



MINISTRY OF EDUCATION AND SOCIAL WELFARE

MAIN SCHEMES  
OF  
NON-FORMAL EDUCATION  
IN THE  
FIFTH FIVE YEAR PLAN

-IOD-PD

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EDU-M, 1974

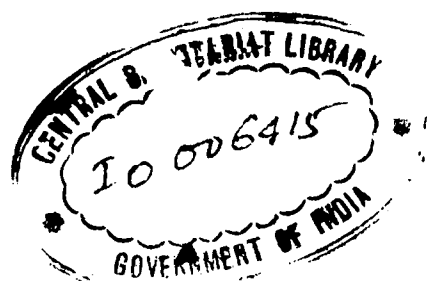
New Delhi ● October, 1974

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Main lines of development in the field of non-formal education have been already envisaged and fixed by different bodies of the C.A.B.E. Details and schemes have yet to be carefully worked out.

This paper, prepared by the Ministry of Education and Social Welfare, is an attempt to elaborate some concrete schemes of non-formal education.

It goes without saying that the ideas laid out here are more for stimulating thinking than for providing ready-made answers, for provoking comments rather than disseminating blue-prints, more for promoting exchange of ideas and search for educational alternatives, than for launching rigid models.

"The Committee welcomes the proposal to create a new and an integrated form of national education system in which all the three channels of instruction - full-time institutional, part-time institutional and non-institutional self-study - would be properly developed at all stages and for all sections of the society ... It requests all State Governments to develop programmes of non-formal education in a big way in the Fifth Plan and to make the financial allocation required for them on a priority basis, allocating a percentage of the funds of each level of education for this purpose."

CABE - Standing Committee  
Delhi, June, 1973.

"The programmes of non-formal education to be developed on priority basis would be five: (a) non-formal education for the age-group 6-14; (b) non-formal education for the age-group 15-25 through the Nehru Yuvak Kendras and other allied agencies; (c) non-formal education at the University stage; (d) adult and continuing education; and (e) non-formal programmes of teacher education."

CABE Committee on Informal Education  
Simla, May, 1973.

"In the field of direct attack on adult illiteracy we have two main programmes in view:

The first is a programme of non-formal education, including literacy, for young persons in the age-group of 15-25.

There is also a proposal to link literacy programmes with other developmental and employment programmes included in the Fifth Five Year Plan.

The progress of literacy in the next decade is, therefore, expected to be much faster than in the past."

Education Minister, Prof. Nurul Hasan

MAIN SCHEMES  
OF  
NON FORMAL EDUCATION  
IN THE FIFTH FIVE-YEAR PLAN

The Fifth Five-Year Plan's educational strategy is built on the assumption that formal and non-formal education should be correlated and integrated, since, in a country like India with enormous educational needs, formal education - through full-time and institutional education only - cannot be sufficient for the achievement of major educational objectives. However, non-formal education should not follow the same pattern and methods as the formal system, but on the other hand, it should adopt new flexibilities and adaptations to real learning needs.

The Fifth Five-Year Plan's educational strategy is also based on the assumption that non-formal ways of imparting and acquiring education will be developed for all categories of learners and on all levels of education: for children, youth and adults, from elementary to higher education.

The main emphasis will be laid on following programmes:

- I. Non-formal education for non-school going children in the age group 6-14;
- II. Non-formal education for youth in the 15-25 age-group;
- III. Functional literacy linked with development schemes.

Although many particular features and details have to be worked out separately in each state, due to many socio-cultural and socio-economic differences between them, some elements could and should be in common.

This note suggests - under present limitations and constraints - a concentration of efforts and resources on a few schemes, hoping that more schemes may be developed or introduced in the coming years.



I  
PART-TIME PROGRAMMES  
AND  
MULTIPLE-POINT ENTRY  
FOR THE 6-14 AGE-GROUP

I

Part-time programme and multiple-point entry  
for the 6-14 age group

The nature of the problem

The universalisation of the primary education - gradually: for the 6-11 age group during the Fifth Plan; for the 11-14 age group, by the end of the Sixth Plan - is certainly one of the major, if not the major, national goal in the whole educational sphere.

The existing pattern of primary education - both for the 6-11 and for the 11-14 age group - is far from giving satisfactory results: although the enrolment ratio is constantly increasing, the universalisation of primary education is not yet achieved in any part of the country; although the network of primary schools has practically covered all areas, there are millions of children who for various reasons (mainly socio-economic, but educational as well) are missing elementary education altogether; a staggeringly high rate of drop-outs is keeping the school system incapable of completing its basic role. This is why new additional measures are necessary.

A multiple approach

Many children are not enrolled in the primary schools, inspite of their availability, for reasons like the following: necessity to work (numerous children are not only working at home or at the family farm, but are also employed in handicrafts, industries, shops etc.); need to take care of younger children (particularly girls); poverty in the family etc.

Many other children are not enrolled or are leaving school education at an early stage because there are social or moral prejudices against formal schooling, because many pupils and their parents have the feeling that the existing curriculum is not relevant to their needs nor suitable to their interests, as well as because the ways of formal education are often non-attractive and even loathsome.

Many parents, particularly in families where the children are the first generation of learners, can't perform the educational and motivational role they are supposed to play.

Therefore, universalisation of primary education necessitates: economic measures; social promotion; improvement of the existing school education; parents' education; search of new educational alternatives to attract non-school-goers and early school-leavers. Here we are concerned only with the last aspect.

### Basic objectives

The basic objective is to offer elementary education to children who cannot afford it under existing circumstances and modalities. Particularly through:

- (1) part-time instruction for children who cannot follow full-time programmes;
- (2) possibilities for multiple entry into primary schools at later stages (at the age of 9, 11 or even 14);
- (3) remedial programmes for so-called drop-outs.

There are already interesting experiences in that respect ("three hour schools", or evening classes for "working children", or schools working as "community centres", etc.) which should be studied, popularised and utilised on a larger scale.

### Beneficiaries

Different categories of children and youngsters may benefit from these different programmes and facilities:

- children in the age-group 6-11 which are not in a position to follow full-time, regular primary school instruction;
- children in the age-group 6-11 who have left primary education after a few years of schooling;
- illiterate children in the age group 11-14 who for various reasons, after having completed the Class V, are not continuing their education through the formal system.

Educational needs of these children may vary: some of them are interested to return to educational institutions and continue their regular education; some are more inclined to get some basic additional knowledge and know-how, as well as to get a broad, understanding of different aspects of work and life and become prepared for it.

Various ways of non-formal education for children in these age groups should be made to meet educational needs of all mentioned categories.

#### Programmes

The beneficiaries being diversified, the programmes for the 6-14 age group cannot be uniform. They should be adapted both to the different children groups and to various environments. Without a flexibility and variety in programming it will be difficult to succeed in motivating these categories of young and underprivileged learners to start learning and to continue doing so.

There are, in reality, two main categories of programmes:

(1) Part-time primary education, meant to enable out-of-school children to join the main stream of formal education; these programmes are supposed to be practically of the same curriculum as in regular schools, with a shorter duration due to the children's age, maturity and, sometimes, experience;

(2) non-formal education, meant to cover various educational needs of non-school going children or "drop-outs"; these programmes are supposed to be differentiated, based on conditions prevailing in various environments, oriented to help children to improve their work, earnings, health, family life, understanding of the natural and social surroundings etc.; these programmes should be of various duration, using different learning and instructional materials and methods.

### Instructional materials

A part of learning and teaching materials can be the usual textbooks and other aids utilised in the primary education. But, the need will gradually rise up for new type of didactic materials; the content of learning at this age group has to be enlarged and made more practical; on the other hand, it has to be adapted more to the psychological and mental traits of working children, drop-outs, etc.

The NCERT and State Educational Institutes have to start preparing and testing new learning and teaching materials.

### Agencies

Organisation of these programmes needs a close link with the support by the local communities. Particularly, the community support will come through the provision of learning facilities (not only in the school building but in many other places suitable to children) as well as through the adaptation of the programme of the school necessities.

The agencies for the implementation of the part-time programmes, as well as of the multiple-point entry scheme and various non-formal programmes for the primary school age group should be the same as for formal education:

primary and middle schools, primary school teachers, existing supervisory machinery at the State and district levels.

### Responsibility

Although the local communities have to be involved in the venture will rest on community support for its success, the Government authorities have to have the same professional and moral responsibility for part-time and full-time education, for formal and non-formal educational pattern. Modalities for part-time and non-formal education are not second rate facilities.

### Targets

Targets to be achieved through part-time and non-formal education, by the end of the Fifth Plan:

- as many children as necessary to reach the goal of universalisation of primary education in the age group 6-11 (in other words: all children in that age group should get facilities for primary education - even part-time, if not otherwise, in separate classes adapted to their needs and capacities);

- about 10% in the age group 11-14, with priority for those who have not got any primary education at the earliest stage (in other words: part-time educational facilities, of about two years duration, for children whose maturity permits to achieve primary education, with a suitably adapted curriculum, in a shorter period);

- about 15% in the age group 11-14 who have completed Class V, but who have no possibility of being enrolled on a full-time basis.

### Financial resources

Financial resources for these programmes should be a part of overall allocations for primary education.

Several States have already started elaborating new schemes - based on their own financial resources - for part-time and non-formal education for children at the primary education level. The experiences may be widely disseminated.

(Main suggestions for the education of primary school children are contained in the recent report of the working group set up by the Planning Commission, entitled "A Promise to Keep Universal Primary Education in India". The Report stresses that: "There is a general consensus that traditional model of the primary education system will have to be radically altered if the goal of universal primary education is to be realised ... the basic idea underlying the modification is to create a single system of education for the country as a whole - a system which will meet the needs of all the shifts of the population alike ... it will necessitate a radical transformation of the curriculum by the introduction of work-experience ... it will also need far-reaching changes in the system through the adoption of a multiple-entry system and large provision of non-formal education through part-time courses and self-study programmes.



The NCERT has also elaborated some more detailed functional scheme for the implementation of the programmes of non-formal and part-time education. The brochure is being circulated separately.)

The results achieved with non-formal education programmes at this level will have a direct bearing on non-formal education schemes for young and adult learners at a more advanced age.

II

NON-FORMAL EDUCATION PROGRAMME  
FOR YOUNG PEOPLE  
IN THE 15-25 AGE-GROUP

II

Programme for young people  
in the 15-25 age group

This scheme is of paramount importance and has a priority role in the Fifth Five Year Plan period. Its implementation should be a joint effort of the Central Government, State Governments and voluntary organisations.

The Problem

The largest portion of the youth in the 15-25 age group is either illiterate or semi-literate. In all parts of the country there is a huge number of young people who have either not got involved in the primary schools at all, or have left primary school at an early stage. However, members of this group play a very important role in the society: they are often engaged in economically productive occupations; they render socially useful services; they are involved in many community activities; most young people get married and make a home and start a family in this age span; they are in the most dynamic stage, imbued with curiosity and a thirst for learning. Therefore, their educational needs are multi-faceted and numerous; as educands they offer a rich and potential material.

Approach to the problem

For illiterate and semi-literate young people, boys and girls, there has been hardly any wide-spread educational programme. Except for a few literacy programmes carried on by Governmental and Non-governmental Agencies, no special educational facilities have been offered to youth in this vital age group.

Past experience has shown that a programme which is based purely on and limited to literacy does not attract and hold the attention of the illiterate. Past experience has also shown that, particularly in rural areas, out-of-school educational activities should not be developed in isolation, but in close correlation with family and community life, as well as with various development programmes.

It is, therefore:

- essential to relate the educational content to the needs, interests and environment of the persons for whom it is intended and make it as functionally relevant as possible;

- equally important to link such a programme to other social and economic inputs in a rural or urban community. (This means that the educational content should be adapted to the contents of schemes

for social change or for economic development; conceived from the other angle, there should be an "educational component" in schemes like good production, water supply, agrarian reform, resettlements, employment programmes, generation of self-employment, family planning, small scale industry, sanitation, various minimum needs programmes etc.).

The programme that is designed will, thus be a departure from the previous literacy courses in the sense that it will be a composite programme of non-formal education, including literacy.

#### Motivation and encouragement

Motivation should be intrinsic and mainly based on internal and practical needs of young people.

\* This is why: (a) programmes should be diversified, in order to correspond as much as possible to different environments and various categories of boys and girls; (b) starting from a general framework and proto-type learning material, adaptation of the curriculum should be founded on a survey of each environment.

This type of non-formal educational programme needs a lot of encouragement, both before (political and moral support, psychological preparation etc.), and during the implementation of the programme

(use of attractive methods, cultural and outdoor activities, excursions, etc.).

There are some proposals - both by officers in charge and by young people themselves - that the learners involved in non-formal educational programmes should get some priority treatment: employment, job promotion, credit facilities, fertilizer distribution, new seed varieties etc. It is evident that that could be justified on some occasions, although there is a danger of favouritism and corruption, which must be very carefully avoided. Nevertheless, it should not be excluded that State and District authorities may be invited to give serious consideration to this aspect of the programme and to find out suitable ways of economic, financial, technical and other motivations.

But, there is another type of motivation which is / of certainly advisable. This is, the chance to be given to non-formal learners (to the best of them) to get admitted (on the basis of a text or other examination) to formal education or higher type of vocational, professional non-formal training facilities. For the time being, in the Indian system, the inter-link between the formal and non-formal is practically non-existent and at best marginal.

A lot of improvement and innovation has to be done in that respect.

### Agencies

The following conclusions, formulated at a former stage, seem acceptable: "It will be a fatal mistake to try to create a new agency for the programme. Such a proposal will be extremely costly and will also take too much of time. Our policy should, therefore, be not to create a new organisation for the programme, but to utilise, of all existing institutions as well as the educational resources available in the community itself which often go untapped. This is the only economic and practical method of attacking the problem in a massive way and without much loss of time."

In other words, it means that in the implementation of this programme there is a role for a variety of institutions and agencies - schools, vocational institutions of all categories, Nehru Yuvak Kendras, youth clubs, agricultural training centres, Industrial Training Institutes, institutions for health education, family planning centres, various voluntary organisations, village literacy centres, Farmers Functional Literacy project centres, local skill training facilities, social

service schemes, libraries, local non-governmental schemes for rural development or social welfare, and many other "potentials" institutions and individuals, whose contributions to such a vast and multi-faceted programme seem essential.

### Contents

It is evident that the content of the programme has to be complex:

- it has to enable the participants to get the basic understanding of the social and environmental structure around them, based on an elementary scientific knowledge and mode of thinking;

- then, to encourage a positive set of attitudes towards themselves, their fellow-men, and their society;

- equally, to enable them to participate in the local economy, through employment or self-employment, and to improve their way of living;

- finally, to be mentally and functionally equipped for raising a family and operating a household.

The emphasis of the learning-teaching process is not so much on accumulation of knowledge or skills, but much more on aptitudes and attitudes for problem-solving and for active participation in the surrounding environment.



At the very beginning of the preparation of these types of programmes, it was stated: "It is thus proposed that what these young persons need is a "mix" which will have a strong vocational core round which will be built up other important educational interests, such as continuing general education (including functional literacy, where necessary), family life education (including family planning), promotion of recreational and cultural pursuits and participation in programmes of social service or national development. The nature of the "mix" will vary from group to group; and even in the same group, from time to time. The success of the programme will largely depend upon the manner in which its organisers are able to visualise and provide the precise "mix" which a given group need at a particular moment."

The main problem consists in passing from a "mix" of knowledge and communication skill to a real know-how and its active use in work and life situations.

### Curriculum

The curriculum will contain:

- information and knowledge about the living environment and the developmental process in the country;

- basic knowledge for understanding various social, economic, scientific and technological changes in the midst of which youth has to live and work and to which he has to adjust in terms of knowledge and skill and play a fully contributory role;

- elementary principles of health and hygiene, child care and nutrition;

- basic skills in reading, writing and arithmetic, correlated with attitudinal changes and aptitudinal promotion;

- introductory occupational/vocational skill programmes to prepare them for employment and self-employment.

The learners should be brought up to the level where a habit of continuing education or self-education could start.

(A group of adult educators is currently elaborating the curriculum, as well as the outline of basic learning material.)

#### Learning material

The basic learning and teaching material will consist, in the first phase, of: (1) a combined primer and reader for learners; (2) a teachers' guide for group leaders and educators; (3) a kit of teaching charts.

This will be supported by carefully devised

audio-visual aids like slides and similar devices, emphasis being placed on inexpensive and indigenous materials.

The combined primer and reader will consist of about 50 learning "units", each one being a composite entity including : a living or working problem, key words related to it, basic knowledge and know-how for understanding and solving it, etc.

It will be presented in a series of sheets, allowing various combinations of particular subjects according to the interests and needs of different learners' groups.

It will be prepared only as a proto-type, adaptations being made at the State level, for linguistic or socio-cultural or other reasons. In many cases further adaptations have to be made at the district level in order to bring it closer to problems of the local environment (these adaptations will be done on additional sheets, in a cyclostyled manner).

Teaching charts will have two main goals: (i) to capture the attention of learners and be the base for dialogues on real life-problems; (ii) to lead the group to solution of problems.

The teachers' guide will be presented unit-wise, since the main difficulty for the implementation of

such a vast programme lies in the low level of group-leaders and their lack of teaching experiences.

(The Directorate of Adult Education is responsible for preparing the proto-type learning materials, on the basis of which the States would be requested to prepare or adapt the learning material in various Indian languages. The Directorate should also take the responsibility for organising workshops for the writers in this connection, and extending assistance wherever required in the preparation of material in regional languages.)

### Methods

Basic principles for methods used in this scheme are: (1) that the educational process should be a dialogue about problems stemming from life; (2) that methods should be active, in order to involve the learner as a true participant; (3) that such methods should be attractive to young people; (4) that methods should be based on facilities existing predominantly in the local environment; (5) that in communicating the programme, the method should be largely audio-visual media based.

This is why the production of the charts and film-strips will have to follow immediately. (Projects available with field publicity units, Farmers Training Centres and other agencies should be utilised.)

### Size and target

As per the Census of 1971, the total number of illiterates, at the age of above 15, was about 211 million. Out of this, the number of illiterates in the age-group 15 to 25 is about 50.2 million. It was hoped that by a concerted programme it will be possible to cover 10 million of this age-group. However, for various unavoidable reasons, the target has been lowered to 6 million.

### Type of Programmes : Extensive - Intensive

With a target as large as 7 million to reach in a period of five years, it is essential to mount a programme on as wide a base as possible, covering all the districts in the country. Although this means an extensive effort and coverage, the programme is more of an intensive nature, from the standpoint of its educational objectives, its broad curriculum and methods to be used.

### Duration

The programme could be arranged according to three different patterns:

(a) a 8-9 month course, the curriculum being developed on the basis of 2 hours a day, 5 days a week or 40 hours per month, making a total of about 350 hours for the course, instruction being given by part-time instructors;

(b) a 4-5 month course, the curriculum being developed on the basis of 3 hours a day, 70 hours a month, making a total of 350 hours for the course, instruction being given by full-time volunteers employed under the proposed National Service Volunteers Schemes; and

(c) a recurrent programme spread over 3 summer vacations making a total of 350 hours, instruction being given by a volunteer college student belonging to the village.

### Implementation

District-wise the programmes will start with about 100 centres, aiming to reach as soon as possible (in the second, or in the third year of the Plan) the visualised target of 200 local centres (both in urban and rural areas) and achieving an enrolment of  $200 \times 30 = 6000$ . In each district, the programme will be implemented by one of the following:

- (a) the Nehru Yuvak Kendras Coordinators (94 districts)
- (b) the full-time District Officers for Functional Literacy (51 appointed, 107 sanctioned)
- (c) the full-time District level organisers for the scheme of Functional Literacy for Women\*
- (d) a voluntary organisation with the requisite experience or expertise in the field.

One of the major responsibilities assigned to the Nehru Yuvak Kendras relates to the organisation of non-formal education programmes. They are already being oriented towards this objective. Many of them are already taking up these programmes although in a sporadic and ad hoc manner. It should be possible for the

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\*This will need to be linked to the scheme of Functional Literacy for Women being formulated by the Department of Social Welfare.

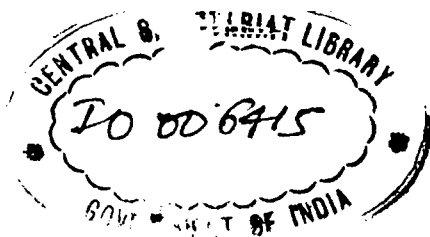
Nehru Yuvak Kendras to systematise the programme and achieve a more massive impact. Their present number, 94, is expected to increase substantially in the Fifth Plan.

The Farmers Functional Literacy Programme is an intensive effort, until now concentrated in High Yield Crop Varieties areas. During the Fifth Plan the programme of Functional Literacy is expected to spread over 170 districts. As an intensive programme, there has been a full-time Project Officer appointed in each district. Due to the similarity of these two out-of-school programmes, the full-time officer could be in charge of both, if the supervisory machinery gets well established.

There are over 100 registered and recognised voluntary associations active in the field of youth and adult education and it is likely that there are several more with experience in this field. It is proposed that in the Fifth Plan, all voluntary organisations should focus their efforts in the same direction as the national programme of non-formal education and literacy. The assistance given by the Government of India will be linked to these programmes.

#### Supervision

For 100 centres the pattern of supervision/organisation will be one of the following alternatives:



(a) five part-time supervisors (from the Education Department);

and/or

(b) five graduates appointed as full-time workers (students graduating out of Universities and desirous of rendering at least one year's service in rural areas).

The volunteers will generally work under the supervision of the local school head master for purposes of recording attendance and general maintenance of records.

The direct teaching will be imparted on a part-time basis by school teachers, NSS volunteers, unemployed village youth, craftsmen, skilled workers, outstanding farmers, ex-service men, retired officers, various village or social workers; or on a full-time basis by volunteers employed under the NSS scheme, each volunteer covering two centres, concurrently, of the alternative (c) (page 21).

University and college students, as an educationally privileged group, are expected to render educational services to the less privileged. It is, therefore, proposed that each student, as an NSS volunteer, should undertake to make at least 5 illiterates in the age-group 15-25 literate in the course of one year. This educational activity could be organised either individually or by a group of



4-5 students for a learner group of 25 to 30 young illiterates (alternative (c) on page 21).

### Training

Every instructor or group leader (teachers, student volunteers, various professionals or social workers etc.) will get 10-15 days initial training. In addition to the above mentioned initial training, they should be given periodical in-service training for about 2 days or so every 3 months. This would be in the shape of checking by supervisors on progress, discussing problems, and providing further guidance.

The Ministry of Education & Social Welfare, through the Directorate of Adult Education will have to take the responsibility for training key-personnel, who are estimated to be approximately 400 (at least one person per district plus one or two State level officers in charge of the implementation of the programme). This training will be organised as a series of courses in 5 regional centres.

These 400 key workers will in turn organise, under the responsibility of State authorities, orientation-cum-training courses for supervisors and the rest of the instructors. The venue of these courses will be variable, and will include universities, colleges, teacher training colleges, Nehru Yuvak Kendras,

voluntary organisations, State Institutes of Education, etc.

### Planning

The first phase of programme planning consists of surveying the environment (mainly: fixed objectives, obstacles for their achievement, potential learning clientele) and of identifying concrete educational needs. (The local survey - indispensable for all educational programmes linked to environmental needs - could be done by a group of college teachers (social sciences) with the help of students in nearby higher educational institutions.)

The second phase of programme planning requires in each district the identification of all potential (governmental and non-governmental) available for this type of non-formal educational programmes.

The third phase would consist of deciding the tasks between respective persons and agencies in implementing the programme (schools and school teachers, educational administrators, the supervisory machinery, existing educational or research institutions, the Nehru Yuva Kendras; the NSS volunteers, the voluntary organisations, etc.).

The fourth phase would be pooling together all resources (financial means, services, equipment, resources in kind, voluntary contributions etc.) by

the Central Government, State Government, as well as others.

The fifth phase would be relevant to the operational implementation viz. adaptation of the curriculum and of the proto-type learning materials; selection of local centres (villages or localities in urban settings); selection and training of group leaders (teachers, students, educated unemployed); etc.

### Records

Maintenance of progress records of the learners covered under the programme from time to time is extremely important. Part-time as well as full-time volunteers will be expected to maintain proper records of the learners taught by them in the form of a suitably devised record to contain full particulars of the Volunteer Instructor, the youth learner and the progress of the programme at prescribed intervals. The Directorate of Adult Education is working out a suitable proforma for the purpose. These cards will give the basic information regarding the volunteer as well as of the learner, the institution to which the volunteer belongs (in case of college students), the number of learners in the class, their attendance, etc.

### Incentives to student volunteers

Student volunteers who participate in the Non-formal Education Programme may be awarded a certificate of honour on the successful completion of their assignment. A certificate may be required to be provided from the Village School Headmaster to the effect that during the given period, the student volunteer appointed for the purpose has discharged his functions and imparted the non-formal education programme to the given number of students.

### Follow up

Follow up is very important for the continued success of the programme of non-formal education. The responsibility in regard to the follow up action may be taken up by the local school, or through a mobile library service, or through some other available agencies. An intensive programme may be launched with the assistance of the local school teacher who may be given a suitable honorarium for the purpose. An adequate follow up programme will have to be devised and tested (including literature production, local journals, discussion forums, various community actions, etc.) in order to maintain the literacy skill reached and prevent relapse into illiteracy.

This follow up action will apply to all the three patterns.

Costing

The financial costs of a typical District Programme consisting of 100 centres could be broadly estimated as follows:

1. Project Officer (this role will be assumed either by the FFL Programme or by NYK or by FL for Women)	- expenses nil
2. Typist	- 300 x 12 = 3,600
3. Supervision (this is calculated under the assumption of engaging student graduates for Rs.175/- per month - the alternative: part-time supervision)	175 x 5 x 10 = 8,750
4. Instructors (Group Leaders) (if they are engaged as NSS volunteers, the NSS budget will cover these expenses)(honorarium of Rs.50 per month for 8 months)	50 x 100 x 8 = 40,000
5. Training of instructors (15 days training + inservice training)	- 9,000
6. Printer and reader	- 12,000
7. Teachers' Guide	- 500
8. Other instructional material (charts, slides etc.)(100 x 20)	- 2,000
9. A kit for learners (slate, pencil, work book) at Rs.9 per centre	- 9,000
10. Kerosene or electricity bill (100 x 150)	- 15,000
11. Provision of transport facilities	- 2,000
12. TA/DA for continuous visiting of centres	- 2,000
13. Miscellaneous expenditure	- 3,000
14. Equipment (radio-transistor, sewing machine, eventually agricultural equipment etc. (25,000)	- 5,000
15. Follow up, records etc.	- 9,000

1,80,850

Cost per head  $120,850 : 3000 =$  cca Rs.40 (This figure should be compared with the annual average cost for primary schooling: cca Rs.120).

Alternative: The cost for instructors can be calculated in two different ways: either Rs.50 per month or Rs.15 per learner brought up to the end of the programme.

### Financing

It is a composite scheme (for rural and urban areas, for men and women) which necessitates and includes contributions of various other schemes (literacy production, grants to voluntary organisations etc.). It is therefore proposed : (a) to pool together financial resources available for various schemes in the Fifth Plan both at the Central level as well as at the State level and (b) to pool together resources available for adult/non-formal/social education at the Central and the State level.

It should be noted:

(a) if this programme has the highest priority among all the schemes of non-formal education for learners above the age of 15, it is necessary to concentrate and match funds from various schemes in the Ministry of Education and Social Welfare for its implementation;

(b) Since this programme is a multi-purpose one, it should combine not only resources of the Department of Education, but of several other programmes like Agricultural Extension, Nutrition, Health, Family Planning, Information & Broadcasting, Labour and many others, whose activities are closely related, and to a large extent conditioned by the level of educational and professional skills among young people. Therefore, a close coordination - of efforts, machineries and resources - should be established;

(c) If the original target is reduced from 10 million to around 6 million beneficiaries - which seems more realistic, due to necessary preparatory work for a programme of such a magnitude and the restrictions imposed at the beginning of the Fifth Plan period - an outlay of Rs.24 crores would be required for the implementation of the scheme. This amount will have to be shared between the Centre and the States.

### Evaluation

Instruments for evaluation will have to be of two kinds: one for evaluating the progress of the adults, and one for evaluating the success and impact of the programme from the point of view of:

- (a) the educational achievements
- (b) the literacy achievements
- (c) the efficiency of the training programme
- (d) the suitability of the literature supplied
- (e) strengths and weaknesses of the administrative and organisational arrangements.

Regarding the first, the Directorate of Adult Education will design a suitable evaluation technique for a quick and easy evaluation of the adult both from the point of view of literacy, and from the point of view of the skills and knowledge gained as a result of the non-formal education programme. A suitable system of awarding certificates to the adult learners who have attended the course will also be devised.

All the evaluation cards and data sheets supplied by the various instructors in respect of the adults covered under the programme can, it is hoped, be analysed periodically.

Regarding the evaluation of the programme itself, the Directorate will have to work out, in collaboration with other agencies, suitable evaluative criteria and machinery for evaluation.

#### The annual programme and phasing

The first year of the Fifth Plan viz. 1974-75 will be devoted to:

- (a) Developing prototype learning-teaching materials
- (b) Selecting at least one preferably two districts in each State to start the programme on the patterns suggested.

In order to give the programme a proper shape and a good start the Central Government would continue fully financing the programme in one district per State. This would involve a financial investment for the duration of the first batch approximately 25 lakhs (62,000 learners).



It is hoped that State Government would also start the same programme out of their own funds at least in one more district.

In the future years of the Fifth Plan the model district will continue to be financed by the Government of India. Additional districts will be assisted on a matching basis.

#### Administrative Action

For implementing, guiding, supervising and coordinating a programme of this magnitude, it is necessary to set up a special Cell for this programme in the Directorate of Adult Education. This Cell will take two major responsibilities: one to look after the training programme, and the other to take care of the preparation, production and distribution of literature and training of writers. Suitable staffing component along with supporting services will have to be provided for.

Although the Ministry of Education is taking the initiative in formulating and launching this programme, it is essential for its continued implementation and success that the State Governments are involved at every stage from the beginning. In fact, provision had originally been made in the State Plans for Adult Education which total to about Rs. 16 crores. Some States have already formulated non-formal education programmes for the age group and made necessary financial provision in their State Plans. ~~The participation of the State~~

Governments could be in the following manner:-

- (a) Assigning a small unit or a State level senior officer for coordinating and implementing the programme in the State.
- (b) Identification of districts where the programme will be introduced.
- (c) Assigning the District Officers who will be responsible for organising and coordinating the programme at the district level.
- (d) Taking the responsibility for organising training programmes for supervisors, instructors and group leaders;
- (e) Issuing instructions to the school teachers, to primary and secondary schools, and to teacher training institutions, to make available their physical facilities for holding literacy and non-formal education classes, wherever necessary during out-of-school hours.
- (f) Making the facilities of audio-visual equipment available for this non-formal education programme which will be largely based on audio-visual media.
- (g) Adaptation, production and distribution of teaching and learning materials (prototype will be supplied by the Directorate of Adult Education).

Statement showing State-wise distribution of illiterate youth in the age-group 15-25.

<u>State</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Andhra Pradesh	19,43,400	28,77,300	48,20,700
Assam	5,46,000	8,26,600	13,72,600
Bihar	24,37,800	41,21,500	65,59,300
Gujarat	8,50,600	14,88,900	23,39,500
Haryana	3,88,100	6,58,300	10,46,400
Himachal Pradesh	90,300	2,28,200	5,18,500
Jammu & Kashmir	2,25,500	3,20,100	5,45,600
Kerala	2,37,400	4,77,100	7,14,500
Karnataka	11,97,100	17,02,300	28,99,400
Madhya Pradesh	15,11,900	26,84,300	41,96,200
Maharashtra	10,65,900	23,81,500	34,47,400
Manipur	22,300	67,300	90,100
Meghalaya	45,400	58,000	1,03,400
Nagaland	25,500	31,500	57,200
Orissa	7,55,800	13,69,700	21,25,500
Punjab	5,65,700	7,16,500	12,80,200
Rajasthan	13,20,500	18,57,500	31,78,000
Tamil Nadu	11,03,100	21,77,500	32,80,400
Tripura	52,800	79,600	1,32,400
Uttar Pradesh	37,73,600	59,45,300	97,24,900
West Bengal	16,23,300	23,90,400	40,13,700
Union Territories Andaman Nicobar Islands	4,200	5,200	9,400
Arunachal Pradesh	34,100	36,300	70,400
Chandigarh	4,000	5,600	9,600
Delhi	86,800	1,31,400	2,19,600
Goa, Daman & Diu	19,100	36,900	56,400
Lakshadweep	200	700	900
Pondicherry	5,900	13,600	19,500
<b>TOTAL</b>	<b>1,39,86,700</b>	<b>2,26,92,600</b>	<b>5,25,41,240</b>

III  
FUNCTIONAL LITERACY PROGRAMME  
LINKED WIFE  
DEVELOPMENT SCHEMES

Functional Literacy  
linked with development schemes

The Farmers Functional Literacy Programme is the biggest on-going country-wide programme of out-of-school adult education. It is in reality a complex "Knowledge Delivery System" at its initial stage. Its implementation is a Central Government's responsibility and the scheme is classified as a Central sector programme.

A detailed account of the progress of the project up to the end of the 4th Plan has been prepared by the Directorate of Adult Education and has been circulated to the Education Secretaries, Directors of Public Instruction/ Directors of Education and Project Officers. The present note, therefore, is not exhaustive and all-embracing, but mostly complementary with a larger emphasis on what is envisaged in the 5th Plan.

The problem and the approach to it

There are many development schemes and projects in the country, whose efficient implementation is hampered by the low level of educational attainments. This is particularly true of the enormous scheme of High Yield Crop Varieties, since the modernisation of agricultural practices has to be accompanied and supported by a programme of man-power development.

The Farmers' Training and Functional Literacy Programme as an inter-ministerial project implemented

jointly by the Ministries of Agriculture, Education and Information & Broadcasting - is an attempt to get a qualified answer to this fundamental challenge. The basic idea of the project is that there is a direct correlation between physical and human ingredients in agriculture, between agricultural inputs and the upgrading of resources. In other words, this is an integrated approach to a comprehensive rural development programme, to the "Green Revolution". The main goal of the scheme is to support and strengthen one of the basic national objectives: self-sufficiency in food, increase in crop production and growth of agricultural productivity. It is an attempt - and a first one on such a scale - to put educational activities directly in relation to one of the major development purposes.

The functional literacy component was not only viewed in correlation with other developmental objectives, but from the very beginning was conceived as more than a literacy programme, as a method of training for development purposes and a comprehensive non-formal educational programme and an opening to continuing education.

#### Expansion of the approach

This basic approach will be expanded during the

~~...Fifth Five-Year Plan~~ in three directions: (a) the number of districts will be increased where the Functional Literacy Programme is functioning in relation to HYVP Scheme; (b) the number of farmers involved in functional literacy courses will be increased in each of the districts, particularly from the poorer sections of rural population, for whom this development scheme is intended, but who do not benefit from it adequately; (c) the Functional Literacy component will be included in several other development schemes such as dryland farming, water supply schemes, small and marginal farmers programme, programmes of industrial development, public enterprises, family planning programme, sanitation, child care, cultural development, civic participation, etc.

A few guiding statements should be remembered: "Unless the programme of literacy or adult education was integrated effectively with the plans of economic development the aim of removing subject poverty from the country would not succeed" (Task Force on Adult and Out-of-School Education - Planning Commission).

It is recognised that some of the preliminary elements of the new (agricultural) technology may not need literacy. The absence of literacy, however, becomes

a serious handicap when one goes on to more complex stages in the use of new technology. This is even more true of the problem areas which do not have irrigation facilities, and places where the soil is deficient in various kinds of nutrients and crops which require fuller application of fertilisers and areas where on account of the climate, pests of lesser known kinds are likely to affect crop. In such areas, the illiteracy of the farmers becomes a serious handicap, because the practices of new technology to be adopted are far more complex and sophisticated" (Task Force Report)... "In the absence of literacy programmes, it is the small farmer who is likely to suffer more. As is well known, hitherto the great achievements in the line of agricultural production during the last decade has largely benefited the better class of farmers. The small farmer still remains ignorant and helpless. He has still to seek somebody's else's help in finding access to the sources of information for procuring the necessary inputs and finding solutions of his own individual problems for his agricultural holding" (Task Force Report)... "Past experience in the field of social education needs to be combined into an effective strategy which should optimise the use of available resources, mobilise community support and develop and exploit fully the



potentialities of adult education for economic and social development... It is proposed to integrate adult education with all development programmes where large masses are involved as producers or beneficiaries." (Fifth Plan)

During the Fifth Five Year Plan the Functional Literacy scheme will develop along two directions:

(1) the country has gained some valuable experiences in experimenting for several years with the "functional" approach to adult education and fullest possible advantage will be taken of this experience;

(2) the meaning of "functional" literacy (or education) will get a broader connotation, and will not only be linked with economic growth, productivity and technological modernisation, but will become a concrete educational contribution related to various aspects of individual or collective development.

These two aspects will be reflected in all aspects of the Scheme.

### Planning

The Programme will be planned as combination of a vertically integrated and locally adapted (Community Based) programme. In other words, the Programme has some common features as guidelines for all districts and village centres, but at the

district level, different local needs and special requirements should be identified and taken into account in order to bring as close together as possible the development objectives and educational content.

The first aspect of the programme planning concerns the expansion of the Farmers Functional Literacy to 50 additional HYV District, in coordination with the programmes of the Ministry of Agriculture. Based on plans for agricultural development and modernisation, the selection of districts, as well as the selection of village centres in each district will be made, by an inter-ministerial group, in close consultation with State authorities.

The second aspect of the programme planning consists of the identification of environmental needs and problems in each district as well as of main trends and problems encountered in rural and agricultural development. Based on these findings, the programme content and learning material (prepared by the Directorate of Adult Education) may be adapted, modified and complemented. For this purpose, an interdisciplinary and interdepartmental group has to be established in every District.

The third aspect of the programme planning concerns the development of functional literacy

programmes linked with social and economic development purposes other than HYV, like those mentioned on page 4 . The most important and difficult task consists of selecting well-suited development schemes for this purpose, and to build an educational "component" around them. In other words, there will be a certain number of non-formal educational programmes, diversified in their nature, based on and linked with environmental needs, developed round the interests of potential clientele groups, differentiated in content and methods, and selective in approach. Proposals for this type of programmes will have to be initiated by State authorities and/or voluntary organisations.

#### Type of programme : Intensive - Selective

Bearing in mind the general objectives of the programme, it has to be both intensive and selective. Having overcome the mere goals of literacy skills the programme has to be intensive regarding its educational pattern, methods and results, and selective regarding the environments and areas chosen for operational work, clientele to be served and messages and content to be learnt.

### Duration and timing

The duration of the programme for each group of learners would be 8-9 months, divided in two or three programme cycles.

The timing of the programme i.e., beginning and closure, need not be uniform, but rather linked closely with the "cycles" of the development programme itself: the production cycle in a factory: the agricultural calendar in rural areas etc.

### Content and curriculum

The content and curriculum have been well formulated at the beginning of the Programme, and has been constantly revised and improved.

The emphasis will now be placed on : (1) a better implementation of the curriculum (2) closer adaptation to local needs, environmental circumstances and learners abilities.

### Learning materials

The learning material for the Programme (linked with the utilization of seeds of High Yield Crop) has been prepared and issued in Hindi (revised already four times), and adopted and translated in Assamese, Bengali, Gujarati, Kannada, Marathi, Oriya, Punjabi, Tamil and Telugu.

Thirty-two booklets on different subjects, linked with the "Green Revolution" have been produced in six languages.

Main tasks during the Fifth Plan period are the following:-

1. Enriching learning materials for functional literacy groups (by providing a complete set, consisting of at least eight items: primer, reading booklets, content sheets, prospects, newsletter charts, other visuals, film strips for learners and teacher's guide for the group leader).

2. Up-dating reading materials (by organising in as many districts as possible the production and circulation of a monthly newsletter, or local newspaper, or a page in an existing newspaper - with news, lectures, texts, answers to farmers etc.).

3. Diversifying learning materials according to the variety of programmes and clientele, but basing them on the same methodological approach as for BVVP,

### Experimentation with new material

One of the recent innovations is the learning material prepared for one Block in Jaipur District. The major aspects of this experiment, are: (i) the preparation of the learning material was preceded by a survey in order to identify problems faced by farmers in adopting new high yielding varieties of seeds (in this particular case; Bajra) and new agricultural practices: (ii) the content of the programme is problem-centred and oriented to help farmers in the practical solution of the work and life-problems which they encounter; (iii) the learning material consists of 11 "units" each comprising: functional components, rational components, socio-economic components, instrumental components, didactic components, evaluative components.

This experimental design in Jaipur, and its evaluation, should help in identifying operationally more efficient and pedagogically more suitable learning materials for adult learners.

### Methods

There is already a basic understanding of learning methods to be used in Farmers' Functional Literacy Programme.

Nevertheless, there are three additional points which need to be emphasised:

(a) the learners are neither sufficiently involved as active participants, nor are a real dialogue and a common search for solutions established on a sufficiently large scale;

(b) Practical agricultural work is not yet generally included in the curriculum; village centres for functional literacy are rarely equipped with seeds, fertilizers, tools, etc., to serve as learning equipment which will aid in increasing the know-how of learners;

(c) different activities organised by Agricultural Departments or Farmers Training Centres; national demonstrations, agricultural extension work, dissemination of agricultural information through printing or broadcasting etc. are seldom integrated with the teaching process in functional literacy centres.

### Evaluation

Since the programme has been in implementation for almost four years, the time is ripe for a thorough examination of its procedures, techniques, methods, results, obstacles and drawbacks. It goes without saying that such an evaluation should

accompany the programme implementation, not to step or slow down operational activities but to strengthen and accelerate them.

In reality there is need for stock-taking assessment, checking and evaluation of existing experiences.

During the first year of the Fifth Plan, evaluation will be done:

- in six States, one district each;
- in a selective manner (ten village centres in every district - for a sample of 300 - 400 farmers per district);
- based on a limited number of basic indicators.

(The proforma for evaluation and the list of basic indicators will be prepared by the Directorate of Adult Education, in order to get comparable data and findings).

The analytical studies of these selected programmes will be widely publicised and circulated to serve as help and guidelines for similar programmes all over the country.

#### Implementation

For the time being, the pattern of implementation will be the same as during the Fourth Plan.



Some changes are necessary:

(a) The number of centres in each district will be increased up to a maximum of 90 according to local situation. On an average each district will have 75 centres by the end of the 5th Plan. Districtwise the programme will be expanded to an average of 90 village centres per district (either one centre in each village, or concentrating several centres in a single village);

(b) the responsibility for the programme should lie with the District Project Officer either under the overall control of the District Educational Officer or as part of Nehru Yuvak Kendra's structure, or as part of a voluntary agency, under the general supervision of State and District authorities);

(c) the part-time district-level workers should systematically be replaced by full-time officers, the complexity of the programme and its extension needing it. The District Project Officer should in all cases be appointed on full-time basis; the existing six posts of part-time

supervisors should be converted into two posts of full-time supervisors;

(d) the local schemes should be diversified and the Programme should be linked with other developmental schemes (other than HYVP); their pattern of implementation may be similar to the existing ones, but in many cases it would have to be adapted in various departments, national or local schemes, enterprises, factories etc., have to be persuaded to undertake the establishment of Functional Literacy Projects as their own "components",

(e) Coordination Committees or Boards are absolutely necessary for a programme like this one; the lack of a coordinating machinery (at the Central, State and district levels, in some cases even on the local level) have to be overcome urgently and efficiently.

#### Backstopping and supervision

After several years of slow but steady progress and of continuing efforts to overcome numerous deficiencies - it can be stated that one of the main lacunae in the programme is the lack of multi-faceted backstopping and of a central coordination and supervising machinery. While the Directorate of Adult Education will be suitably reorganised internally to place a team in full charge of this programme, the State Education Department also

should create a unit solely for supervising and coordinating the project.

The following aspects call for prior attention;

(1) Reporting System: A meaningful system of quarterly and annual reporting has to be established; constant analysis of reports has to be organised - with effective and close follow-up, both in forms of direct interventions, help in the field, advice on planning and management and through regular regional meetings;

(2) Training: Five to six regional centres with adequate facilities have to be identified for continuing training of district project officers; an initial training has to be organised for officers in all 200 districts; followed by refresher courses every year; training of part-time group leaders will be the district authorities and the district coordinating committees.

(3) "Software": The production of a great variety of proto-type learning and teaching material (referred to in the sub-section "Learning material") has to be a permanent task of the Unit; it should, in fact, work as a "Centre for the production of Software" (both printed and audio-visual material of all kinds). Some smaller units (Centres or similar Cells) for the same purposes are necessary in most State capitals and even in many districts.

### Administration and Coordination

The Programme has to be implemented through a machinery whose main "wheels" are:

(1) the respective unit in the Union Ministry of Education, for planning the general lines of the scheme, for the allocation of financial resources, for basic supervision and general guidance;

(2) the unit in the Directorate of Adult Education (reference : page 37) for various technical and professional guidance and coordination

(3) an officer or a small unit for education and functional literacy at the State level, in the Department of Education;

(4) a full-time project officer in each district who will be responsible for the two programmes (non-formal education for young people in the 15-25 age-group and the Functional Literacy Programme linked with development Schemes);

(5) a professional full-time supervisory machinery in every district;

(6) Coordinating Committees on the Central, State and District or Local levels.

### Size and Targets

According to the original provisions fixed for the Fifth Five-Year Plan, the functional literacy project was expected to cover 200 districts by the end of the Fifth Plan and the number of beneficiaries was to be around 2 million adults. This was

apparently based on the targets fixed for the Fourth Plan which were one million adults in 100 districts.

Going by the experience gained during the last six years, the basis of fixing targets would need to be re-examined. The following factors will have to be taken into consideration in arriving at a realistic basis for fixing targets:

- (1) There is always a gap between the sanction of a project and its actual starting, sometimes as long as several months and in certain cases even more than a year. This is inevitable in the system and while all efforts should be made to minimise the gap, it would be unrealistic to assume it does not exist.
- (2) All the projects do not start at the same time at the beginning of the year which means that classes at various points during the year cannot complete their course.
- (3) Every project is not able to reach its full complement of 60 classes.
- (4) Nor is every class able to maintain a consistent enrolment of 30.
- (5) There are breaks of various duration between the close of one class and the beginning of the next.
- (6) Drop-outs during the course of the class have to be allowed for.

In the Fifth Plan, it was originally intended that every project will increase the number of classes from 60 to 90. It is felt that it will not be practicable to attempt to raise every single project to this level. It will only be certain projects which have already established the infrastructure and where local enthusiasm and

inter-departmental cooperation is at its maximum, -  
that extensions of classes can be achieved,

Taking all these factors into consideration,  
it is proposed, slight reduction of the original  
targets and that the following formula may be adopted  
in calculating targets in the Fifth Plan:

- (1) The phasing of the new 75 districts will be  
as follows:

1974-75	...	-
1975-76	...	15
1976-77	...	15
1977-78	...	20
1978-79	...	25

Which means that the Programme will be  
implemented in the following number of districts per  
year:

1974-75	...	in 107 districts
1975-76	...	in 120 districts
1976-77	...	in 130 districts
1977-78	...	in 150 districts
1978-79	...	in 175 districts

- (2) Number of classes will range from 60 to  
90. But calculation will be made on the  
basis of an average of 70 classes per  
project (additional) classes being  
sanctioned only where justified and  
ranging from 5 to 30 additional classes  
per project).
- (3) An average enrolment will be calculated  
on the basis of 28 per class.
- (4) The targets of beneficiaries will be  
somewhat as follows:-

1974-75	...	2.1 lakhs
1975-76	...	2.4 lakhs
1976-77	...	2.6 lakhs
1977-78	...	3.0 lakhs
1978-79	...	<u>3.5 lakhs</u>
		13.6 lakhs

- (5) The number of classes that will be held during the Fourth Plan will be about 47000.

Estimates and Cost

Estimated costs of a functional literacy centre for 23 adults; (as an average per group):

(1) Salary/Honorarium for the group leader (Rs.50 per month .. 50 x 9)	Rs.450.00
(2) Salary of Supervisor (Rs.400 -1/40th of the supervisor per one group)	Rs. 90.00
(3) Training of the group leader/teacher	Rs. 60.00
(4) Training of the Supervisor (1/40th for one group)	Rs. 5.00
(5) Provision of training teachers who may drop out (10% of the cost of 3 above)	Rs. 6.00
(6) Set of learning and reading materials (printed and audio-visuals) (primers and newsletters for every learner - readers 5-6 copies per group - charts and visuals one set per group)	Rs.112.00
(7) Teacher's Guide	Rs. 4.00
(8) Kit for learners (Notebooks, slates etc.)	Rs. 84.00
(9) Equipment(one petromax, two hurricane lamps, spares, kerosene oil)	Rs.200.00
	<hr/>
	Rs. 1011.00
	<hr/>

It goes without saying that the above items of expenditure may require some variations depending on local conditions.

Cost per District:

(a) 70 learning groups/classes (990 x 70)	Rs.	70,680.00
(b) Salary of the whole-time Functional Literacy Project Officer (500 x 12)	Rs.	6,000.00
(c) TADA for visiting the Functional Literacy Centres	Rs.	2,000.00
(d) Miscellaneous expendi- ture	Rs.	3,000.00
		<hr/>
Grand Total		Rs. 81,770.00

Cost per head = approxi-  
mately " " Rs. 41.00

(81770)  
2000

Financing

The cost of the programme for 13.6 lakhs adults in the Fifth Plan will, therefore, be Rs.5.6 crores. To this will have to be added Rs.40 lakhs towards the cost of the press and the staff in the central unit, making a total of Rs.6.00 crores.

A provision has been made of Rs.4.47 crores in the Fifth Plan. It is hoped that it will be possible to find additional resources within the overall provision for adult education in the Fifth Plan. This situation can be reviewed during the third year of the Fifth Plan based on the record of achievement in the earlier two years.



Administrative Action

Although the programme is financed by the Government of India on a 100 per cent basis and will continue to be so throughout the Fifth Plan, the responsibility for the execution, coordination and supervision of the project, including the appointment of staff and disbursement of funds rests with the State Governments.

For the full success of the project, State Governments' help is especially needed to ensure that:

1. projects start as soon as sanctioned, after necessary preliminary preparation
2. once started, they run steadily without break
3. full time District project officers are appointed from the beginning
4. necessary complement of supervisory staff is in position
5. all classes allotted to each district start and run with full enrolment and minimum drop-out and are regularly supervised
6. funds are disbursed in time and all physical facilities are provided
7. a Unit/Cell is created in the State Department in charge of a senior officer, to coordinate and guide the project and ensure maximum efficiency. This Unit should also provide professional guidance in preparation and supply of necessary learning-teaching materials

8. ~~State Level Coordination Committees~~ are set up (where they are not), meet regularly and function effectively in promoting the project and particularly in coordinating the various components like agriculture, farm broadcasting and cooperatives
9. all project personnel below the district level are given initial training reinforced by periodical refresher courses. (The Directorate of Adult Education has organised training courses for all the District project officers and will continue to do so)

Some States have even sanctioned additional functional literacy projects on the same pattern, meeting the expenditure on these out of the State funds. Other States may like to consider such a step, so that the programme reaches larger number and wider areas.