXISTING PROGRAMMES.
- 6.2. RECOMMENDATION FOR WIDER ADOPTION.

CHAPTER VI :FOLLOW-UP AND FUTURE PLAN :6.1. MODIFICATION OF EXISTING PROGRAMMES :

On the basis of the feed back received from the community centres and also on the basis of experience gained, the following modifications/ refinements in the existing programmes will be introduced in the project activities in 1984 :-

- (i) Intensive orientation courses will be organised for project incharge and the community workers of 10 community centres. These orientation courses will try to explain such ways and means as may be utilised to conduct age group-wise activities in a better way.
- (ii) Community workers will be asked to maintain diaries describing not only the work done, but also the ways and means adopted by them in doing the same.
- (iii) Community workers will be given practical training in SUPW activities by resource persons of the B.T.I's. The training courses will cover soap making, sealing wax making, Agar-batti making etc. Trained Community workers will, in turn, train interested persons

6.2. RECOMMENDATION FOR WIDER ADOPTION :

- (i) Since the projects is making an appreciable impact on the community and effectively helping in universalising Primary Education, it is proposed that the four block in which the community centres of Patha(Tikamgarh), Bandi(Bilaspur), Bararu(Sagar), and Padlikhati (Rajgarh) are noteworthy performance may be wholly covered by this project.
- (ii) In every block, in which the remaining B.T.I's of the State are situated one community centre under the project may be established.

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House Hold Survey Schedule

1. Name of the Community Centre village \_\_\_\_\_.
2. \_\_\_\_\_ family no.
3. Name of the head of the family \_\_\_\_\_.
4. Caste of the family \_\_\_\_\_ General/Schedule Caste/  
Scheduled Tribe.
5. Age-groups of the family members.

Sex/ Age-group	0 to 3 years	3 to 5 years	6 to 11 YEARS	11 to 14 YEARS	15 to 35 years	Over 35 years
----------------	-----------------	-----------------	------------------	-------------------	-------------------	---------------

Male

Female

Total

6. Description of the disabled in the family.

Sl. No.	Name	Age-group	Kind of disability	Description of the assistance received	Remarks
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1.

2.

7. Description of infants and mothers.

Sl. No.	Pregnant Mothers		Mothers other than those that are pregnant		Infants upto the age of 3 years	
	Name	Treatment received	Name	Treatment received	Name	Treatment given

1.

2.

Total

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HOUSE HOLD SURVEY SCHEDULE

( To be filled in by the Community Worker )

COMMUNITY EDUCATION CELL

State Institute of Education, M.P.,  
Jhansirobad, Bhopal,  
Pin - 462 008.

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INSTRUCTIONS REGARDING THE FILLING UP OF THE PROFORMA

General:

- 1) Each information should be recorded neatly.
- 2) Only those individuals should be included in the family who live and dine under the same roof.
- 3) If more than one family dwell in a house, each family should be treated as a separate unit.
- 4) Only one proforma should be filled in for one family.
- 5) Whenever alternatives are given in the proforma, the correct alternative should be marked (✓)

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8. Details of Infant Mortality:

Sl. No.	Name of the infant	without name	age	Name of mothers who died in labour
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Total

9. Educational Standard (5 to 14 years):

	3 to 6 yrs		6 to 11 yrs		11 to 14 years	
	Male	Female	Male	Female	Male	Female

Studying at school

Studying at the  
Community Centre  
Not studying

Total

9B Over 15 years

Age-group	15 to 35	Number of literate members		Number of illiterate members	
		Already literate	Male	Female	Studying at the centre

Male

Female

Total

10A Description of occupation

Name	Occupation		Assistance given in the occupation
	Main	Subsidiary	

10B Details of unemployment:

Name	Qualification	Vocational attitude
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- 11. Estimated income of the family.
- 12. Details of members contributing actively to the activities of the community centre.

Name	Age-group	educational	Health & sanitat ion	Social & cultural	Productive work
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- 13. Details of govt./non.govt., aid received

Name of department	Details of aid	Proposal for aid
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Date :

Signature of the person filling  
up the proforma



CBS AVIATION SCHEDULE-2

Name of the boy/girl

Behaviour	Conditions Observed	Assessment		
		Always	Sometimes	Never
1. Personal cleanliness	<ol style="list-style-type: none"> <li>1. Keeps his/her teeth, mouth, nose, eyes and ears clean.</li> <li>2. Takes a bath.</li> <li>3. Doesn't bite his/her nails.</li> <li>4. Doesn't put his/her finger into the nose.</li> <li>5. Doesn't wipe the nose on the sleeves.</li> <li>6. Washes his clothes.</li> <li>7. Keeps things clean.</li> </ol>			
2. Participates in creative and constructive activities.	<ol style="list-style-type: none"> <li>1. Builds toy-houses.</li> <li>2. Makes figures of clay.</li> <li>3. Makes paper toys.</li> <li>4. Collects things of different types.</li> <li>5. Makes articles of decoration.</li> </ol>			
3. Participates in co-curricular activities.	<ol style="list-style-type: none"> <li>1. Takes part in cultural programmes.</li> <li>2. Takes part in games.</li> <li>3. Takes active part in touring.</li> </ol>			
4. Takes part in educational programmes.	<ol style="list-style-type: none"> <li>1. Knows the alphabet.</li> <li>2. Knows the numbers (upto 100).</li> <li>3. Tells short stories.</li> <li>4. Tells jokes.</li> <li>5. Recites poems.</li> <li>6. Asks riddles.</li> <li>7. Knows the names of things around him.</li> </ol>			

6. GROUP 6-14/15-35Observation Schedule

S.No	Scale specifications (school situational behaviours) cleanliness	School situations
1.	2 Keeps his body clean	3 Observed situations:
		<ol style="list-style-type: none"> <li>1. Keeps his teeth, face, nose, eyes, ears and hair clean.</li> <li>2. Keeps his nails clean.</li> <li>3. Takes bath regularly.</li> <li>4. washes his hands and feet before taking food</li> <li>5. washes his hands and mouth after taking food</li> <li>6. washes his hands and feet after doing craft work or outdoor work.</li> <li>7. Does not put pen, pencil etc or finger inside the mouth.</li> <li>8. Covers the mouth while coughing.</li> <li>9. Keeps the hand near the mouth while yawning.</li> <li>10. Covers the nose while sneezing.</li> <li>11. Does not bite his nails.</li> <li>12. Does not keep his hand inside the nose.</li> <li>13. Does not clean the nose with the sleeves.</li> </ol>
II.	Keeps his belongings clean	Observed situations:
		<ol style="list-style-type: none"> <li>1. Keeps his books clean.</li> <li>2. Keeps his bag clean.</li> <li>3. Comes to school in clean dress.</li> <li>4. Does not soil the sleeves of shirts/ frocks with ink, colour, chalk etc.</li> <li>5. Uses wet cloth while cleaning the slate.</li> <li>6. Dusts the shoes before entering the class.</li> <li>7. Uses clean paper covers for books &amp; copies.</li> <li>8. Removes the dust before sitting in a dirty place.</li> </ol>

Additional suggested situation

1. Uses the rubber to erase figures or words.
2. Keeps his tiffin box clean.
3. Replaces the lid on the pot or the vessel, used for drinking water.
4. Washes his dress when soiled with marks.
5. Stitches his books, copies, if torn.
6. Keeps craft tools clean.

III. Keeps the surroundings clean

Observed situations

1. Keeps the table, the chair in the classroom clean.
2. Keeps the blackboard clean.
3. Keeps the classroom, veranda and the school campus free from dry leaves, torn papers, cow dung, etc.
4. Uses a waste paper box and cleans it regularly.
5. Does not scribble, draw pictures or throw ink on the walls.
6. Discourages others from making the surroundings dirty.
7. Keeps the shoes at the proper place.

Additional, suggested situations:

1. Cleans the place used for taking lunch.
2. Does not spit anywhere and everywhere.

S.No	Scale specifications (school situational behaviours) punctuality	School situation
I.	Attends the school on time	Observed situation:  Attends the school on time.
II.	Attends the class on time	Observed situations:  1. Attends the different classes on time. 2. Is in his seat when the classes begin. 3. Comes to the class on time after lunch and other breaks.
III.	Attends the different co-curricular programmes on time	Observed situations:  1. Attends the morning prayer programme on time. 2. Attends cultural programmes like dances, festivals and birthday celebrations on time. 3. Attends school assembly on time. 4. Reaches the playground on time.
I.	Completes class work	Observed situations:  1. Completes the allotted work in different subjects. 2. Learns his lessons. 3. Does manual work (e.g. spinning, gardening, woodwork, paper work and clay modelling).
II.	Submits the home assignments.	Observed situations:  1. Submits the given home assignments pertaining to different subjects.
III.	Attends the co-curricular programmes.	Observed situations:  1. Attends morning prayer programme. 2. Attends the programmes of dramas, dances and musical performances. 3. Attends the students Assembly. 4. Attends games and sports. 5. Borrows and reads library books.

S.No	Scale specifications (school situational behaviour) cooperation	School situations
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I. Participates in group activities, when required	Observed situations:	<ol style="list-style-type: none"> <li>1. Participates in group games.</li> <li>2. Participates in group curricular activities.</li> <li>3. Participates in group co-curricular activities.</li> </ol>
II. Works towards the common objectives in group situations, when required.	Observed situations:	<ol style="list-style-type: none"> <li>1. Plays group games e.g., 'Kho' 'play of handkerchief' 'Kabaddi', 'Hockey' 'Rauro-Jamdashai' (Jack and the Bean).</li> <li>2. Works in the group work relating to scientific experiments e.g., 'Icing and Ball experiment to show that solid expands on heating; experiment to show the different parts of plants; experiment to show that plants turn and grow towards light.</li> <li>3. Reads in chorus reading.</li> <li>4. Sings in chorus singing.</li> <li>5. Works in the group work relating to school dances, dramas and birthday celebrations.</li> <li>6. Works in the preparation of wall magazine by cutting paper, giving margins, decorating or writing.</li> <li>7. Writes group reports of excursions, visits.</li> <li>8. Works in different types of group manual work like 'Safai' work, gardening and craft work.</li> </ol>
	Suggested situation:	Works in arranging and displaying exhibits during exhibitions.

S.No	Scale specifications school situational behaviour leadership	School situations
I.	Shows initiative in planning group activities	<p>Suggested situations</p> <ol style="list-style-type: none"> <li>1. Takes the first step in chalking out prayer programmes.</li> <li>2. Takes the first step in chalking out programmes of festivals, birthdays etc.</li> <li>3. Tries to take a key role in elections to students assembly "Balsabha".</li> </ol>
II.	Organizes group activities by involving others when required.	<p>Observed situations:</p> <ol style="list-style-type: none"> <li>1. Organizes games.</li> <li>2. Organized dramas.</li> <li>3. Presides over 'Balsabha' (Students Assembly)</li> </ol> <p>suggested, additional situations:</p> <p>Organizes picnics, festivals, birthdays, excursions etc.</p>
III.	Leads the class or a group when required.	<p>Observed situations</p> <ol style="list-style-type: none"> <li>1. Leads the group which is engaged in doing group activities pertaining to gardening, work work, experiments in science etc., as per the scheduled plans.</li> <li>2. Acts as class monitor and maintains class discipline.</li> <li>3. Leads the group which is engaged in chorus singing.</li> <li>4. Leads the class which is engaged in chorus recitation or reading.</li> <li>5. Lead the class which is engaged in counting numbers.</li> </ol>

S.No	Scale specifications	School situations
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I.	Avoids foul methods while playing.	Observed situation: 1. Does not violate rules in games in order to win games through foul methods.
II.	Avoids copying from the notebooks of fellow pupils when asked by teachers not to copy.	Observed situation: 1. Does not copy from the note books of fellow pupils, when he is unable to do a sum or write the correct answers to the questions in subjects like mother-tongue, social studies and science.
		Suggested situation: 1. Does not copy in the examination.
III.	Gives correct information regarding an incident or an assignment, when asked by teachers.	Observed situation: 1. Gives correct information regarding any quarrel between fellow pupils in the class or in the playground or in the activity periods. 2. Reports correctly the details of any assignment done by him. 3. Reports correctly the observed facts in the game.
		Suggested situation: Reports correctly the details of work pertaining to any work like spinning wood work and gardening.

S.No	Helpfulness	School situation
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I.	Takes note of the needs of others	Observed situation: 1. Helps fellow pupils by showing them the lessons, chapters taught during their absence. 2. Informs teachers about illness of fellow pupils. 3. Tries to settle quarrels between two fellows. 4. Helps teachers in displaying teaching aids. 5. Helps teachers in bringing copy books, chalk, charts, registers, dusters, tools etc., to the classroom.
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S. No	Local specifications school situational behaviours helpfulness	School situations
II.	Shares his things with fellow pupils	Observed situations: 1. Gives his pen, pencil, paper book, rubber etc., to his friends in the class. 2. Shares his books with others while reading.
III.	Assists fellow pupils	Observed situations: 1. Helps fellow pupils in the class in writing down questions from the blackboard 2. Helps fellow pupils in working out sums. 3. Helps fellow pupils in reading. 4. Helps fellow pupils in gardening and other types of craft work.

S. No	Curiosity	School situations
1	2	3
I.	Shows interest in knowing about new and unfamiliar things or objects in one's environment.	Observed situations: 1. Shows interest in knowing about visitors, new teachers and new pupils. 2. Shows interest in strange features, nests, eggs, stones, insects, plants, butterflies etc. 3. Experiments with collected things e.g., birds, nests, plants etc.
II.	Asks probing questions	Observed situations: 1. Asks questions about the nature and functions of unfamiliar things, birds, insects, plants etc. 2. Asks questions about the collected things, such as feathers, eggs, nests, plants pictures etc.  Suggested situations: Asks probing questions about: a) holidays. b) things seen in the magazine. c) shape, size and different parts of apparatus and tools.



S.No	Scale specifications school situational behaviours helpfulness	School situations
II.	Shares his thing with fellow pupils	Observed situations: 1. Gives his pen, pencil, paper book, rubber etc., to his friends in the class. 2. Shares his books with others while reading.
III.	Assists fellow pupils	Observed situations: 1. Helps fellow pupils in the class in writing down questions from the blackboard 2. Helps fellow pupils in working out sums. 3. Helps fellow pupils in reading. 4. Helps fellow pupils in gardening and other types of craft work.

S.No	Curiosity	School situations
1.	2 I. Shows interest in knowing about new and unfamiliar things or objects in one's environment.	3 Observed situations: 1. Shows interest in knowing about visitors, new teachers and new pupils. 2. Shows interest in strange feathers, nests, eggs, stones, leaves, plants, butterflies etc. 3. Experiments with collected things e.g., birds, nests, plants etc.
II.	Asks probing questions	Observed situations: 1. Asks questions about the nature and functions of unfamiliar things, birds, insects, plants etc. 2. Asks questions about the collected things, such as feathers, eggs, nests, plants pictures etc. Suggested situations: Ask probing questions about: a) holidays. b) things seen in the magazine. c) shape, size and different parts of apparatus and tools.

1	2	3
		<p>d) different elements and the methods of mixing them.</p> <p>e) seasonal changes of weather.</p> <p>f) sudden changes in one's physical and social environment like absence of a teacher or fellow pupils, displacement of the blackboard cherts, tables etc., falling of leaves, drying of plants etc.</p>
III.	Observes keenly one's surroundings	<p>Observed situations:</p> <ol style="list-style-type: none"> <li>1. Observes keenly pupils, their clothes, trees, plants animals, vehicles etc., when taken out of the class.</li> </ol> <p>Suggested situations:</p> <p>Is attracted immediately by presence of new birds, animals, and plants.</p>

No	Obadiene	School situations
I.	Acts according to the announcements of the teachers	<p>Observed situation:</p> <ol style="list-style-type: none"> <li>1. Does the work assigned by teachers as per their instructions.</li> </ol> <p>Suggested situation:</p> <p>Acts according to the announcements made by the teachers during the morning prayer and other classes.</p>
II.	Observes the rules and regulations of the school	<p>Observed situations:</p> <ol style="list-style-type: none"> <li>1. Observes the rules and regulations of the class when he is in the classroom.</li> <li>2. Observes the rules and regulations of games in the playground.</li> </ol> <p>Suggested situations:</p> <ol style="list-style-type: none"> <li>1. Obeys the orders of the Headmaster.</li> <li>2. Informs the concerned teachers if he has to leave the school before time.</li> <li>3. Submits the application in proper time, whenever he is absent from the school.</li> </ol>
III.	Acts according to the instructions of the group leaders.	<p>Observed situation:</p> <ol style="list-style-type: none"> <li>1. Accepts the decision of the group leaders.</li> </ol> <p>Suggested situations:</p> <ol style="list-style-type: none"> <li>1. Acts according to the decisions of the group leaders while working for the preparation of festivals.</li> <li>2. Obeys the group decisions even if he does not like them till he gets them changed.</li> </ol>

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S.No	Scale specifications	School situations
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behavioural self-confidence.

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I. Speaks and reads confidently

Observed school situations:

1. Is clear and articulate in expression while answering questions pertaining to different subjects.
2. Speaks confidently in the "classroom".
3. Sings spontaneously and clearly.
4. Narrates a story well.
5. Recites poems well.
6. Reads clearly.
7. Talks freely when he meets the strangers who visit the school.
8. Answers the questions raised by visitors etc.
9. Is not nervous while answering questions in the classes.
10. Is not nervous while acting a role in a drama.

II. Works confidently,

Observed situations:

1. Takes willingly any responsibility regarding 'safai' gardening and other types of craft work.
2. Demonstrates the model made by him.
3. Collects leaves and explains about them.

III. Plays boldly

Observed situations:

1. Demonstrates newly learnt physical exercises and games during those periods.
  2. Plays boldly different games.
-



INSTRUCTIONS FOR EVALUATION

1. Evaluation of non-formal education model-2 organised at the community Centre/evaluation of literacy of members studying at the adult education centre should be done by the officer in-charge of the centre.
2. At every community centre the evaluation Proforma should be framed under the guidance of the concerning Basic Training Institution.
3. The evaluation proforma should be based on abilities and should evaluation should be made on the basis of performance of direct actions.
4. Certificate to successful members will be given at the B.T.I, level.
5. Records of evaluation should be preserved at the centre.

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CL. GROUP 6 TO 14/15 TO 35

Subject : Hindi

Form	Abilities	Evaluation
1	2	3
	<u>Hearine</u>	good satisfactory unsatisfactory
1. Story	1. Introducing the character 2. Narrating the incidents 3. Describing good facts.	
2. Speech	1. Describing the main points 2. Presenting the summary	
3. Poetry	1. Presenting the central idea 2. Effect on the listeners speaking	
Story	1. Telling short stories 2. Correct and distinct pronunciation. 3. Presenting in simple language the stories heard.	
Poetry	1. National song. 2. Devotional songs/chorus the ramayan.	
	<u>Conversation</u>	
Debate	1. Speaking correct and distinct words. 2. Participation in conversation. 3. Bold expression. 4. Relevant speaking. 5. Expressing ideas 6. Logical contradiction of the opposition.	
Description	1. Description of portions read. 2. Description of an event seen 3. Repetition of things heard. 4. Description of fair/journey	
	<u>Reading</u>	
	1. Reading with correct pronunciation.	



5. Recognition of geometrical figures:

- A. Recognising spherical, cubical, conical and cylindrical figures in the environment.
- B. Classification of the figures.
- C. Recognising the square, rectangular, circular, triangular figures.
- D. Classification these figures.
- a. Recognition of the point, line and angle and their shapes.



Mahila Mandal  
Women's Organisation.

UAF - 3

OBSERVATION SCHEDULE-5

Name of the women :

Behaviour	Conditions observed	Evaluation		
		Generally	sometimes	Never
1. Participates in the educational programme.	1. Goes to the non-formal education centre. 2. Takes part in reading and writing programmes. 3. Makes use of the library. 4. Listens to the radio programme. 5. Participates in educational lecture series and discussions.			
2. Takes part in health and sanitation programmes.	1. Takes part in health direction programmes. 2. Takes part in family welfare campaigns. 3. Takes part in disease prevention campaigns. 4. Follows the rules concerning mother-craft. 5. Follows the rules of personal health. 6. Pays attention to personal cleanliness. 7. Pays attention to the cleanliness of children. 8. Keeps the house clean. 9. Keeps the surroundings clean. 10. Makes arrangement of balanced diet and pure drinking water.			
3. Takes part in economic activities.	1. She herself is an earner 2. Helps in earning money.			

Behaviour	Conditions observed	Evaluation
		Generally sometimes Never
4. Participates in social cultural activities.	<ol style="list-style-type: none"> <li>1) Doesn't believe in untouchability</li> <li>2) Doesn't like inter-caste marriages.</li> <li>3) Doesn't believe in exorcizing.</li> <li>4) Doesn't approve of child marriage.</li> <li>5) Hates dowry system.</li> <li>6) Cooperates actively in social activities.</li> <li>7) Participates in folk-songs.</li> <li>8) Participates in folk-dances.</li> <li>9) Takes part in reading of the Ramayan and singing of devotional songs and hymns.</li> <li>10) Takes part in social celebrations.</li> </ol>	

OBSERVATION SCHEDULE 6

Behaviour	Conditions observed	evaluation		
		Generally	Sometimes	Never
1	2	3		
1. Participates in educational programme.	1) Goes to the non-formal education centre. 2) Takes part in reading and writing programmes. 3) Makes use of the library. 4) Listens to the radio programme 5) Participates in educational lecture series and discussions 6) Adopts the modern methods of cultivation. 7) Establishes contact with departments concerning community development.			
2. Takes part in health & sanitation programmes.	1) Takes part in health direction programmes. 2) Takes part in family welfare campaigns. 3) Takes part in prevention campaigns. 4) Follows the rules of personal health. 5) Pays attention to the health of his family. 6) Does not drink wine. 7) Does not smoke and does not use tobacco. 8) Pays attention to personal cleanliness. 9) Pays attention to the cleanliness of the house. 10) Pays attention to the cleanliness of the surroundings.			

- | 1  | 2   | 3 |
|--|---|---|
| 3. Earns money                                   | 1) earns money independently  |   |
|  | 2) Apart from the main occupation he has a supplementary job/industry.              |   |
|  | 3) He aspires for vocational progress   |   |
|  | 4) Has no tendency to borrow unnecessarily.   |   |
|  | 5) Careful about saving.  |   |
| 4. Takes part in social and cultural programmes. | 1) Doesn't believe in untouchability  |   |
|  | 2) Doesn't like inter-caste marriage.   |   |
|  | 3) Doesn't believe in exorcizing.   |   |
|  | 4) Doesn't approve of child marriage  |   |
|  | 5) Hates dowry system.  |   |
|  | 6) Cooperates actively in social activities.  |   |
|  | 7) Plays a leading role in the performance of social activities.                    |   |
|  | 8) Takes active part in political activities.                                       |   |
|  | 9) Takes part in games and sports.  |   |
|  | 10) Takes part in folk songs.   |   |
|  | 11) Takes part in folk-dances.  |   |
|  | 12) Participates in acting and dialogues.   |   |
|  | 13) Takes part in reading of the Ramayan and singing of devotional songs and hymns. |   |
|  | 14) Takes part in social celebrations.  |   |

EVALUATION SCHEDULE-7

Schedule for the evaluation of socially useful productive work under the UAP-3 Scheme

Sl.No	Productive work	List of equip-ments	Estimated expendi- ture for product- ive work	List of raw material	Estimated cost
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- 2a) Sources of the raw material.
- b) Sources of availability of equipment.
3. Market for the produced goods
4. Number of persons working at the centre village.

Sl.No	Name of the productive work	Trained males Females total	Untrained males Females total
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Total

5. Total cost of the produced goods.
6. Total price of the produced goods.
7. Gross profit.
8. Average income of each participating individual.
9. Use of (the remaining) unuseful material.
10. Difficulties in the operation of productive work and suggestions for their resolution.
11. List of other productive works for the development of the village.

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PROGRAM FOR THE EVALUATION OF PROGRAMS

Sl.No	Kind of program	Aim of the programme	Number of participants and their type	Achievements of the programme	Financial obligations and obstacles	Difficulties	Suggestion
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TABLE -5.1.1.1AGEWISE AND CASTEWISE DISTRIBUTION OF POPULATION OF SIX SELECTED VILLAGES  
AT INITIAL STAGE.

Population	0 - 3			3 - 6			6 - 14			15-35 & above			Total population			Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	G.Total	M	F	To
General	193	191	384	230	225	455	656	524	1180	1957	1006	1963	2036	1946	3982	42.19	40.33	
Schedule Caste.	43	42	85	32	37	69	127	114	241	161	122	283	363	315	678	7.52	6.52	
Schedule Tribe	11	13	24	13	10	23	23	21	44	39	35	74	86	79	165	1.78	1.62	
TOTAL	247	246	493	275	272	547	806	659	1465	1157	1163	2320	2485	2340	4825			
	5.11	5.09	10.21	5.69	5.63	11.33	16.70	13.65	30.36	23.97	24.10	48.07	51.50	48.49				

TABLE -5.1.1.2

AGEWISE AND CASTEWISE DISTRIBUTION OF POPULATION OF SIX SELECTED VILLAGES IN 1983.

Population	0 - 3		Total	3 - 6		Total	6- 14		Total	15-35 & above			Total population			Percentage		
	Male	Female		Male	Female		Male	Female		Male	Female	Total	Male	Female	G.Total	M	F	Total
General	273	287	560	298	272	570	702	612	1314	963	880	1843	2236	2051	4287	42.02	38.55	80.56
Schedule Caste.	59	57	116	80	75	155	122	116	238	191	150	341	452	398	850	8.49	7.48	15.97
Schedule Tribe	15	14	29	16	12	28	19	27	46	38	43	81	38	96	184	1.65	1.80	3.45
TOTAL	347	358	705	394	359	753	843	755	1598	1192	1073	2265	2776	2545	5321			
Percent- age.	6.52	6.72	13.24	7.40	6.74	14.15	15.84	14.18	30.03	22.40	20.16	42.56	52.17	47.82				



TABLE -5.1.2.1

AGEWISE AND CASTEWISE REGISTRATION OF POPULATION OF SIX SELECTED VILLAGE AT COMMUNITY  
CENTRES AT INITIAL STAGE.

Population	0- 3		3 - 6			6-14			15- 35			Grand Total			Percentage			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	M	F	Total
General	107	55	162	62	53	115	67	54	121	145	126	271	381	288	669	52.12	39.40	91.51
Schedule Caste.	7	-	7	6	7	13	8	4	12	13	5	18	34	16	50	4.65	2.19	6.84
Schedule Tribe	5	-	5	-	-	-	3	2	5	1	1	2	9	3	12	1.23	0.41	1.64
TOTAL:	119	55	174	68	60	128	78	60	138	159	132	291	424	307	731			
Percentage	16.27	7.52	23.80	9.30	8.20	17.50	10.67	8.20	18.87	21.75	18.05	39.80	50.00	41.99				

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TABLE -5.1.2.2

AGEWISE AND CASTEWISE REGISTRATION OF POPULATION OF SIX SELECTED VILLAGES AT  
COMMUNITY CENTRES IN 1983.

Population	0 - 3			3- 6			6- 14			15 - 35			GRAND TOTAL			Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
General	101	107	208	131	90	221	260	98	358	356	276	632	848	571	1419	48.47	32.91	81.78
Schedule Caste.	33	22	55	20	25	45	24	16	40	39	30	69	116	93	209	6.68	5.36	12.04
Schedule Tribe.	10	7	17	3	10	13	7	5	12	40	25	65	60	47	107	3.45	2.70	6.16
TOTAL	144	136	280	154	125	279	291	119	410	435	331	766	1024	711	1735			
Percent- age.	8.29	7.83	16.13	8.07	7.20	16.08	16.77	6.35	23.63	25.07	19.07	44.14	59.02	40.97				

TABLE-5.1.3

## ECONOMIC CONDITION OF THE POPULATION OF SELECTED VILLAGES

Year	Number of families	A N N U A L I N C O M E							
		Below 1000	Percent- age.	1000 to 2000	Percent- age.	2000 to 3500	Percent- age.	Above 3500.	Percentage.
Initial Year.	951	247	25.97	339	35.64	170	17.87	195	20.50
1983	1057	196	18.54	412	38.97	166	15.70	253	23.93
			-7.43		-3.33		-2.17		3.43

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TABLE -5.1.4.1

PERCENTAGE OF REGISTRATION OF TOTAL POPULATION OF AGE GROUP 0-3 AT INITIAL STAGE AND IN 1983.

	<u>General</u>			<u>Schedule Caste</u>			<u>Schedule Tribe</u>			<u>All Caste</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
At the beginning	55.4	28.7	42.10	16.2	%	3.2	45.4	%	20.8	48.17	22.35	35.29
In the year 1983.	37.2	37.2	37.2	55.9	38.5	47.4	66%	50%	58%	46.68	37.98	42.26
Difference	-18.2	-8.5	-4.83	39.7	38.5	39.2	21.4	50.00	38.8	1.49	15.63	6.97

TABLE -5.1.4.2

## MEDICAL CHECK UP OF CHILDREN OF AGE GROUP 0-3 AND EXPECTANT MOTHERS

Year	Age Group 0-3			Expectant Mothers		
	Total population	No. of medical check up.	Percent-age.	Total population	No. of medical check up.	Percent-age.
At the Beginning.	493	189	39.13	93	38	40.86
1983	705	340	59.90	136	101	74.26
		Difference	20.77			33.40

TABLE -5.1.5.1

PERCENTAGE OF REGISTRATION OUT OF TOTAL POPULATION OF CHILDREN OF AGE GROUP 3-6  
AT INITIAL STAGE AND IN 1983.

	<u>General</u>			<u>Schedule Caste</u>			<u>Schedule Tribes</u>			<u>All Caste</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
At the beginning.	27	24	25	19	19	13.8	%	%	%	25.09	24.26	24.63
In the year 1983.	43.9	33	38.7	25	33.3	29.03	15.7	37.04	28.26	39.00	34.81	37.05
Difference	16.9	9.0	13.7	6	14.3	10.23	15.7	37.04	28.26	13.91	10.55	12.37

TABLE-5.1.5.2(A)

REGISTRATION OF CHILDREN OF AGE GROUP 3-6.

Year	Total population	Registered in Balbady	Percentage	After Balbady				Total	
				Registered in pre School age. (a)	Percent- in Non formal age. Centre. (b)	Registered in Non formal age. Centre. (b)	Percent-	(a +b)	Percent-age.
At the beginning	547	128	24.68	51	37.7	31	22.9	82	60.74
1983	753	279	37.05	129	46.2	78	27.9	207	74.19

TABLE -5.1.5.2(B)

POSITION OF DROP OUTS

Year	No.of Children enrolled	No.of drop outs	percentage of drop out.
Initial stage.	128	41	30.2
1983	279	60	21.5

TABLE -5.1.5.3

## OBSERVATION SCHEDULE OF AGE GROUP 3-6 : ACTIVITIES IN BALWADIES

S.No.	Activities in Balwadies	Total No.of Children	No.of Children participate.	Percentage.
1.	Personal cleanliness	279	176	63.08
2.	Participates in creative and constructive activities.	279	140	50.17
3.	Participates in co-curricular activities.	279	152	54.48
4.	Takes part in educational programmes.	279	166	59.49



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TABLE -5.1.6.1

REGISTRATION OF CHILDREN OF AGE GROUP 6-14 AT THE CENTRES

	<u>General</u>			<u>Schedule Caste</u>			<u>Schedule Tribes</u>			<u>All Castes</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
At the beginning	27.2	20.60	24.30	6.30	3.50	4.90	13.04	9.50	11.36	9.50	9.10	9.41
In the year 1983	37.	16.01	27.25	20.	9.54	16.00	36.80	10.50	26.09	34.87	15.75	25.85
Difference	9.8	-4.59	2.95	13.70	6.14	11.82	23.76	9.00	14.73	25.37	6.65	16.44

TABLE -5.1.5.2(A)

## LITERACY IN CHILDREN OF AGE GROUP 6-14

Year	Total population	In Literacy process				Literacy in Non formal Centres		Total (a+b+c)	%
		Registration Pri & Middle School. (a)	%	Registration Non formal centre. (b)	%	Numbers (c)	Percentage		
At the initial stage.	1465	699	47.71	138	9.41	57	3.89	894	
1983	1598	1103	69.02	410	25.84	133	8.32	1646	
Difference			21.31		16.43				

TABLE -5.1.6.2(B)

## POSITION OF DROP OUTS

Year	No.of children enrolled.	Number of drop outs	Percentage of drop out
Initial year.	138	13	9.2
1983	410	37	8.9

TABLE -5.1.1.2

OBSERVATION SCHEDULE OF AGE GROUP 6-10

S.No.	Trails	Total No.of children.	No.of children participate.	Percentage.
1.	Cleanliness-a) Keeps his body clean	413	238	57.62
	b) Keeps his belongings clean	413	220	53.26
	c) Keeps his surroundings clean	413	208	50.36
2.	Punctuality - Attends the Centre in time	413	203	49.15
3.	Regularity	413	220	53.25
4.	Cooperation	413	234	56.65
5.	Leadership	413	130	31.47
6.	Helpfulness	413	255	61.74
7.	Curiosity	413	215	52.05
8.	Honesty	413	253	61.25
9.	Obedience	413	220	53.26
10.	Self confidence	413	130	31.47

TABLE -5.1.7.1

REGISTRATION OF ADULTS OF AGE GROUP 15-35 AT THE CENTRES

	<u>General</u>			<u>Schedule Caste</u>			<u>Schedule Tribes</u>			<u>All Castes</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
At the beginning	15.15	12.50	13.81	3.07	4.10	6.35	2.56	2.86	2.70	17.63	11.26	14.43
In the year 1983.	36.97	31.36	34.29	20.31	20.00	20.18	97.30	65.12	80.25	36.49	30.70	33.74
Difference	21.82	18.86	20.48	12.24	15.90	13.83	94.74	62.26	77.55	18.86	19.44	19.31

TABLE -5.1.7.2

LITERACY IN MALES OF AGE GROUP 15-35

Year	Total population	Registered in Community Centre		<u>Already Literate</u>		<u>Literate in Community Centre</u>		<u>Total Literacy</u>	
		Numbers	Percentage	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage
At the beginning	1157	159	12.01	488	42.17	7	0.6	495	42.80
1983	1192	435	36.97	538	45.13	180	15.10	718	60.23
Reference			24.06		2.3		15.1		21.15

TABLE -5.1.7.3-

OBSERVATION SCHEDULE OF YAVAK MANDAL

S.No.	Behaviour	Total number of Men.	No.of Men participate	Percent- age.
1.	Participates in Education Programmes	435	131	30.11
2.	Takes part in Health and Sanitation programmes.	435	182	41.81
3.	Earns Money	435	175	40.22
4.	Take part in Social and Cultural programmes.	435	150	34.48

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TABLE -5.1.7 4

LITERACY IN FEMALES OF AGE GROUP 15-35

Year	Total population	Registered in Community Centre		Already Literate		Literate in Community Centre		Total Literacy	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
At the beginning	1163	132	11.26	145	12.45	12	1.03	157	13.4
1983	1073	331	30.70	262	24.30	117	10.85	279	23.1
Difference			19.44		11.85		9.82		14.7

TABLE -5.1.7.5

## OBSERVATION SCHEDULE OF MAHILA MANDAL

S.No.	Behaviour	Total number of women.	No.fo women participate.	Percentage
1.	Participated in Educational programme.	331	120	36.2
2.	Takes part in health and sanitation programme.	331	185	55.83
3.	Takes part in economic activities	331	215	64.95
4.	Participates in social and cultural activities.	331	207	62.53



TABLE -5.1.8

## LITERACY IN FAMILIES RECEIVING STATE GOVERNMENT LOANS AND SUBSIDIES

Total number of families receiving aid.	Total number of children in family			Registered before subsidized. Balwady Primary				Registered after subsidized. Balwady Primary				Percentage	
	3-6	6-14	Total	3-6	6-14	Non formal	Total	3-6	6-14	Non formal	Total	At beginning.	1983.
36	34	50	84	23	33	4	60	17	49	13	79	71.42	94.04

TABLE -5.1.9

## PROGRAMMES ORGANISED UNDER THE PROJECT.

S.No.	Programme	1977-79	1980	1981	1982	1983	Total
1.	Preparation of programmes and activities of different four age groups for each community centre.	1	2	2	1	2	8
2.	Preparation of Industrial Material.	-	2	5	6	-	-13
3.	Orientation of community workers and BTI's personnel.	3	2	2	1	1	9
4.	Preparation of internal evaluation tools.	-	-	-	1	1	2
5.	Orientation course for evaluation workers of each community centre.	-	-	-	-	3	3
6.	Miscellaneous meeting at Centres/ BTI's level for effective implementation of the project.	-	2	4	1	5	12
7.	State level annual meet of all Community Centres.	-	-	1	-	1	2
8.	Meeting of State level co-ordination committee.	-	-	-	-	1	1
TOTAL		4	8	14	10	14	50

