

Government of Rajasthan  
Education Department

**ANNUAL PLAN  
FOR  
ADULT EDUCATION  
IN RAJASTHAN  
1978-79**



Teacher Today Document नया शिक्षक दस्तावेज

WITH COMPLIMENTS FROM  
Director, Pny. & Sec. Education  
Govt. of Rajasthan, BIKANER

*“Adult Education especially of the poor, illiterate villager should aim at developing an all-round vigorous personality; physically and mentally alert, keenly aware of his environment and fired with the desire to improve it and endowed with the scientific spirit, power of decision, strong will and the power to take the initiative.”*

—Gandhij

Government of Rajasthan  
Education Department  
Bikaner (Rajasthan)

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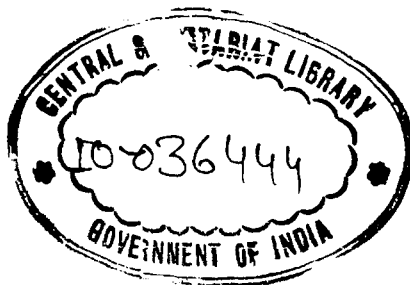
## PREFACE

The Government of India, through its National Policy Statement of Adult Education desired that all the illiterates in the 15-35 age group should be provided integrated functional education latest by the end of 1983-84. The State Government was asked to prepare a draft plan for six years (1978-83) and also a detailed one-year plan (1978-79). A working group was constituted by the Government for this purpose. The group has come out with a comprehensive one-year plan for adult education. The draft six-year plan for adult education would soon follow.

As envisaged in the plan, it is evident that if desired financial support is available, the State Government hopes to give practical shape to it and achieve the desired objectives.

18-5-1978

**K. S. Rastogi**  
*Education Commissioner*



## **THE WORKING GROUP**

In view of the urgency of NAEP, the State Government appointed a working group to plan for SAEP. Education Commissioner and Secy. to the Government Shri K. S. Rastogi took personal interest. He addressed the working group and gave detailed guidelines for preparing the Annual Plan. Working group then started its function under special guidance of Shri Lalit Kishore, Officer on Special Duty, Education Department, Government of Rajasthan, Jaipur.

### **The members of the working group**

1. Man Mohan Agrawal, Principal, Sadual Public School, Bikaner.  
—Chairman
2. Devi Singh Kachhwaha, Dy. Director, Social Education, Directorate of Education, Bikaner. —Member
3. Ramesh Thanvi, Director, State Resource Centre for NFE, Jaipur. —Member
4. Ajit Kumar Jain, Research Fellow, University of Rajasthan, Jaipur and Associated with Bhilwara Zila Proudh Shiksha Sangh. —Member
5. Om Srivastava, Director, Seva Mandir Udaipur.  
—Member (Co-opted)
6. Sadashiv Ram Sharma, Youth Coordinator, NYK, Jaipur.  
—Member (Co-opted)
7. Harish Chandra Mitta, Dy. Project Officer, Education Department Jaipur. —Convener

## CHAPTER I

# Introduction

- 1..01 Illiteracy has been by far the biggest obstacle in the social and economic development in the country and its eradication has, therefore, been among the foremost concern of the national planners since independence. An informed and literate citizen has been clearly recognised as one of the most important input in the country's developmental efforts and in achieving its social and economical goals. This is now an established fact that any programme of economic development cannot be sustained unless all those who participate in such programmes have the necessary skills to enable them to contribute their best. At present these skills are available only to the better placed elements among the participants. Its obvious result is that the weaker and deprived sections of the society have become all the more deprived which has affected the alround development of the country. Unless there is a definite programme of eradication of illiteracy linked with developmental programmes which provides ample opportunity for people's participation, it would be difficult to think of real economic development.
- 1.02 *This is for the first time in the country that there is a political commitment at the highest level to eradicate the illiteracy of the masses and make them participate in their own development.* Considering the importance of the Adult Education Programme, Government of India have now expressed firmly and categorically that Adult Education Programme will be given highest priority and eradication of illiteracy will go side by side with universalisation of elementary education.
- 1.03 The National policy statement on Adult Education clearly states the resolution of the Government of India to wage a clearly conceived, well planned and relentless struggle against illiteracy to enable the masses to play an active role in social and cultural transformation. It also states :

“the adult education is based on the assumption, (a) that illiteracy is a serious impediment to an individual's growth

and to country's socio-economic progress; (b) that education is not co-terminus with schooling but takes place in most work and life situations; (c) *that learning, working and living are inseparable and each acquires a meaning only when correlated with the others*; (d) that the means by which people are involved in the process of development are as important as the ends; and (e) *that the illiterate and the poor can only rise to their own liberation through literacy, dialogue and action.*"

1.04 The National Policy Statement also emphasises that a literacy programme unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country cannot secure an active participation of the learners; nor can it be an instrument of development and progress. Adult education, therefore, while emphasising acquisition of literacy skills should also be :

- relevant to the environment and learners' needs;
- flexible regarding duration, time, location, instructional arrangements etc;
- diversified in regard to curriculum, teaching and learning materials and methods; and
- systematic in all aspects of organisation.

1.05 It has been mentioned in the outline of the National Adult Education Programme that 10.00 crore people would be covered under the programme of Adult Education from 1978-79 to 1983-84 and the expectation is that all the States would simultaneously take up such massive programme of Adult Education. This national programme is visualised as a means to bring about a fundamental change in the process of socio-economic development in which the poorer people, who have been the passive spectators till now, become active participants in the developmental activities.

1.06 The Government of Rajasthan broadly accepts the objectives laid down in the National Policy Statement and it is proposed to develop a programme of Adult Education in the State according to the guidelines indicated by the Central Ministry of Education for this purpose.



## CHAPTER II

# Adult Literacy Position in Rajasthan

- 2.01 Efforts to spread literacy in Rajasthan have been made since 1934 even in the erstwhile Princely States, but these efforts remained mostly scattered and in isolation. The content of the literacy programme was mainly confined to the preliminary knowledge of 3 R's. With the formation of Rajasthan in 1949, organised efforts were made to spread literacy mainly through the community development programme. Due to these efforts the percentage of literacy increased from 8.62 in 1951 to 19.07 in 1971, showing an increase of 11.05 per cent. Though the percentage of literacy has increased, the actual number of illiterates has also increased considerably due to increase in population. Comparative position of adult literacy in the State is given at Annexure—I. According to 1971 census the number of illiterates in the 15-35 age-group in the State was 56.05 lakhs, which should have increased to 60 lakhs by now. This is a big challenge and in order to educate such a huge number within a period of six years is an uphill task because the infra-structure and socio-political climate is not immediately available to the desired extent.
- 2.02 The geographical and topographical conditions vary from district to district in the State. According to the 1971 census, the average density of population in the State was 75 per sq.km while in Jaisalmer district it was only 4 per sq.km and in Bharatpur district it was 1184 per sq. km. The variations in geographical conditions of the districts have directly influenced the economic growth, occupational patterns and socio-cultural conditions of their population. The districtwise percentage of literates according to 1961 and 1971 census is given at Annexure II. The districtwise position of the number of literates in 1971 together with the total population numbers of illiterates male and female in S.C. & S.T. is given at Annexure III. A study of these tables reveals that against the State average literacy percentage of 19.07 the highest percentage of literacy in 1971 was 30.30 in Ajmer district, whereas it was only 10.11 in Jalore district. The rate of growth of

literacy from 1961 to 1971 has also not been uniform in different districts, e.g., while in Kota district the percentage growth of literacy was 6.23, in the Churu district it was only 0.82. These inter-district variations will have to be taken into account while phasing out the expansion of the programme.

- 2.03 The social traditions and customs of the State have laid great impediments in the spreading of women education. Even after thirty years after the independence the percentage of school going girls in 6-14 age group is only 27 and several efforts in the State to spread literacy among adult women could not catch up as yet. The table at Annexure II reveals, that while the percentage of total literacy in the State in 1971 was 19.07, it was only 8.46 among females. It also becomes evident from this table that the percentage of literacy among females in the districts of Jaisalmer, Barmer and Jalore was only 3.94, 3.40 and 3.27 respectively in 1971. Thus the major chunk of adult illiterates dwells in the desert areas and consists of women. Thus the success of the adult education programme shall depend upon motivating them, which can be possible with a strong socio-political will, cohesive administrative structure and the whole hearted involvement of various Government and Non-government agencies.
- 2.04 The table at Annexure IV shows districtwise distribution of productive population in 15-35 age-group engaged in various occupations. It is clear from this table that nearly 70% of the total population is engaged in cultivating their own holdings, while 20 per cent are engaged as agriculture labourers and the remaining 10 per cent of the population is involved in various types of occupations like livestock, fishing, household industry, artisans, mining etc. It is, therefore, evident that the adult education programme in the State shall be mostly agriculture oriented.
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## CHAPTER III

# Review of Programmes and Resources

- 3.01 The programme of adult education in the State during the earlier Five Year Plans was carried out first under Community Development Programme for about a decade ; and thereafter by the Education Department under the banner of social education. The budget of Education Department for social education was quite meagre and the same was meant mainly for the maintenance of the State, Divisional, District and Tehsil libraries and only a paltry amount was provided for adult literacy and the same was allocated to the Panchayat Samities as subsidy for running adult education centres. The programme of adult education under the Community Development did not succeed to the desired extent and the social education aspect of the programme was confined to entertainment, and publicity of the socio-economic programmes of the Community Development. The literacy component of the social education programmes was not commensurate with the inputs of human and material resources. Hence adult literacy programme could not develop as regular mass programme till the end of Fourth Five Year Plan.
- 3.02 During the Fifth Five Year Plan two main programmes of adult education were initiated. One was the Farmers Functional Literacy Programme and the other was the Functional Literacy Programme. In the later part of the Fifth Plan Non-formal education programme for 15-25 age-group was also launched.
- 3.03 The programme of Farmer's Functional Literacy was started in four districts, i.e., Udaipur, Jaipur, Bharatpur, and Kota. Later on it was also started in the districts of Jodhpur and Bikaner. Each district has 60 centres, with each centre having an enrolment of about 30 adult farmers. This is a Centrally Sponsored Scheme and as such Rs. 3.99 lakhs are sanctioned by the Central Government for these programmes. The average attendance per centre is 22, which means that about 8350 farmers are covered under this programme in six districts of the State. In two districts,

i.e. Bharatpur and Udaipur, this programme is being run by voluntary organisations, i.e. Jeewan Nirman Sangh, Bharatpur and Sewa Mandir, Udaipur, in the remaining four districts, the programme being run by the State Education Department through the District Education Offices. A State level Coordination Committee under the Chairmanship of the State Chief Secretary reviews and coordinates the entire programme. Similarly at the district level also, a Coordination Committee under the Chairmanship of the District Collector coordinates the various activities of this programme. This programme of adult education has good potential because it is directly linked with the economic activity of the farmer.

- 3.04 The Functional Literacy Programme has been launched by the Govt. of India for assisting the voluntary agencies working in the field of adult education. This programme has given a good support to the voluntary agencies in generating a favourable climate for adult education in the State. At present the Govt. of India is providing 75 per cent financial assistance i.e. Rs. 4.0 lakhs per year and the State Govt. is giving 15 per cent assistance i.e. Rs. 1.14 lakhs to the voluntary agencies for running 750 adult education centres with an estimated coverage of 22000 adults. These centres are mainly spread in Udaipur, Ajmer, Bikaner and Jaipur districts.
- 3.05 The Non-formal Education Programme (N.F.E.) for 15-25 age-group is being run in eight districts of the State. In this programme the Central Govt. has provided as matching shares financial assistance of Rs. 4.00 lakhs per year for four districts and the programme in the remaining four districts is being run by the State Govt. at the cost of Rs. 4.00 lakhs per year. Each district has 100 centres and thus at present 800 centres in eight districts with an approximate enrolment of 24,000 are working in the State. Though the narrow limit of 15-25 age group was a constraint on enrolment, yet this programme has given an impetus to the adult education movement.
- 3.06 Another important agency which is quite active in the promotion of youth welfare programmes is Nehru Yuvak Kendras, established by the Government of India in 15 districts of the State. These Kendras are also actively participating in promotion of adult education. The efforts of these Kendras have been quite successful because their programmes are linked to the motivational activities of Nav Yuvak Mandals.

3.07 In scattered and isolated form adult education (confined to literacy) programme has been in vogue in the various parts of the State since 1934, but organised literacy movement developed only during the fifties under Community Development Programme. Again planned and sustained programmes have been launched since 1969-70 under the schemes of Farmers Functional Literacy programme, Functional Literacy Programme and Non Formal Education programme. Individuals, agencies and institutions, which have remained actively associated with these programmes, have many rich experiences which can help in strengthening the programme. Some of the experiences compiled by the Dy. Director of Social Education, who monitors all such programmes in the State, can briefly be summarised as follows :—

- (i) The main cause of failure of adult literacy programmes in the past has been lack of adequate motivation for the learner. Generally these programmes were not linked with the professional growth, development of useful skills, social awareness etc.
- (ii) Appointment of a primary school teacher as a part-time instructor at the adult education centre gives the centre a miniature form of primary school, because of the close link of the teacher with the school. Moreover it is generally difficult for the teacher to break through the traditional classroom teaching methods. Experience has shown that volunteers and social workers or even persons occupied in various other jobs when entrusted with the duties of an instructor, have been more successful in developing the desired rapport with the learner.
- (iii) Extreme poverty in the villages compels the adult for sustained hard labour causing much fatigue, which mars any desire for learning. It has been found that to some extent entertainment programme at the centres motivates the adults towards the adult education programme.
- (iv) Education of the village women folk is the most difficult task as experienced so far. There are some specific reasons for this apathy e.g. social traditions, lack of adequate motivation, hard day to day duties etc. It has been found that these centres which have provision for learning sewing, knitting, embroidery or other economically gainful activity could attract a large number of ladies and sustain their interest in adult education also.

- (v) The experiment at Bisundani village in Ajmer District has revealed that 100% functional literacy can be achieved through relentless efforts and cooperation of local, social and political workers and Government officials of various departments.

3.08 At present nine voluntary agencies are engaged in the adult education programme in the State. These agencies are carrying out the programmes of Farmer's Functional Literacy, Functional Literacy and Non-formal Education programmes. The details of each agency indicating the programmes taken up, number of centres and number of beneficiaries are as under :—

S.No.	Agency	Programmes	No. of Centres	Approximate No. of beneficiaries
1.	Sewa Mandir, Udaipur	F.F.L.P. F.L.P.	60 100	1800 3000
2.	Rajasthan Vidyapeeth, Udaipur	F.L.P.	128	3040
3.	Adult Education Association, Bikaner.	F.L.P.	114	3420
4.	Jeevan Nirman Sansthan, Bharatpur	F.F.L.P.	60	1800
5.	Lok Shikshan Sansthan, Jaipur	F.L.P.	50	1500
6.	Adult Education Association, Barmer	N.F.E.	100	3000
7.	Adim Jati Sewa Sangh, Chittorgarh/Jaipur	F.L.P.	136	4080
8.	Ajmer Adult Education Association, Ajmer	F.L.P.	50	1500
9.	Bhilwara Adult Edu. Association, Bhilwara.	N.F.E.	100	3000

The above voluntary agencies have sufficient potential for expanding their programmes and are at present engaged in preparing the proposed plan of expansion of adult education for 1979-80 to 1983-84. The organisational set up and the supervisory machinery of these agencies need strengthening for getting the desired results. From 1978-79 the ongoing programmes of F.L.P. & N.F.E. shall be termed as A.E.P.

F.F.L.P.	=	Farmers Functional Literacy Programme
F.L.P.	=	Functional Literacy Programme
N.F.E.	=	Non-formal Education Programme

- 3.09 The Rajasthan Adult Education Association and the State Education Department have been actively making strenuous efforts to get new voluntary agencies formed in the uncovered districts. These efforts have been quite successful.
- 3.10 To have a glimpse of educational facilities available in various districts of the State, it seems essential to review the position of existing number of Primary, Middle, Secondary and Higher Secondary Schools in each district. The table at Annexure-V gives the number of schools of various categories together with number of single teachers schools and number of villages which had no schooling facility during 1976-77. A study of this table reveals that the ratio of Primary Schools to Middle Schools is 4:1 and similarly the ratio of Middle Schools to Secondary/Higher Secondary Schools is 3.5:1. It is also clear that in such villages where there are no schooling facilities, the cooperation of other educated persons would be required for introducing the adult education programme. In urban areas a large number of teachers are normally reluctant to become as adult educators on a remuneration of Rs. 50/- per month, hence we shall also have to acquire the services of other educated volunteers, college and university students. However the situation in rural areas is different. The teachers in rural areas normally come forward to act as adult educators if they are residing in the same village. Therefore it would be possible to draw about 70 to 80 per cent adult educators from amongst the teachers in rural areas.
- 3.11 In Rajasthan only the Education Department is at present organising the adult education programme for 15-35 age group. It is felt that the Universities, Colleges, Social Welfare Departments, Rajasthan Khadi Gramodyoga Board and Rajasthan Samagra Seva Sangh can organise adult education programme with necessary financial support from State/Central Government. The various developmental departments and autonomous organisations i.e. the departments of Agriculture, Industries, Animal Husbandary, Cooperatives, Dairy Development, Rajasthan Handloom Board, etc. also help substantially in the adult education programme by motivating their adult illiterate beneficiaries to take advantage of the adult education programme. These departments and organisations can also provide reorientation in the form of technical know-how to the adult educators enabling them to be more functional.

- 3.12 The Government of India have declared that the adult education programme to be taken up by the Universities will be financed by the University Grants Commission. The Universities of Rajasthan, Jodhpur, Udaipur and B.I.T.S. Pilani have initiated dialogues about formulating suitable adult education programmes. The guidelines from the U.G.C. in this respect are still awaited. At present the National Social Service has got 110 units in the State involving about 10000 students. In Rajasthan it is proposed to involve about 5 percent of total N.S.S. students in the adult education programme during 1978-79. It is also envisaged that the involvement of N.S.S. Students would increase to 50% in adult education programme in the next five years. The Universities and colleges have also volunteered to assist in the programmes of training, evaluation and applied research.
- 3.13 The massive programme of adult education would obviously require the involvement of almost all the agencies and educated persons. It is proposed to involve the maximum number of ex-servicemen through the State and District Units of Soldier's, Sailor's and Airmen's Boards. The services of retired teachers, retired educated Government Servants, educated wholetime and part-time functionaries stationed in rural areas and volunteer adult educators would also be availed of in a substantial manner.
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## CHAPTER IV

# Administrative Structure and Personnel

- 4.01 At present at the State level the adult education programme is looked after by the Deputy Director of Social Education, Directorate of Primary and Secondary Education Rajasthan, Bikaner. At the district level the programme is taken care of by the District Education Officer assisted by a whole-time Project Officer. As he has got multifarious duties to be performed, his contribution to the adult education programme has not been significant. At the block level the part-time supervisors have been entrusted with the work of supervising the centres. At the village level the part-time adult educator is the only functionary for implementing the programme. The voluntary agencies provide supervisors and adult educators according to the pattern of financial assistance available to them.
- 4.02 The existing arrangements for coordination of adult education programmes at the State, District and Block levels are just satisfactory. At the State level there is a coordinating committee to coordinate the activities of various departments involved in Farmer's Functional Literacy Programme. This committee meets at least once a year to review the progress of the programme. For other adult education programmes a system of coordination at the State level is yet to be evolved. At the district level there exist coordinating committees under the chairmanship of the District Collector, with District Education Officer as its Convener, to coordinate and review the activities of Farmer's Functional Literacy Programme. For adult education programmes the District Education Officers have been entrusted the responsibility to coordinate and review the progress in the districts. At block level a suitable machinery is yet to be established.
- 4.03 In Rajasthan, the State Resource Centre, Jaipur ; Seva Mandir, Udaipur ; Adult Education Association, Bikaner and Rajasthan Vidyaapeeth, Udaipur have prepared and published teaching and learning material for adult education. So far eight Primers in Hindi and one Primer in mathematics have been published for

the adults. The Hindi Primers have been prepared by various aforesaid agencies according to the needs of the local areas. These agencies have also published 93 books for neo-literates. The published material could not be revised due to lack of funds. Modest efforts have also been made to develop the curriculum according to local needs but this aspect requires sufficient improvement. The State is ready to devise appropriate curriculum and prepare teaching and learning material in a phased manner. The potential writers have been identified and they can do the desired task with a short-term training and orientation.

- 4.04 In absence of a proper machinery at the State and district levels exclusively meant for adult education programmes, it has not been possible to develop an appropriate infra-structure for organising training of various functionaries at different levels in terms of syllabi, training institutions, training of trainers and correlation of training with the job performance of the concerned functionaries. So far the training of various functionaries has been arranged by the voluntary organisations and the District Education Officers with the help of available expertise and by using experienced and knowledgeable persons as trainers. The content and duration of training have also varied according to the local needs and circumstances. With the establishment of State Resource Centre at Jaipur in the year 1975, the training programme in the State got sufficient impetus.
- 4.05 It is well known that evaluation and monitoring are the sophisticated components of any well designed programme implemented on scientific lines. The programme of adult education in the State is yet in its infancy and as such the existence of a well articulated system of evaluation and monitoring including regular feed-back supplemented by corrective measures is out of question. The existing pattern of reporting is a routine one which indicates the number of centres, the number of beneficiaries and the expenditure involved in the programme. The appropriate tools for systematic and reliable reporting, technical guidances and field evaluation with periodical test checks are to be gradually evolved in the State with the active involvement of the field workers.
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## CHAPTER V

# Programme Formulation

5.01 IDENTIFICATION OF TARGET POPULATION : National Adult Education Programme asserts for a massive adult education programme to cover the vast segment of population in 15-35 age group within the period of six years beginning from 1978-79. Information about the total population of Rajasthan and persons in 15-35 age group according to census of 1971 is given below :

(i) Total population of the State :—

(Figures in '000)

	Total Population of the State	Total Illiterate Population	Population in 15-35 age group	No. of Illiterates in 15-35 age group
MALE	13484	9608	4006	2311
FEMALE	12281	11242	3762	3294
Total	25765	20850	7768	5605

5.02 In order to achieve cent percent literacy in the 15-35 age group through the programme of State Adult Education, a population of 60 lakh persons has to be covered during the next six years (i.e. 1978-84) because it is estimated that the illiterate population of 56.05 in 1971 is likely to have increased to nearly 60 lakhs by now.

5.03 Based on the above data and population projections for 15-35 age group the phased programme of adult education in the State will be as under :

Year	No. of Centres to be opened	Cumulative No. of Centres	Expected population to be covered (in lac)	Effective population to be covered (in lac)	Cumulative population covered (in lac)
1978-79	9000	9000	2.70	2.00	2.00
1979-80	7000	16000	4.80	3.50	5.50
1980-81	16000	32000	9.60	7.00	12.50
1981-82	33000	65000	19.50	14.00	26.50
1982-83	10000	75000	22.50	16.00	42.50
1983-84	7000	82000	24.60	17.50	60.00

Notes : 1. On an average 30 adults shall be enrolled on one centre.

2. The wastage is expected to be about 30 per cent in the beginning of the programme, which may decline as the programme catches up.

3. In the above table provision of centres for follow-up of neo-literates has not been incorporated.

5.04 The year 1978-79 will be a preparatory year for the State Adult Education Programme and it is proposed to cover only 2 lakh persons in the age group 15-35.

5.05 In the State at present a variety of programmes are going on, viz. Farmers' Functional Literacy Programme (FFLP), Non-Formal Education (NFE) and Functional Literacy Programme (FLP). It is proposed to expand and strengthen the existing programmes.

5.06 FFLP is going on in 6 districts of the State, each having 60 centres. Out of these 6 districts, two districts are being looked after by voluntary organisations (V.Os.) viz., Seva Mandir, Udaipur and Jeevan Nirman Sansthan, Bharatpur and the rest of the districts are being managed by the District Education Officers. During the year 1978-79, the FFLP is proposed to be strengthened as under -

S.No.	District	Present Centres	Beneficiaries	Proposed for 1978-79	Beneficiaries
1.	Bikaner (DEO)	60	1800	240	7200
2.	Bharatpur (VO)	60	1800	240	7200
3.	Jaipur (DEO)	60	1800	240	7200
4.	Jodhpur (DEO)	60	1800	240	7200
5.	Kota (DEO)	60	1800	240	7200
6.	Udaipur (VO)	60	1800	240	7200
Total		360	10800	1440	43200

Thus the FFLP will be increased by five times. Total beneficiaries covered under FFLP will be 54000 in 1978-79. It has been further decided that 300 centres in the district should be located in 2 or 3 blocks of the district only, and the existing scattered centres may be closed as far as possible.

5.07 The State Adult Education Programme for 1978-79 including FFLP has been given in a tabular form at Annexure VII. In this table the programme for each district has been indicated and the type of agencies which will take up the centres has also been given.

5.08 The SAEP for 1978-79 given in Annexure VII indicates the following salient features :

(a) No. of on-going FFLP centres	360
No. of new FFLP centres	1440
No. of on-going AEP centres	1378
No. of new AEP centres	5837
Total	<u>9015</u>

(b) The agencies running 9015 centres would be as follows :

No. of centres run by voluntary agencies	5378
No. of centres run by education department	2760
No. of centres run by Nehru Yuvak Kendras	750
No. of centres run by Colleges/Universities under NSS	127
Total	<u>9015</u>

(c) All the districts have been covered under this programme.

5.09 There is hardly any need to emphasise the importance of involvement of youth, students and teachers of University & Colleges in the SAEP. Apart from survey, research and evaluation, the Colleges and Universities have been assigned the role of direct participation in the programme. It has been proposed, that 127 centres will be directly organised by Colleges and Universities in the State during 1978-79. District wise break up of these centres for colleges & universities and NYK for 1978-79 have been indicated in Annexure VIII.

5.10 All the three Universities & Directorate of College Education have agreed to assist the programme in Research, Evaluation, Survey, Literature production etc.

- 5.11 The places where Universities and Colleges are located will be served initially both by these bodies and other agencies. As the programme of adult education gains momentum efforts will be made to run the adult education programme wholly through the Universities and Colleges at these places. The Programmes of adult education adopted by NSS Units of Colleges and Universities are to be financed by the Institution concerned. In this connection the UGC has already issued necessary guide lines.
- 5.12 The NYKs are working in 15 districts of the State and it is now obligatory on the part of each one of these Kendras to run at least 50 Adult Education centres. The entire cost of the scheme will be borne by the Govt of India. During 1978-79 the NYKs will run 750 centres in the State covering 22500 persons.
- 5.13 A unique feature of the SAEP in Rajasthan is that it has involved 44 new Institutions affiliated to Rajasthan Khadi & Gramodyoga Board and Rajasthan Samagra Sewa Sangh which are working in rural areas of the State. These institutions are working in 17 districts. In 1978-79 these 44 new voluntary institutions will run 2100 centres in all ranging from 30 to 100 centres by each organisation. It is expected that 63000 persons will be covered under SAEP through these institutions. As these institutions are already working for improving the economic condition of the villagers, it is hoped that their involvement in the State Adult Education Programme would make a significant contribution. They are also likely to serve as a good example to other developmental departments and voluntary agencies.
- 5.14 Thus it would be clear that efforts have been made to involve the voluntary agencies in this programme during 1978-79 to a substantial extent. In subsequent years efforts would be made to increase the participation of voluntary agencies. The involvement of NYKs and NSS is expected to help SAEP in the development of proper climate.
- 5.15 In 1978-79 the enrolment under SAEP will be  $9015 \times 30 = 270450$  as against only 48000 in 1977-78. Though the target of enrolment for 1978-79 is only 2.00 lakhs, but excess provision of 2.70 has been made keeping in view the possible wastage owing to various reasons. It has also been taken into consideration that since several new Voluntary Agencies without any experience in the field of adult education at their credit are taking up the programme, some of them might fail to achieve the targets oomple-

tely. The excess provisions would thereof help us to achieve the real target.

#### 5.16 *Financial outlays : (STATE PLAN)*

On the basis of norms prescribed by the Govt. of India the following financial provisions for SAEP for 1978-79 are proposed in the State Plan :

		<i>(Rs. in Lakhs)</i>
(a)	Cost of ongoing (1978-79) programme of State Education Department to be continued in 1978-79 ; 400 centres @ 1.78 lakh per 100 centres (March 78—Feb. 79)	7.12
(b)	Aid to voluntary organisations for existing 580 centres @ 15% of administrative cost for 12 months	0.23
(c)	Cost of 960 new AEP centres to be run by Department of Education (Sept. 78 to Feb. 79, i.e., for six months)	12.00
(d)	Aid to voluntary organisations for running 4000 new centres from Sept. 1978 to Feb. 1979 @ 15% of the administrative cost	0.80
(e)	Aid to State Resource Centre	1.00
(f)	Matching assistance for C.S.S. programmes	4.00
(g)	Strengthening of State administration for adult education	5.85
<b>Total :</b>		<b>31.00 Lakhs</b>

#### 5.17 *Financial Outlays (CENTRAL PLAN)*

On the basis of norms prescribed by the Government of India the following financial burden for SAEP for 1978-79 has to be borne by the Government of India :

(a)	Cost of 400 on-going centres of NFE under C.S.S. to be contd. in 1978-79 @ 1.78 lakhs per 100 centre (12 months)	7.12
(b)	Cost of F.F.L.P. Centres for 1978-79 in 6 districts—	
	(i) 360 existing centres (for 12 months)	7.10
	(ii) 1440 New centres (for 6 months)	14.20
		21.30

(c) Assistance to VO's for existing 580 centres to be contd. in 1978-79 @ 100% of field & Trg. costs	8.30	
75% of administrative cost (12 months)	1.14	9.44
(d) Assistance to VO's for new 4000 centres @ 100% of field & Trg. cost (for 6 months)	43.60	
75% of Adm. cost (for 6 months)	3.95	47.55
(e) Aid to State Resource centre @ 75% of the expenses for Staff, Trg., Orientation & resource development		5.60
(f) 100% assistance as per norms for administrative set-up :		
(i) State level (8 months)	1.15	
+ Assistance for supporting staff, rent, T.A., Med. etc.	1.75	
(ii) Distt. level		
'A' Category Distt. (6) @ 41,000 p.a. for 8 months	1.68	
'B' category distt. (20) @ 32,000 p.a. for 8 months	4.20	
Assistance for supporting staff, rent, T.A., Medical, Maintenance of Jeep etc.	8.50	
(iii) 100% Cost of 27 Diesel Jeeps @ Rs. 60,000/- and one Diesel Station-Wagon for Director of State Programmes	17.00	34.28
		<hr/>
		125.29
		<hr/>

*Or say 125.00 Lakhs*

### 5.18 *Employment generation*

The full time employment to the extent of about 570 persons would be generated in the State during 1978-79 as a result of the SAEP. The details of these new posts are as below :

(a) Officers	32
(b) Subordinate Staff	375
(c) Ministerial Staff	72
(d) Drivers and Class IV	91
	<hr/>
	570
	<hr/>



In addition to the above, 8134 part-time instructors and 180 part-time supervisors will also be appointed. Since the SAEP is directly linked with the economic growth of the learners it is envisaged that besides the provision of direct employment avenues a large number of self-employment avenues would also be generated. Growth in professional efficiency as a result of the SAEP is expected to increase the horizontal and vertical mobility of the masses.

#### 5.19 *Implementation Strategy*

In order to implement the aforesaid SAEP during 1978-79, it is proposed to adopt a well calculated strategy as under :

- (i) The Rajasthan Government shall constitute a high power State level Steering Committee under the Chairmanship of the State Chief Secretary which is already under process. On this committee the Secretaries of the various developmental departments would be represented; so that, it is possible to develop this programme as an integrated programme involving the concerned development departments.
- (ii) The State Government has already taken necessary steps to constitute a State Board of Adult Education. This Board will be responsible for formulation, implementation and evaluation of the Adult Education Programme. The Board will maintain a regular and close liaison with the District Adult Education Boards.
- (iii) At the district level District Boards of Adult Education are being constituted under the Chairmanship of the District Development Officer (Collector). The District Board will be responsible to implement the programme and evaluate it regularly. It shall also be in regular touch with the functionaries working at the block level. Identification of blocks for SAEP for the year 1978-79 has already begun. As soon as this is completed, block level committees shall be formed.
- (iv) A sustained, meaningful and effective programme of publicity will be organised at the State, District, Block and village levels so that an appropriate climate is created in the State for launching the SAEP on a mass scale from 2nd October, 1978. Various tools of mass media, i.e. Radio, T.V., News papers, Posters, Pamphlets etc. shall be

effectively used for this purpose. Meetings, seminars, conferences, prabhat pheris etc. will also be organised wherever considered necessary. This programme of publicity would bring in a positive change in the receptibility of our masses. They would then accept and own this programme.

- (v) The personnel required for implementing the programme from State to village level is of great and crucial importance. If the right type of persons are not involved as functionaries, the entire edifice of this programme is likely to collapse in spite of huge financial inputs. It is therefore suggested, that greatest care should be taken in the selection of right type of personnel even by ignoring seniority and normal rules and procedure of recruitment and promotion. Special efforts will be made to recruit maximum number of women functionaries from different walks of life for this programme. In order to locate suitable persons a regular system of registration of adult education workers will be initiated at the District level. For the selection of Adult Education functionaries separate recruitment policy is being designed by the State Government. However, it is suggested that priority should be given to enthusiastic and imaginative persons having some minimum experience in the field of education, social welfare and community development work. The registration procedure should be kept wide open for the persons committed to the programme from various walks of life. SAEP, as envisaged here in annual plan, would have the following offices of the functionaries : (i) Instructors, (ii) Supervisors, (iii) Project Officers. Selection of instructors, supervisors and project officers would be the job of the implementing agencies for which minimum competencies have already been spelt out by the Government of India in the Handbook for training of adult education functionaries. District Adult Education Officers are to be selected by the State Government under consultations with the State Adult Education Board. The post of District Adult Education Officer would need some actual field experience and prior orientation in organising adult education programme at Block or Project level. It would need persons who could communicate effectively with the rural masses and establish rapport with them. A definite efficiency in organising, administering and

coordinating would also be needed. The preference therefore would be given to those who have undergone training courses organised by the State Resource Centre or other suitable agency.

- (vi) The existing curriculum will be suitably modified immediately according to the local needs. Efforts will also be made to train people to identify the learning needs and develop their own curriculum at project/block level.
- (vii) Appropriate training of the various functionaries would ensure that almost equal weightage is given to literacy, functionality and awareness.
- (viii) The State Resource Centre will prepare the teaching and learning material & Instructor's Guidebook according to a time-bound programme with the help of available expertise. The distribution of teaching and learning material well in time to the concerned agencies shall be ensured.
- (ix) The training of key-personnel and supervisors will be planned and executed by the State Resource Centre. The training manual will also be prepared by the SRC.
- (x) Separate arrangements will be made for the proper orientation of district administration network and State Adult Education Administrative structure. Conferences and Seminars will be organised for the District Collectors and District Development Officers.
- (xi) The VO's and Govt. Agencies shall be advised to finalise the detailed block level plans for 1978-79 latest by the 30th June, 1978 by taking care that each agency confines its area of operation to one block so that overlapping and duplication of efforts are avoided.
- (xii) Special efforts will be made to accelerate the formation of new VO's which may take up the Adult Education Programmes in subsequent years.
- (xiii) The District Surveys will be conducted so that the correct estimates of male & female illiterates (15-35 age group)—both in rural & urban areas could be available. This work shall be done during 1978-79. Efforts will also be made to get the necessary basic data about adult education through the agency of mini educational survey which will be conducted in the State in 1978-79.

## Resource Development

- 6.01 *Need for a Resource-Base* : National Adult Education Programme (NAEP) is going to be launched as a mass movement. It is going to be a movement of educating the economically and socially deprived sections of society. The magnanimity of the task of SAEP is tremendous. The policy statement itself, underlines that 'from organisational point of view it is of utmost importance that elaborate preparations are made before launching a massive programme'. These elaborate preparations include the development of a solid resource base and mobilisation of all the supportive services. The resource base facilitates the implementation of the programme and would be putting in every effort to make it more effective. It would locate the main areas of deficiency viz. motivation, preparation of teaching learning material, training etc. and would achieve a satisfactory level of preparedness in these areas. It would also ensure that the programme would percolate down to the people.
- 6.02 *Resources* : NAEP as defined in the Policy Statement is not a literacy programme but is essentially a developmental programme as well. The Policy Statement reaffirms :
- 'A literacy programme unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country can not secure an active participation of the learners; nor can it be an instrument of development and progress'.
- 6.03 In this particular perspective the resource base, that is going to be developed for the State Adult Education Programme (SAEP), will have the multi-dimensional task of-
- (i) linking SAEP with developmental Schemes,
  - (ii) ensuring people's active participation in the programme,
  - (iii) and, meeting educational needs of the programme.
- 6.04 It would, therefore, mobilise wider people's participation and available public resources instead of becoming one-way supply

unit. For that it will have to foster the wider understanding of the programme and the spirit of Community Cooperation. Then only the resources will be creatively and effectively used.

6.05 The outline of NAEP approved by National Adult Education Board emphasises that: 'Involvement of the people i. e. the illiterate masses for whom the programme is meant with resource development will be crucial to the authenticity of the resource-base. This is also inherent in the conceptual position as spelt out in the Policy Statement. A number of practical ways shall have to be tried for this involvement. This would include :

- Well-designed surveys to ascertain the learner's needs.
- Realistic testing and try-out of methods and materials by securing uninhibited reaction of the potential learners.
- Holding of frequent conferences and camps where workers in the State/District Resource Centre think and work, and work with the rural people.
- Identification of a number of articulate village youth and orienting them in the programme with a view to eliciting through them the latent as well as manifest problems of the potential learners' groups.
- Systematic involvement of persons living and working among the rural people.

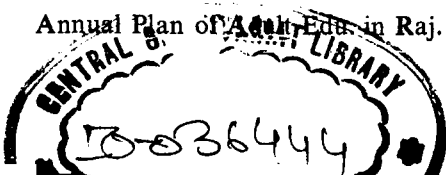
This process would ensure the possibility of developing a real people oriented resource-base.

6.06 *The State Resource Centre for Non-formal Education* : The State Resource Centre (SRC) was established in Rajasthan in April, 1976. It was the first SRC in the country. It has been facilitating the on-going programmes of Non-formal Education and Farmers Functional Literacy Programme. For regular coordination of the programme it publishes a monthly journal and for proper follow-up of the programme it has brought out several functional booklets. For the conceptual clarity and dissemination of the latest ideas it has brought out knowledge building books. Apart from its publication programme, training of key persons has been its another significant feature. Organising writers workshops and seminars for wider involvement of people from various disciplines was another feature. Contact meetings with supervisors and instructors was also a useful programme. SRC's work in the State could create some atmosphere for wider participation in the programme. Its impact is quite visible.

- 6.07 Now in the light of National Adult Education Programme State Resource Centre will be a major resource-base. The outline of NAEP clearly states : “The important level in resource-development is the State Resource Centre which, in cooperation with the National Resource Group and continuously interacting with the field can become the focus for resource development. One of the important functions of the SRC is to strive for devolution of resource-base at district or project-level. SRCs are not to be institutions working in isolation from other institutions, but rather as coordinating agencies for involvement of various institutions and individuals having a contribution to make in resource development. The efficiency of SRCs will depend on the professional and technical capabilities developed by them, their capacity to secure and coordinate resource (of institutions and individuals) available in the region they purport to serve and on the support provided by the State Governments concerned.”
- 6.08 The SRC set up in Rajasthan under the auspices of Rajasthan Adult Education Association will be a key institution for developing the resources for SAEP.
- 6.09 Another institution in Rajasthan which would provide potential assistance in developing a resource-base for SAEP is Rajasthan Adult Education Association. It is a State Level Organisation which has more than 27 district level Adult Education Associations and other voluntary organisations affiliated with it. This is a federal institution and it helps the affiliated institutions in taking up new programmes.
- 6.10 Rajasthan Adult Education Association has its office at Jaipur and it is in live touch with every organisation. Its function is that of mobilising the voluntary efforts and it also mobilises the scattered talent available for adult education in the State. It involves school teachers, dedicated social workers, retired teachers and educated youth in the task of adult education programme. It has been conducting training courses, seminars and annual conferences on the various subjects related to Adult Education. It has also been conducting training courses for adult education workers. It also developed proto-type curriculum for non-formal education programme and circulated it in printed form to the workers of adult education so that they can develop their own curriculum.
- 6.11 It has, therefore, experienced workers and required expertise for

developing the resource-base for the State Adult Education Programme.

- 6.12 Rajasthan has a good network of District Level Adult Education Associations. They are all voluntary organisations and are functioning with the help of voluntary efforts. They are running various projects in their districts and they have a team of trained workers with them. The District Level Adult Education Associations would provide a good potential for developing a district level resource-base. It is expected that these institutions would be working as district resource centres.
- 6.13 University of Rajasthan has a separate Department of Adult Education. This department has a long experience in organising the programmes of Adult Education. It has several physical facilities and expert staff. It is, therefore, expected that this department would help in developing a resource-base for SAEP. It would also help SAEP in research work.
- 6.14 Seva Mandir, Udaipur is also a voluntary organisation. It is the institution dedicated to the cause of adult education and resource development. It has taken up several significant projects in Udaipur district. It has a very good team of trained workers and experts who are dedicated to the cause of Adult Education. Seva Mandir, therefore, is expected to function as a good resource-base for SAEP.
- 6.15 Rajasthan Vidyapeeth, Udaipur is another voluntary organisation working in the field of adult education in Udaipur division. It has a long standing and has a very well-organised network of educational institutions spread right into the tribal areas of Udaipur division. Rajasthan Vidyapeeth has a unique team of dedicated field workers and trained programme organisers. It will help in developing resource-base for SAEP as well. Vidyapeeth can organise training programmes for tribal workers and can support the SAEP by providing trained personnel for the implementation of the programme. Vidyapeeth is also expected to develop some district resource centres in tribal areas.
- 6.16 The State Institute of Education has been facilitating the Non-formal education programme for the age group of 8-14. It has been conducting training programmes and workshops for strengthening the programme in different districts of Rajasthan. Now there is a proposal for setting up SCERT. SCERT will have a huge programme of strengthening the academic side of the various



educational programmes going on in the State. It is, therefore, expected that SCERT would provide academic as well as ancilliary support for developing resource-base for State Adult Education Programme.

- 6.17 The NYKs are set up in 15 districts of Rajasthan and it is hoped that by the end of this year every district will have a Nehru Yuvak Kendra. It is envisaged in the outline of the NAEP that Nehru Yuvak Kendras would give top priority to the adult education programme in the districts. They would mobilise available youth talent and also the educated unemployed young boys and girls and would involve them in the Adult Education Programme. Chetna Sanghs established in different villages by them would be the real resource-base at the field level and it would help effective implementation of SAEP. NYKs are, therefore, expected to help in developing field level resource-base for SAEP.
- 6.18 Besides the existing resource agencies it is proposed to mobilise various support services available with different departments in the State. Department of Agriculture, Department of Community Development, Department of Industries, Department of Animal Husbandry, Department of Dairy Development, Department of Social Welfare, Department of Sheep & Wool, Tribal Development Department, Health & Family Planning Department, Irrigation Department and Desert Development Department are essentially having certain schemes like Command Area Project and DPAP Schemes which have an essentially built-in educational component. While thinking of developing of a resource-base for SAEP we will not ignore the various programmes of these departments and would link-up those programmes with SAEP. It would multiply the physical facilities and would also offer tremendous man-power to assist the programme effectively. These Support Services include following agencies :

(a) *Farmers Training Centres*

There are Farmers Training Centres set up by Agriculture Department and their main job is that of educating farmers and keeping them equipped with modern methods of agriculture. Their programme is essentially educational and they have well-developed infra-structure in different districts which can offer educational and physical facilities. Their support will strengthen SAEP at field level and would also work as motivational unit.



(b) *Extension Department of Udaipur University*

This department has a very large unit of extension services which serves various agricultural agencies. It covers officers and field functionaries as well. It has well developed and highly resourceful Agricultural College at Jobner which may offer many services for strengthening SAEP.

(c) *Training Centres of Dairy Development Department*

These centres are also available to facilitate the strengthening of suitable resource-base.

6.19 There are other agencies of different departments which can help in strengthening SAEP and can always function as active support services.

6.20 In the first and preparatory year of SAEP, Rajasthan is going to cover more than 2.62 lakh adults. For this target coverage more than 8700 centres would be functioning. This gigantic task would need most appropriate and advance preparations. The preparations would be many-faceted and multi-dimensional. These preparations would form the foundation of the resource-base. It is, therefore, essential to spell out the objectives of these preparations which are as follows :

- (i) To propagate the programme even into the remotest villages. Publicity has to be moderate and meaningful.
- (ii) To inculcate wider participation of the people so that it would become people's programme, for the people, by the people.
- (iii) To mobilise voluntary organisations and orient them to accept and launch the programme.
- (iv) To make available decentralised and self-supportive resource units so that they may help programme with all the different components of resource-base viz. teaching material, training, evaluation feed-back, monitoring etc.

6.21 These objectives of preparations call for identifying the resource-components and thinking about their priorities. NAEP has spelt it out quite vividly :

(a) *Teaching-learning materials :*

The initial exercise in this connection shall have to be about identification of learners' needs. Detailed curriculum, indicating among other things the expected learning outcomes,

shall have to be spelt out on the basis of the identified learning needs. On the basis of the curriculum and after necessary testing, teaching aids and learning materials shall have to be prepared with the greatest care. The Policy Statement makes reference to imparting of literacy skills in the spoken language. Without taking this to an absurd limit, it should be possible to organise learning in the spoken language wherever necessary with bridges built for the learner to acquire facility in the regional language. Since it may not be possible to develop teaching-learning materials at the district/project level within the next one year, as an interim measure SRCs will prepare materials in standard regional or sub-regional languages/dialects.

**(b) Training :**

The categories for whom training shall be provided would include :

- Key functionaries at the State level.
- Professionals and experts in specific areas such as curriculum construction, preparation of teaching/learning materials, training, evaluation etc.
- Functionaries at the district project and block levels.
- Field level supervisors.
- Adult education instructors.

The SRC will be able to coordinate training programmes for project and block level functionaries as well as for supervisors. The responsibility for organisation of training programmes for the instructors of adult education centres shall rest with the agency responsible for implementation of the programme at the field level. Various alternatives will be explored regarding duration, comparative emphasis on one-time and recurrent training, methods of training etc.

**(c) Monitoring, evaluation and applied research :**

A mass education programme inevitably faces the risk of considerable wastage and misreporting. In this connection the importance of systematic monitoring and evaluation cannot be exaggerated. It must permeate the entire programme and should provide feedback for introducing necessary correctives from time to time. It is also important to have in-built arrangements for applied and coordinated research so that

the experience of SAEP is systematically analysed and it provides guidelines for future action. The State Government is naturally interested in systematic monitoring. Universities and institutions of higher education as well as *SRC will have an important role to play in evaluation and applied research.* Monitoring and evaluation mechanisms will be developed at the district and project levels also, for it is mainly there that the feedback has to be used for introduction of correctives. It is envisaged that SRC will have a separate unit for monitoring, evaluation and applied research. This unit in SRC will not be centrally responsible for direct monitoring and evaluation of the programme but it would in fact help the project/block level programme in designing monitoring and evaluation structures according to their local needs. It would design monitoring methods and evaluation proformas and send it to the Project Officers for testing their applicability. This process would ensure that monitoring and evaluation methods essentially generate peoples' participation, so that first-hand report of the field is available.

Monitoring, Evaluation and applied research unit in SRC can appoint a team of evaluation experts and send them in field for sample evaluation on the methods it is going to suggest for the programme. It would then send the relevant materials to DAEOs for their use in the field.

On time to time it would conduct Study Tours for finding out the utility and effectiveness of the materials used, trainings imparted to various functionaries. It is envisages that the reports of the Study Tours will be submitted to the Director of AE so that the timely review of the set-up is possible.

6.22 In the preparatory year (1978-79) Rajasthan will have the minimum number of following functionaries enrolled in 26 districts of the State :

1. Instructors	8790
2. Supervisors	300
3. Project Officers	80

Thus the training needs of the current year 1978-79 will be that of training 8790 Instructors, 271 Supervisors & 80 Project Officers. At this juncture it is essential to locate training institutions, training facilities and expert-trainers available in Rajasthan. The

Training of Project Officers will be the responsibility of SRC. SRC in Rajasthan has two tasks before it :

- (i) To organise intensive reorientation camps for already trained or semi-trained Project Officers. (SRC has an inventory of these Project Officers ready with it.)
- (ii) To locate enthusiastic & imaginative persons in every district and train them for SAEP. The duration of this training camp would be of three weeks.

Training of Supervisors will be arranged by the Agencies concerned (see Annexure XI) with the help of Project Officers trained by the SRC.

Training of Instructors will be arranged at the block level by the Agency operating the Project in the field with the help of Supervisors trained by the District Agency.

#### 6.23 *Training of District Adult Education Officers :*

SAEP as planned here, is going to be launched in all the 26 districts. All these districts would be needing one District Adult Education Officer (DAEO) to implement the programme effectively and coordinate the programmes of different agencies. The proper training of DAEOs will then be the prior need. It is identified as an important training-need of the programme. It is envisaged that Training and Orientation Camps for DAEOs would be organised by the Director, Department of Adult Education in collaboration with the SRC.

Keeping in view this important training need a separate programme is chalked out for the training of DAEOs. The programme is given in the Annexure IX.

- 6.24 Teaching-Learning Materials are equally more important for SAEP. These T-L materials are to be developed in context with the NAEP, keeping in view the content of the Policy Statement and the local learning-needs. The material prepared specially for SAEP are not going to be the usual text-books but real learning-aids. For the preparatory year some model learning materials may be developed at state level but it is envisaged that Adult Education functionaries at all levels would be trained to develop material at field/block level.

Looking at the need of the preparatory year 1978-79 following schedule is prepared :

## **Materials Production Schedule :**

S.R.C. has developed following Primers :

1. Primer in 'DHUNDHARI' dialect (For Jaipur District covering a part of adjoining districts).
2. Primer for urban men (Male) (Hindi)
3. Primer for Rural men (Male) (Hindi)
4. Primer for urban women (Hindi)
5. Primer for Rural women (Hindi).

These Primers would cover almost all the districts.

For Bikaner and Udaipur Divisions following Primers are already available :

1. Primer developed by Bikaner Adult Education Association (for BKN. Div.)
2. Primer developed by Sewa Mandir, Udaipur (for Udaipur Division).
3. Primer developed by Rajasthan Vidyapeeth, Udaipur (for Udaipur Div.).

Primers developed by SRC would be ready for use before 2nd October, 1978. These Primers will be in use for the preparatory year only. SRC would conduct writers workshops and Training programmes in material development so that Primers and other material may be developed at the field level.

SRC would set up a separate publication distribution unit which would sell subsidised publications to the different agencies for SAEP. This unit would ensure that suitable need-based materials reach the programme at field level.

(II) *Follow-up material* : SRC has developed and published follow-up booklets. It also makes available the publications of Sewa Mandir, Bikaner Adult Education Association and material from other agencies.

(III) *Manuals* :

- (a) The Manual developed by Directorate of Adult Education, GOI for training of functionaries of Adult Education Programme is available.
- (b) SRC has developed the Manual for the training of Instructors for SAEP.

- (c) SRC is developing the Manual for conducting writers workshops and developing field-based material at local level.
  - (d) SRC is also working on Instructor's Handbook. This Handbook will contain information regarding various departments viz. Agriculture, Health, Co-operative, Dairy, Animal Husbandry, Sheep and Wool etc. etc. Taking into consideration the aforesaid prerequisites detailed time-bound training programmes by SRC and other agencies have been chalked out for 1978-79 which are given at Annexures VIII, IX and X respectively.
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*annexures*





## ANNEXURE I

## Comparative Position of Adult Literacy in Rajasthan 1961, 1971 &amp; 1977

(Excluding 0 - 14 age group Population)

(In Lakhs)

Item	1961			1971			1977 (Projected)		
	M.	F.	Total	M.	F.	Total	M.	F.	Total
1	2	3	4	5	6	7	8	9	10
<b>1. Population</b>									
(a) Urban	10.09	8.87	18.96	14.03	12.08	26.11	20.38	17.78	38.16
(b) Rural	50.55	46.11	96.66	61.01	56.72	117.73	70.91	65.92	136.83
(c) Total	60.64	54.98	115.62	75.04	68.80	143.84	91.29	83.70	174.99
<b>2. No. of Literates</b>									
(a) Urban Area	6.32	2.08	8.40	9.50	3.77	13.27	—	—	—
(b) Rural Area	10.25	1.17	11.42	16.12	2.24	18.36	—	—	—
(c) Total	16.57	3.25	19.82	25.62	6.01	31.63	—	—	—
<b>3. No. of Literates</b>									
(a) <i>Urban Area</i>									
(i) All persons	6.32	2.08	8.40	9.50	3.77	13.27	—	—	—
(ii) S. Castes*	0.54	0.07	0.61	1.04	0.15	1.19	—	—	—
(iii) S. Tribes*	0.06	0.006	0.066	0.12	0.01	0.13	—	—	—

	1	2	3	4	5	6	7	8	9	10
<b>(b) Rural Area</b>										
(i) All persons	10.25	1.17	11.42	16.12	2.24	18.36	—	—	—	—
(ii) S. Castes*	1.49	0.05	1.54	2.43	0.09	2.52	—	—	—	—
(iii) S. Tribes*	0.62	0.008	0.628	1.82	0.06	1.88	—	—	—	—
<b>(c) All Areas</b>										
(i) All persons	16.57	3.2	19.82	25.62	6.01	31.63	—	—	—	—
(ii) S. Castes*	2.03	0.12	2.15	3.47	0.24	3.71	—	—	—	—
(iii) S. Tribes*	0.68	0.014	0.694	1.94	0.01	2.01	—	—	—	—
<b>4. Percentage of Adult Literacy Corresponding to Population</b>										
(a) Urban Area	62.63	23.50	44.30	67.71	31.20	50.82	—	—	—	—
(b) Rural Area	20.27	2.53	11.81	26.42	3.94	15.59	—	—	—	—
(c) Total	27.32	5.71	17.14	34.14	8.73	21.98	29.03†	10.24†	20.07†	—

\* Literacy of Scheduled Castes and Tribes including all age groups.

† Percentage of Adult literacy is for the age group 15-35.

—Not available.

ANNEXURE – II

**Percentage of Literates in Districts  
(1961 & 1971)**

State/District	1961			1971		
	Persons	Male	Female	Persons	Male	Female
RAJASTHAN	15.21	23.71	05.84	19.07	28.74	8.46
1. Ganganagar	16.82	25.40	6.64	20.19	29.07	10.03
2. Bikaner	23.19	32.94	12.48	25.82	35.00	15.63
3. Churu	18.14	27.47	8.20	18.96	28.74	8.62
4. Jhunjhunu	18.71	31.16	5.51	23.25	37.25	8.17
5. Alwar	15.25	24.51	4.87	19.73	30.82	7.83
6. Bharatpur	15.21	24.31	4.41	19.01	29.28	6.79
7. Sawaimadhapur	12.68	21.05	3.05	16.29	25.89	5.18
8. Jaipur	18.47	27.48	8.35	23.73	33.82	12.41
9. Sikar	15.71	26.30	4.72	19.61	32.15	6.57
10. Ajmer	25.30	35.99	13.60	30.30	41.29	18.23
11. Tonk	11.38	18.21	3.87	15.36	23.84	6.02
12. Jaisalmer	8.11	13.04	1.96	13.41	21.07	3.94
13. Jodhpur	18.57	26.95	9.13	21.38	30.49	11.26
14. Nagour	13.26	21.14	4.92	15.09	23.89	5.76
15. Pali	13.65	21.88	4.92	17.20	26.91	6.97
16. Barmer	7.46	12.53	1.62	10.58	16.95	3.40
17. Jalore	7.95	13.57	1.84	10.13	16.52	3.27
18. Sirohi	13.93	21.24	6.21	16.78	25.08	8.18
19. Bhilwara	11.20	18.13	3.55	15.10	23.67	6.23
20. Udaipur	13.60	21.49	5.19	17.41	26.54	7.86
21. Chittorgarh	12.63	20.88	3.81	17.52	27.68	6.58
22. Dungarpur	10.44	17.31	3.51	14.31	23.03	5.72
23. Banswara	8.79	14.02	3.40	12.42	19.58	5.11
24. Bundi	11.85	18.96	3.92	16.01	24.48	6.44
25. Kota	19.05	29.13	7.81	25.28	36.76	12.30
26. Jhalawar	13.58	21.85	4.66	17.56	27.08	7.20

*Note* : Literacy has been worked out on total population.

**District-wise Position of**  
( Excluding

S. No.	Name of District	Population			No. of Literates		
		Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8
1.	Ganganagar R.	323.9	276.9	600.8	93.3	14.7	108.0
	U.	72.7	54.5	127.2	49.3	17.7	67.0
	Total ;	396.6	331.4	728.0	142.6	32.4	175.0
2.	Bikaner R.	94.6	85.4	180.0	73.6	3.4	77.0
	U.	71.8	63.5	135.3	50.8	22.5	73.3
	Total :	166.4	148.9	315.3	124.4	25.9	150.3
3.	Churu R.	165.4	156.2	321.6	42.7	4.9	47.6
	U.	68.7	70.4	139.1	40.3	16.2	56.5
	Total :	234.1	226.6	460.7	83.0	21.1	104.1
4.	Jhunjhunu R.	207.7	203.7	411.4	95.6	11.0	106.5
	U.	46.3	42.7	89.0	28.1	8.6	36.8
	Total :	254.0	246.4	500.4	123.7	19.6	143.3
5.	Alwar R.	362.1	321.6	683.7	115.6	15.4	131.0
	U.	40.2	32.8	73.0	29.7	9.6	39.3
	Total :	402.3	354.4	756.7	145.3	25.0	170.3
6.	Bharatpur R.	386.6	323.9	710.5	119.5	12.5	132.0
	U.	62.9	51.5	114.4	37.0	13.1	50.1
	Total :	449.5	375.4	824.9	156.5	25.6	182.1
7.	S. Madhopur R.	314.5	274.0	588.5	72.7	7.2	79.9
	U.	43.1	36.0	79.1	5.9	6.8	12.7
	Total :	357.6	310.0	667.6	78.6	14.0	92.6
8.	Jaipur R.	502.3	460.0	962.3	134.1	6.6	140.7
	U.	237.8	198.6	436.4	166.0	73.0	239.0
	Total :	740.1	658.6	1398.7	300.1	79.6	379.7
9.	Sikar R.	234.1	237.5	471.6	79.3	10.6	89.9
	U.	47.1	48.5	95.6	27.9	9.4	37.3
	Total :	281.2	286.0	567.2	107.2	20.0	127.2
10.	Ajmer R.	209.9	201.7	411.6	60.8	9.3	70.1
	U.	137.3	118.3	255.6	107.4	49.7	157.1
	Total :	347.2	320.0	667.2	168.2	59.0	227.2
11.	Tonk R.	154.3	142.3	296.6	138.4	4.3	142.7
	U.	33.2	29.4	62.6	118.5	5.4	23.9
	Total :	187.5	171.7	359.2	146.9	9.7	166.6
12.	Jaisalmer R.	45.2	37.1	82.3	6.5	0.9	7.4
	U.	8.6	5.8	14.4	5.3	1.0	6.3
	Total :	53.8	42.9	96.7	11.8	1.9	13.7

## ANNEXURE III

## Adult Literacy in 1971

(0-14 Age Group)

(in 000)

No. of Illiterates		Scheduled Caste		Scheduled Tribes		Percentage of Adult Literates		
Male	Female	Male	Female	Male	Female	Male	Female	Total
9	10	11	12	13	14	15	16	17
230.6	261.2	14.5	0.9	0.1	—	28	5	17
23.4	36.8	5.0	0.5	0.1	—	67	32	52
254.0	298.0	19.5	1.4	0.2	—	35	9	24
71.0	82.0	2.9	0.1	—	—	77	3	42
21.0	41.0	3.0	0.4	0.1	—	70	35	54
92.0	123.0	5.9	0.5	0.1	—	74	17	47
122.7	151.3	4.7	0.1	0.2	0.1	25	3	14
28.4	54.2	3.5	0.3	0.2	—	58	23	40
151.1	205.5	8.2	0.4	0.4	0.1	35	9	22
112.1	192.7	12.1	0.4	2.1	0.1	46	5	25
18.2	34.1	4.0	0.2	0.1	—	60	20	41
130.3	226.8	16.1	0.6	2.2	0.1	48	7	28
246.5	306.2	20.3	0.7	9.5	0.2	31	4	19
10.5	23.2	2.6	0.2	0.9	0.1	73	40	53
257.0	329.4	22.9	0.9	10.4	0.3	36	7	22
267.1	311.4	23.6	0.6	5.1	0.2	30	36	18
25.9	38.4	5.9	0.6	0.2	0.1	58	25	43
293.0	349.8	29.5	1.2	5.3	0.3	34	6	22
231.8	266.8	16.0	0.3	26.7	0.4	23	2	13
17.2	29.2	4.2	0.3	0.9	0.1	13	18	16
249.0	296.0	20.2	0.6	27.6	0.5	30	4	13
368.2	453.4	29.5	0.9	19.4	0.5	26	1	14
71.8	125.6	15.9	2.1	2.5	0.3	69	36	54
440.0	579.0	45.4	3.0	20.2	0.8	40	12	27
154.8	226.9	10.2	0.2	3.0	0.1	33	4	19
19.2	39.1	2.8	0.1	0.4	0.1	59	19	39
174.0	266.0	13.0	0.3	3.4	0.2	38	6	22
149.1	192.4	12.5	0.7	0.7	0.1	28	4	17
29.9	68.6	20.0	5.1	0.3	0.1	78	42	61
179.0	261.6	32.5	5.8	1.0	0.2	48	18	34
120.3	138.0	6.4	0.2	4.7	0.1	53	3	35
14.7	24.0	3.2	0.3	0.2	—	55	18	38
135.0	162.0	9.6	0.5	4.9	0.1	50	5	35
38.7	36.2	1.1	—	0.1	—	14	2	8
3.3	4.8	0.4	0.1	—	—	61	17	43
42.0	41.0	1.5	0.1	0.1	—	21	4	14

1	2	3	4	5	6	7	8	
13.	Jodhpur	R.	224.3	206.9	431.2	49.3	4.2	53.5
		U.	115.5	98.2	213.7	76.5	22.9	99.4
		Total :	339.8	305.1	644.9	125.8	27.1	152.9
14.	Nagaur	R.	305.9	302.3	608.2	76.2	13.1	89.3
		U.	44.8	41.1	85.9	26.5	8.3	34.8
		Total :	350.7	343.4	694.1	102.7	21.4	124.1
15.	Pali	R.	239.5	239.3	478.8	59.6	12.0	71.6
		U.	32.9	29.0	61.9	19.8	6.7	26.5
		Total :	272.4	268.3	540.7	79.4	18.7	98.1
16.	Barmer	R.	212.4	188.3	400.7	30.8	6.7	37.5
		U.	18.0	14.3	32.7	11.6	7.9	19.5
		Total :	230.4	202.6	433.4	42.4	14.6	57.0
17.	Jalore	R.	179.8	171.1	350.9	32.6	23.0	56.5
		U.	9.0	7.8	16.8	5.2	4.0	9.2
		Total :	188.8	178.9	367.7	37.8	27.0	65.7
18.	Sirohi	R.	95.8	97.3	193.1	17.6	19.1	36.7
		U.	22.5	20.2	42.7	30.6	13.4	44.0
		Total :	118.3	117.5	235.8	48.2	32.5	80.7
19.	Bhilwara	R.	298.0	273.6	571.6	55.3	30.9	86.2
		U.	37.7	32.3	70.0	24.4	19.0	43.0
		Total :	355.7	305.9	641.6	79.7	49.9	129.2
20.	Udaipur	R.	456.8	445.7	902.5	110.6	99.5	210.1
		U.	74.6	62.3	136.9	54.8	42.5	97.3
		Total :	531.4	508.0	1039.4	165.4	142.0	307.4
21.	Chittorgarh	R.	260.4	243.6	504.0	72.2	57.4	129.6
		U.	30.7	27.4	58.1	21.9	18.6	40.5
		Total :	291.1	271.0	562.1	94.1	76.0	170.1
22.	Dungarpur	R.	129.5	133.7	263.2	30.5	5.1	35.6
		U.	9.2	8.6	17.8	7.2	3.2	10.4
		Total :	138.7	142.3	281.0	37.7	8.3	46.0
23.	Banswara	R.	163.3	159.9	323.2	32.8	6.1	38.9
		U.	9.8	9.2	19.0	7.3	4.0	11.3
		Total :	173.1	169.1	342.2	40.1	0.1	50.2
24.	Bundi	R.	115.2	101.1	216.3	26.1	13.0	39.1
		U.	19.8	17.9	37.7	12.9	5.0	17.9
		Total :	135.0	119.0	254.0	39.0	18.0	57.0
25.	Kota	R.	253.1	233.3	486.4	87.6	12.3	99.9
		U.	90.4	70.4	160.8	64.9	25.4	90.3
		Total :	343.5	303.7	647.2	152.5	37.7	190.2
26.	Jhalawar	R.	165.3	155.0	320.3	47.1	7.3	54.4
		U.	17.7	15.6	33.3	12.9	5.3	18.2
		Total :	183.0	170.6	353.6	60.0	12.6	72.6

9	10	11	12	13	14	15	16	17
175.0	202.7	5.9	0.1	0.3	—	21	2	12
39.0	65.3	6.1	1.1	0.3	—	66	23	46
214.0	268.0	12.0	1.2	0.6	—	37	8	23
229.7	289.2	8.8	0.2	—	—	24	4	14
18.3	32.8	2.3	0.2	—	—	59	20	40
248.0	322.0	11.1	0.4	—	—	29	6	17
179.9	227.3	10.1	0.4	1.3	0.1	24	5	14
13.1	22.7	2.6	0.3	0.2	—	60	22	42
193.0	250.0	12.7	0.7	1.5	0.1	29	6	18
181.6	184.1	4.4	0.1	0.9	—	14	3	9
6.4	11.9	1.2	0.1	0.1	—	64	55	59
188.0	196.0	5.6	0.2	1.0	—	18	7	13
147.2	166.4	3.4	0.1	0.5	—	18	13	16
3.8	6.6	0.6	—	0.1	—	57	51	54
151.0	173.0	4.0	0.1	0.6	—	20	15	17
78.2	102.7	2.3	0.1	1.8	0.1	18	19	19
6.8	14.3	1.7	0.3	0.9	0.1	81	66	76
85.0	117.0	4.0	0.4	2.7	0.2	36	32	32
242.7	263.3	7.5	0.3	3.2	0.1	18	11	15
13.3	23.7	2.8	0.2	0.3	—	64	58	61
256.0	287.0	10.3	0.5	3.5	0.1	23	16	20
346.2	438.8	11.1	0.4	12.1	0.8	24	22	23
19.8	38.2	3.3	0.4	0.8	0.1	73	68	71
366.0	467.0	14.4	0.8	12.9	0.9	31	27	29
1188.2	233.2	8.0	0.3	5.4	0.2	27	23	25
8.8	19.8	2.1	0.2	0.5	0.1	71	67	69
1197.0	253.0	10.1	0.5	5.9	0.3	32	28	30
99.0	128.6	1.3	0.1	21.1	1.0	23	3	13
2.0	5.4	0.3	—	0.8	0.2	78	37	58
101.0	134.0	1.6	0.1	21.9	1.2	26	5	16
130.5	153.8	1.5	0.1	25.9	0.9	20	3	12
2.5	5.2	0.2	—	0.5	0.1	74	43	59
133.0	159.0	1.7	0.1	26.4	1.0	23	5	14
89.1	88.1	4.0	0.2	6.8	0.2	22	12	18
6.9	12.9	2.1	0.4	0.2	—	65	27	47
96.0	101.0	6.1	0.6	7.0	0.2	28	15	22
165.5	221.0	15.1	1.2	7.4	1.0	34	5	20
25.5	45.0	7.9	1.5	1.2	0.2	71	36	56
191.0	266.0	23.0	2.7	8.6	1.2	44	12	29
118.2	147.7	5.9	0.4	4.8	0.3	28	4	16
4.8	10.3	1.1	0.2	0.3	—	72	33	54
123.0	158.0	7.0	0.6	5.1	0.3	32	7	20

**District-wise Distribution of workers by occupation in 1971**  
( Excluding 0-14 age group population )

State : RAJASTHAN

( Figures in thousand )

S. No.	Name of District	Total Workers			Cultivators			Agricultural		Livestock/Fishing		Household industry		
		Male	Female	Total	Male	Female	Total	Male	Female	Male	Female	Artistian. Mining etc.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1.	Ganganagar	R.	295	13	308	207	9.0	216	57	3	1.4	0.1	—	—
		U.	59	2	61	6	0.1	6.1	2	—	0.2	—	—	—
		Total :	354	15	369	213	9.1	222.1	59	3	1.6	0.1	—	—
2.	Bikaner	R.	87	12	99	70	10.1	80	6.7	1.4	1	0.1	0.6	—
		U.	51	4	55	3	0.3	3.3	1.6	0.1	0.2	—	—	—
		Total :	138	16	154	73	10.3	8.3	8.3	1.5	1.2	0.1	—	—
3.	Churu	R.	150	32	182	135	29	164	4.8	1.5	0.6	0.1	—	—
		U.	52	3	55	15	1	16	2.5	0.1	0.3	—	0.1	—
		Total :	202	35	237	150	30	180	7.3	1.6	0.9	0.1	0.1	—
4.	Jhunjhunu	R.	173.5	15.0	188.5	125	12.0	137.0	10.5	2.0	1.1	—	2.8	—
		U.	32.4	1.6	34.0	5.7	0.5	5.5	1.7	—	0.3	—	0.3	—
		Total :	205.9	16.6	222.5	130.7	12.5	142.5	12.2	2.0	1.4	—	3.1	—
5.	Alwar	R.	313.3	24.3	337.6	234.2	16	250.2	24.3	5.4	2.7	0.3	0.6	—
		U.	28.7	2.0	31.0	2.0	0.2	2.2	0.7	0.1	0.1	—	—	—
		Total :	342.0	26.3	368.6	236.2	16.2	252.4	25.0	5.5	2.8	0.3	0.6	—



1	2	3	4	5	6	7	8	9	10	11	12	13	14	
6.	Bharatpur	R.	344.7	14.4	359.1	279.6	8.0	287.6	28.8	4.6	1.0	0.1	0.9	—
		U.	48.8	2.6	51.4	9.3	0.3	9.6	1.7	0.2	0.2	—	—	—
		Total :	393.5	17.0	410.5	288.9	8.9	297.2	30.5	4.8	1.2	0.1	0.9	—
7.	S. Madhopur	R.	284.2	40.1	324.3	221	28.0	249.0	19.0	9.0	3.0	0.3	3.0	0.1
		U.	36.0	2.3	38.3	5	0.6	5.6	1.0	0.3	0.3	—	0.1	—
		Total :	320.2	42.4	362.6	226	28.6	254.6	20.0	9.3	3.3	0.3	3.1	0.1
8.	Jaipur	R.	442.6	68.1	510.7	321.6	51.0	383.0	27.3	11.0	6.8	0.7	1.8	0.1
		U.	182.7	11.1	193.8	8.8	1.0	10.8	2.0	0.5	0.8	0.1	0.5	—
		Total :	625.3	79.2	704.5	330.4	52.0	393.8	29.3	11.5	7.6	0.8	2.3	0.1
9.	Sikar	R.	201.4	23.5	224.5	153.0	19.5	173.0	9.8	2.2	2.0	0.3	0.6	—
		U.	35.4	1.7	37.1	3.8	0.4	4.4	1.4	0.2	0.3	—	—	—
		Total :	236.4	25.2	261.6	156.8	19.9	177.4	11.2	2.4	2.3	0.3	0.6	—
10.	Ajmer	R.	189	65	254	136.3	49.0	186.0	15.0	13.0	7.0	0.7	0.5	—
		U.	100	11	111	3.1	0.7	3.7	1.0	0.6	0.5	—	0.1	—
		Total :	289	76	365	139.1	49.7	189.7	16.0	13.6	7.5	0.7	0.6	—
11.	Tonk	R.	141	27	168.0	113.0	20.0	133.0	8.0	5.3	3.6	0.1	0.3	—
		U.	25	3	28.6	4.5	0.8	5.3	1.0	0.6	0.4	—	0.1	—
		Total :	166	30	196.6	117.5	20.8	138.3	9.0	5.9	4.0	0.1	0.4	—
12.	Jaisalmer	R.	41	2.5	43.5	30.0	1.3	31.3	3.4	0.4	2.5	—	—	—
		U.	7	0.2	7.2	0.4	—	0.4	0.3	—	—	—	—	—
		Total :	48	2.7	50.7	30.4	1.3	31.7	3.7	0.4	2.5	—	—	—

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
13. Jodhpur	R.		205	29.5	234.5	170.0	23	193.0	13.2	5.3	2.1	0.1	0.2	—
	U.		84	6.0	90.0	5.6	1	6.6	1.5	0.3	0.5	—	2.0	0.2
	Total :		289	35.5	324.5	175.6	24	199.6	14.7	5.6	2.6	0.1	2.2	0.2
14. Nagaur	R.		276	76	352	221	66	287	19	8.0	2.0	—	1.0	0.1
	U.		35	2	37	4	0.6	4.6	1	0.4	0.2	—	0.6	—
	Total :		311	78	389	225	66.6	291.6	20	8.4	2.2	—	1.6	0.1
15. Pali	R.		216	43	259	123	18	141.7	32	20.4	12.0	1.0	0.2	—
	U.		27	2	29	3	0.2	3.2	1.6	0.4	0.4	—	0.1	—
	Total :		243	45	288	126	18.2	144.9	33.6	20.4	12.4	1.0	0.3	—
16. Barmer	R.		198	27	225	170	23.0	193.0	11	3.6	1.5	0.1	0.4	—
	U.		14	0.5	14.5	1.2	—	1.0	0.5	—	—	—	—	—
	Total :		212	27.5	239.5	171.2	23.0	194.0	11.5	3.6	1.5	0.1	0.4	—
17. Jalore	R.		166	17.5	183.5	120	9	129	18	7	7	0.2	0.1	—
	U.		7	0.3	7.3	1.5	—	1.5	0.4	—	—	—	—	—
	Total :		173	17.8	190.8	121.5	9	130.5	18.4	7	7	0.2	0.1	—
18. Sirohi	R.		86	9.0	94.0	48	2	50	14.0	6	7.0	0.4	0.2	—
	U.		18	1.0	19.0	1	—	1	0.7	0.2	0.4	—	—	—
	Total :		104	10.0	113.0	49	2	51	14.7	6.2	7.4	0.4	0.2	—
19. Bhilwara	R.		277	63	340	218	50.0	268	13.0	9.0	8.0	0.7	2.0	0.3
	U.		31	3.6	35	6	1.5	7.5	0.0	0.3	0.2	—	0.2	—
	Total :		308	66.6	375	224	51.5	275.5	13.8	9.3	8.2	0.7	2.2	0.3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
20.	Udaipur	R.	424	52.5	476.5	337	36	373	18.0	11.0	4.0	1.0	3.0	0.2
		U.	54	5.0	59.0	3	0.4	3.4	1.3	0.3	0.1	—	0.4	—
		Total :	478	57.5	535.5	340	36.4	376.4	19.3	11.3	4.1	1.0	3.4	0.2
21.	Chittorgarh	R.	244	66	310	195	52.0	247	13.6	10.0	3.0	1.0	1.0	0.3
		U.	24	2	26	3.6	0.5	4.5	0.9	0.5	0.1	—	0.1	—
		Total :	268	68	336	198.6	52.5	251.5	14.4	10.5	3.1	1.0	1.1	0.2
22.	Dungarpur	R.	118.0	11	129	100	5.0	104.5	7.0	5.0	0.2	0.1	0.1	—
		U.	6.6	0.1	7.5	0.7	—	0.7	0.1	—	—	—	0.1	—
		Total :	124.6	11.1	136.5	100.7	5.0	105.2	7.1	5.0	0.2	0.1	0.2	—
23.	Banswara	R.	151	11	162	133.0	6.0	139.0	6.0	4.0	0.2	—	—	—
		U.	7	0.7	7.7	0.5	—	0.5	—	—	—	—	—	—
		Total :	158	11.7	169.7	133.5	6.0	139.5	6.0	4.0	0.2	—	—	—
24.	Bundi	R.	107	14	121	75	8	83.0	10.7	5.0	4.0	0.2	1.0	0.2
		U.	15	1.4	16	1.4	—	1.4	0.3	—	0.3	—	—	—
		Total :	122	15.4	137	76.4	8	84.4	11.0	5.0	4.3	0.2	1.0	0.2
25.	Kota	R.	231	27	258	148	9	157	36.0	12.0	6.0	0.4	3.0	1.0
		U.	73	6	79	3	0.2	3.2	1.0	0.3	0.5	—	0.3	—
		Total :	304	33	337	151	9.2	160.2	37.0	12.3	6.5	0.4	3.3	1.0
26.	Jhalawar	R.	152.6	19	171.6	112.7	6.3	119.0	18.0	11.0	3.0	0.1	0.2	—
		U.	13.0	1.5	14.5	1.4	0.2	1.6	0.6	0.3	0.2	—	—	—
		Total :	165.6	20.5	186.1	114.1	6.5	120.6	18.6	11.3	3.2	0.1	0.2	—

S. No.	Name of the District	Manufacturing Processing servicing and repairs household 5.A Industries		Other than Household 5 B		Construction		Trade Commun.		Transport Storages & Communication		Other Services		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1.	Ganganagar	R.	4	0.3	4	0.3	3.6	0.1	6	—	1.7	—	10.6	0.3
		U.	2	0.1	10	0.2	2.8	—	15	0.1	5.0	—	15.0	1.0
		Total :	6	0.4	14	0.5	6.4	0.1	21	0.1	6.7	—	25.6	1.3
2.	Bikaner	R.	0.7	0.3	0.7	0.1	2	0.1	1.3	—	0.8	—	3.2	0.2
		U.	2.8	0.6	5.1	0.3	2.5	0.1	10.0	0.1	7.3	—	18.6	2.1
		Total :	3.5	0.9	5.8	0.4	4.5	0.2	11.3	0.1	8.1	—	21.8	2.3
3.	Churu	R.	1.0	0.2	0.7	—	0.2	—	1.2	—	0.8	—	5.2	0.1
		U.	4.0	0.3	4.5	0.1	2.4	—	10.4	0.1	3.2	—	9.7	1.0
		Total :	5.0	0.5	5.2	0.1	2.6	—	11.6	0.1	4.0	—	14.9	1.1
4.	Jhunjhunu	R.	5.0	0.4	2.0	0.1	1.9	0.2	3.0	—	1.0	—	20.6	0.4
		U.	3.0	0.4	3.0	—	2.4	—	6.0	—	1.4	—	8.5	0.6
		Total :	8.0	0.8	5.0	0.1	4.3	0.2	9.0	—	2.4	—	29.1	1.0
5.	Alwar	R.	11.3	0.8	3.8	0.1	2.2	—	8.2	—	2.0	—	24	1.5
		U.	2.0	0.3	3.1	—	1.3	—	6.7	0.1	2.0	—	10	1.0
		Total :	13.3	1.1	6.9	0.1	3.5	—	14.9	0.1	4.0	—	34	2.5

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
6.	Bharatpur	R.	5.7	0.3	2.7	—	1.6	—	5	—	2.5	—	15.3	1.1
		U.	2.4	0.3	6.5	0.1	2.5	—	9	0.1	3.8	—	13.2	1.4
		Total :	8.1	0.6	9.2	0.1	4.1	—	14	0.1	6.3	—	28.5	2.5
7.	S. Madhopur	R.	9.3	0.9	3.3	0.1	2.0	—	6.7	—	3.2	—	14.0	1.5
		U.	2.5	0.4	5.0	0.1	1.3	—	6.4	0.1	4.4	—	8.6	0.6
		Total :	11.8	1.3	8.3	0.2	3.3	—	13.1	0.1	7.6	—	22.6	2.1
8.	Jaipur	R.	24.3	2.7	7.0	0.4	6.0	0.1	11.6	0.1	6.3	—	29.6	2.0
		U.	12.8	1.7	34.0	0.8	7.0	0.2	36.4	0.7	19.0	0.2	61.5	5.6
		Total :	37.1	4.4	41.0	1.2	13.0	0.3	48.0	0.8	25.3	0.2	91.1	7.8
9.	Sikar	R.	8.6	0.6	3.0	0.2	2.5	—	4.7	—	2.0	—	14.6	0.5
		U.	3.0	0.3	4.0	0.1	4.0	—	8.5	—	1.9	—	8.2	0.6
		Total :	11.6	0.9	7.0	0.3	6.5	—	13.2	—	3.9	—	22.8	1.1
10.	Ajmer	R.	0.8	1.0	3.5	0.2	1.4	0.1	4.6	—	2.4	—	11.1	1.3
		U.	0.4	1.5	17.0	2.2	3.3	0.3	21.0	0.5	19.8	0.2	30.0	4.6
		Total :	12.0	2.5	20.5	2.4	4.7	0.4	25.6	0.5	22.2	0.2	41.1	5.9
11.	Tonk	R.	4	0.2	1.6	0.1	0.5	—	3.0	—	0.5	—	5.6	0.6
		U.	2	0.5	3.2	0.2	1.0	—	4.3	—	1.4	—	7.4	0.7
		Total :	6	0.7	4.8	0.3	1.5	—	7.3	—	1.9	—	13.0	1.3
12.	Jaisalmer	R.	1.2	0.3	0.2	—	0.3	0.1	0.4	—	0.3	—	2.6	0.2
		U.	0.5	—	0.2	—	0.1	—	0.9	—	0.5	—	3.6	0.1
		Total :	1.7	0.3	0.4	—	0.4	0.1	1.3	—	0.8	—	6.2	0.3

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
13. Jodhpur	R.	3.6	0.4	1.5	—	0.3	—	2.8	0.1	1.5	—	10.0	0.5		
	U.	4.3	0.5	12.0	0.4	3.0	0.1	15.0	0.3	12.5	—	26.3	3.3		
	Total :	7.9	0.9	13.5	0.4	3.3	0.1	17.8	0.4	14.0	—	36.3	3.8		
14. Nagaur	R.	8.0	1.0	2.6	0.2	0.1	—	5.4	—	2.4	—	13.5	1.0		
	U.	3.2	0.3	6.3	0.1	1.6	—	6.5	—	2.1	—	8.5	0.6		
	Total :	11.2	1.3	8.9	0.3	1.7	—	11.9	—	4.5	—	22.0	1.6		
15. Pali	R.	14.0	1.4	6.0	0.3	1.9	0.1	9.4	0.3	3.5	—	13.2	1.4		
	U.	1.8	0.1	7.0	0.3	0.6	—	5.3	0.1	1.4	—	5.2	0.5		
	Total :	15.8	1.5	13.0	0.6	2.5	0.1	14.7	0.4	4.9	—	18.4	1.9		
16. Barmer	R.	2.6	0.6	1.3	—	0.2	—	4.0	—	1.6	—	5.0	0.2		
	U.	1.3	0.1	1.5	—	0.2	—	3.3	—	0.8	—	5.1	0.2		
	Total :	3.9	0.7	2.8	—	0.4	—	3.3	—	2.4	—	10.1	0.4		
17. Jalore	R.	6.0	0.5	2.0	0.1	0.4	—	6.0	0.1	0.8	—	6.2	0.7		
	U.	0.6	—	0.5	—	0.2	—	1.6	—	0.2	—	2.1	0.1		
	Total :	6.6	0.5	2.5	0.1	0.6	—	7.6	0.1	1.0	—	8.3	0.8		
18. Sirohi	R.	5.0	0.2	1.7	—	1.2	—	3.2	0.1	1.5	—	5.1	0.5		
	U.	1.0	—	1.3	—	0.7	—	3.4	—	3.4	—	5.1	0.6		
	Total :	6.0	0.2	3.0	—	1.9	—	6.6	0.1	4.9	—	10.2	1.1		
19. Bhilwara	R.	9.4	0.8	3.5	0.2	1.9	0.1	7.3	0.1	1.1	—	12.5	1.2		
	U.	2.3	0.2	6.6	0.2	0.8	—	5.2	0.1	1.5	—	7.1	0.9		
	Total :	11.7	1.0	10.1	0.4	2.7	0.1	12.5	0.2	2.6	—	19.6	2.1		

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
20.	Udaipur	R.	12.1	1.2	6.1	0.3	4.4	0.5	13.6	0.3	2.9	0.1	22.0	1.5
		U.	2.6	0.5	8.1	0.2	1.9	0.2	11.5	0.3	5.2	—	19.4	2.7
		Total :	14.7	1.7	14.2	0.5	6.3	0.7	25.1	0.6	8.1	0.1	41.4	4.2
21.	Chittorgarh	R.	5.7	1.0	3.7	0.2	1.5	—	5.2	—	0.6	—	14.1	1.1
		U.	1.9	0.4	3.0	0.1	0.9	—	5.7	0.1	1.5	—	6.5	0.6
		Total :	7.6	1.4	6.7	0.3	2.4	—	10.9	0.1	2.1	—	20.6	1.7
22.	Dungarpur	R.	2.2	0.3	0.8	0.1	0.2	—	2.4	—	0.3	—	4.1	0.4
		U.	0.4	—	0.7	—	0.1	—	1.5	—	0.5	—	2.3	0.3
		Total :	2.6	0.3	1.5	0.1	0.3	—	3.9	—	0.8	—	6.4	0.7
23.	Banswara	R.	2.6	0.3	0.9	0.1	0.1	—	2.6	—	0.2	—	4.5	0.3
		U.	0.6	—	0.6	—	0.4	—	1.7	—	0.4	—	2.8	0.4
		Total :	3.2	0.3	1.5	0.1	0.5	—	4.3	—	0.6	—	7.3	0.7
24.	Bundi	R.	3.3	0.3	1.3	0.1	2.5	0.4	2.0	—	0.6	0.1	6.4	1.0
		U.	1.3	0.2	3.3	0.1	0.5	—	2.5	0.1	0.6	—	4.3	0.6
		Total :	4.6	0.5	4.6	0.2	3.0	0.4	4.5	0.1	1.2	0.1	10.7	1.6
25.	Kota	R.	8.5	1.2	4.0	0.4	2.6	0.4	6.4	0.2	2.0	0.3	14.1	1.6
		U.	2.5	0.6	17.3	0.7	3.9	0.2	13.4	0.5	11.3	0.2	19.7	2.9
		Total :	11.0	1.8	21.3	1.1	6.5	0.6	19.8	0.7	13.3	0.5	33.8	4.5
26.	Jhalawar	R.	5.0	0.4	2.3	0.1	—	0.2	3.7	0.1	0.6	—	6	0.7
		U.	0.7	0.1	2.2	0.1	0.3	—	2.8	—	0.6	—	4	0.5
		Total :	5.7	0.5	4.5	0.2	0.3	0.2	6.5	0.1	1.2	—	10	1.2

**ANNEXURE — V**

**Position as on 1.4.78**

Districtwise number of Schools of various categories and school-less villages.

S.No.	Name of District	Primary Schools	Middle Schools	Sec./H. Sec. Schools	Single Teacher Schools	School-less villages
1.	Ajmer	807	213	101	281	262
2.	Alwar	1031	284	80	424	677
3.	Bharatpur	1245	274	61	621	254
4.	Jaipur	1578	436	145	667	1079
5.	Jhunjhunu	661	187	91	363	171
6.	Sikar	773	203	71	310	184
7.	Sawaimadhopur	905	219	59	385	607
8.	Tonk	469	123	33	308	585
9.	Bikaner	509	123	43	298	271
10.	Churu	639	71	59	340	159
11.	Ganganagar	1036	280	78	542	729
12.	Barmer	651	127	24	429	266
13.	Jaisalmer	263	44	3	212	248
14.	Jodhpur	769	135	66	414	92
15.	Jalore	515	114	19	407	87
16.	Sirohi	317	72	23	105	84
17.	Nagour	873	221	56	623	229
18.	Pali	846	167	50	348	178
19.	Kota	910	218	56	467	935
20.	Bundi	419	96	20	262	289
21.	Jhalawar	500	114	25	—	728
22.	Banswara	611	131	32	417	775
23.	Bhilwara	819	218	72	552	659
24.	Dungarpur	464	111	29	258	323
25.	Chittorgarh	802	187	47	545	1224
26.	Udaipur	1423	360	101	868	1616
<b>Total</b>		<b>19595</b>	<b>4928</b>	<b>1451</b>	<b>10940</b>	<b>12706</b>

— Information not available.



## ANNEXURE - VI

### *Non-Formal Education Programme (15-35 Age Group)*

#### **Financial Pattern of the Scheme**

The per district annual cost in this paper has been worked out for 100 centres in each district. Each Centre will function for a period of 10 months and the average enrolment in each centre will be 30.

The detailed break up is given below :

#### **(A) Field Cost**

(Direct cost involved in running a centre and the supervision cost)

1	Instructors honorarium (@ Rs. 50/- per month for 10 months)	Rs.	500.00
2.	Basic learning materials to be supplied to each learner—		
	(i) Primer-1	Rs. 2.00	} (These costs of the material have been worked out on the assumption that paper would be available on the controlled price).
	(ii) Work book-1	Re. 1.00	
	(iii) Slate-1	Re. 1.00	
	(iv) Exercise books-2	Re. 1.00	
	(v) Slate pencils/lead pencils	Re. 0.50	
	(vi) Supplementary materials	Rs. 2.00	
	Total	Rs. 7.50	

Cost of learning materials for 30 learners =  
Rs. (7.50 × 30) Rs. 225.00

3.	Teaching materials (per centre)		
	(i) Teachers' Guide-1	Re. 1.00	
	(ii) Teaching charts for primer-1 set	Rs. 4.00	
	(iii) Teaching materials to be prepared/improved by the teachers & learners	Rs. 20.00	
	(iv) Visual charts	Rs. 15.00	
	(v) Other teaching aids	Rs. 20.00	
	Total	Rs. 60.00	

4. Equipment (per centre)		
(i) Roll up boards (4)	Rs. 25.00	
(ii) Lighting equipment	Rs. 60.00*	
	<u>Rs. 85.00</u>	
5. Kerosene Oil/Electricity		Rs. 200.00
6. Other contingent expenditure		Rs. 50.00
Total field cost of running a centre for 10 months (500+225+60+85+200+50)= 1120.00		
Cost of 1 Centre : 1120/-		
Cost of 100 centres=1120×100=1,12,000= Rs. 1.12 lakhs		
7. Supervision		
(a) Full time supervisors @ one supervisor for a cluster of 30 centres. (3 supervisors for 100 centres, each in the rank of SDIs/EEOs with an average salary of Rs. 500/- per month).		Rs. 18,000.00
(b) T.A. for Supervisors—fixed T.A. @ Rs. 60/- per month per supervisor		Rs. 2,160.00
	Total	<u>Rs. 20,160.00</u>

Total field Cost for 100 Centres :

(Rs. 1,12,000+20,160)=Rs. 1,32,160 or Rs. 1.32 lakhs.

\*Provision has been made for purchase of 5 lanterns. However, where saving can be found due to running for some classes during the day for women or due to electric connection on any other reason, the saving should be utilised for purchase of a patromax and it should be ensured that it is used exclusively for adult education centre.

#### (B) Project Administration

(i) Project Officer-1 (in the rank of Dy. DEO having an average salary of Rs. 750/- p.m.)	Rs. 9,000.00
(ii) Office Assistant-1 (at an average salary of Rs. 400 per month)	Rs. 4,800.00
(iii) L.D.C.-1 (at an average salary of Rs. 300/- per month)	Rs. 3,600.00
(iv) Peon-1 (at an average salary of Rs. 200 per month per person)	Rs. 2,400.00

(v) T.A. (@ Rs. 200/- per month for the project officer)	Rs. 2,400.00
(vi) Other contingent expenditure, Recurring Expenditure	Rs. 4,000.00
Total	<u>Rs. 26,200.00</u>

### Non-recurring Expenditure

(To be incurred in the first year only)

1. Typewriter	Rs. 4,000.00
2. Furniture & Other equipment	Rs. 2,000.00
Total	<u>Rs. 6,000.00</u>

Total project administration : Rs. (26,200+6,000) = Rs. 32,200.00

### (C) Training

Training of the Project Staff	No. of days	
1. Project Officer (Rs. 475 per person— Rs. 315 for boarding & lodgings, Rs. 60/- for travel and Rs. 100/- for other organisational expenditure)	21	Rs. 475.00
2. Supervisor (Rs. 175 per supervisor— Rs. 150 for boarding and lodging Rs. 15 for travel and Rs. 10/-for other expenses)	15	Rs. 525.00
3. Instructors (Rs. 100/- per person— Rs. 75 for boarding and lodging, Rs. 15 for travel and Rs. 10 for other expenses)	10	Rs. 19,000.00
Total		<u>Rs. 20,000.00</u>

(D) Total cost of the Project, per district (100 centres)

#### Recurring

Field cost	Rs. 1,32,160.00
Project Administration	Rs. 26,200.00
Training	Rs. 20,000.00
Total	<u>Rs. 1,78,360.00</u>

#### Non-Recurring

Rs. 6,000.00

Grand Total Rs. 1,84,360.00

Rs. 1.84 lakhs

Recurring cost per centre Rs. 1,78,300.00

According to this pattern the annual cost for each project will be as follows :—

	Per Project 100 Centres	Per Centre 30 learners	Per Learner
1. Field Cost (including the cost of supervision)	1,32,160	1,321	44.0
2. Project Administration	26,200	262	8.7
3. Training	20,000	200	6.7
<b>Total (Recurring)</b>	<u>1,78,360</u>	<u>1,783</u>	<u>59.4</u>
<b>Non-recurring (on project administration)</b>	6,000	60	2

Thus, the recurring cost of a project of 100 centres in a district comes to Rs. 1.78 lakhs and non-recurring Rs. 0.06 lakh. The total annual cost per district would be Rs. 1.84 lakhs in the first year and Rs. 1.78 lakhs in the subsequent years. The recurring cost per centre works out to Rs. 1,783 and per-learner Rs. 59.4.

## ANNEXURE - VII

## Programme of Adult Education in Rajasthan during 1978 - 79

S. No.	District	Programme	Ongoing programmes			New proposed for 1978-79			NYK 78-79	NSS 78-79	Grand Total 6+9+ 10+11	Distt. Total
			VO	Govt.	Total	VO	Govt.	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Bikaner	F.F.L.P.	—	60	60	—	240	240	—	—	300	778
		A.E.P.	114	—	114	310	—	310	50	4	478	
2.	Churu	A.E.P.	—	100	100	140	—	140	50	4	294	294
3.	Jhunjhunu	A.E.P.	—	100	100	60	—	60	—	4	164	164
4.	Sikar	A.E.P.	—	—	—	110	—	110	—	6	116	116
5.	Ajmer	A.E.P.	50	—	50	230	—	230	50	6	336	336
6.	Alwar	A.E.P.	—	—	—	30	120	150	—	4	154	154
7.	Sriganganagar	A.E.P.	—	—	—	30	30	60	—	4	64	64
8.	Bharatpur	F.F.L.P.	60	—	60	240	—	240	—	—	300	544
		A.E.P.	—	100	100	90	—	90	50	4	244	

1	2	3	4	5	6	7	8	9	10	11	12	13
9.	Jaipur	F.F.L.P.	—	60	60	—	240	240	—	—	300	
		A.E.P.	50	—	50	550	—	550	50	20	670	970
10.	Barmer	A.E.P.	100	—	100	30	—	30	50	2	182	182
11.	Jaisalmer	A.E.P.	—	—	—	50	90	140	50	2	192	192
12.	Jalor	A.E.P.	—	—	—	—	120	120	—	4	124	124
13.	Jodhpur	F.F.L.P.	—	60	60	—	240	240	—	—	300	
		A.E.P.	—	—	—	140	—	140	50	14	204	504
14.	Nagaur	A.E.P.	—	—	—	320	120	440	—	4	444	444
15.	Pali	A.E.P.	—	100	100	30	—	30	—	2	132	132
16.	Sirohi	A.E.P.	—	—	—	—	120	120	—	2	122	122
17.	Bundi	A.E.P.	—	100	100	—	—	—	50	2	152	152
18.	Kota	F.F.L.P.	—	60	60	—	240	240	—	—	300	
		A.E.P.	—	—	—	30	120	150	50	4	204	504
19.	Jhalawar	A.E.P.	—	—	—	—	120	120	—	2	122	122
20.	Sawai Madhopur	A.E.P.	—	—	—	240	—	240	50	4	294	294
21.	Tonk	A.E.P.	—	—	—	110	—	110	50	2	112	162
22.	Bhilwara	A.E.P.	100	—	100	270	—	270	—	6	376	376
23.	Banswara	A.E.P.	—	—	—	100	120	220	—	2	222	222

1	2	3	4	5	6	7	8	9	10	11	12	13
24.	Chittorgarh	A.E.P.	136	—	136	280	—	280	50	3	469	469
25.	Dungarpur	A.E.P.	—	100	100	30	—	30	50	2	182	182
26.	Udaipur	F.F.L.P.	60	—	60	240	—	240	—	—	300	
		A.E.P.	228	—	228	820	—	820	50	14	1112	1412
<b>TOTAL</b>			898	840	1738	4480	1920	6400	750	127	9015	9015

**ANNEXURE—VIII**

**Training of District Adult Education Officer  
1978-79**

No. of DAEOs to be trained : 26/40  
 Duration of Training : Three weeks  
 Content : Detailed training Programme would be developed in collaboration with SRC on the lines of Training Manual Published by GOI

S. No.	Training Camps	No. of Participants	Dates	Venue & Place	Director's Name
1.	First	20	August 1978	O.T.S. Jaipur	
2.	Second	20	Sept. 1978	SIE, Udaipur	

**ANNEXURE—IX**

**Training Programme of Project Officers  
1978-79**

No. of Project Officers to be trained : 80  
 Duration of training : Three weeks  
 Content : As per the training manual with local needs incorporated.  
**First Phase/Training by Correspondence (State Resource Centre)**

**Second Phase**

S. No.	Training Camps	Number of Participants	Dates	Venue & Place	Director/Resource persons*
1.	First	30	July '78	Rajasthan Adult Edu. Asso. Jaipur	Sh. Ramesh Thanvi
2.	Second	25	Aug. '78	Seva Mandir Udaipur	Shri Om Srivastava
3.	Third	25	Sept. '78	Bikaner Adult Edu. Asso. Bikaner.	Shri N.K. Acharya

\* Resource Persons' panel has been prepared by the SRC.



ANNEXURE—X

**Training Programme of Supervisors**

1978-79

No. of supervisors to be trained : 271

Duration of Training : Three Weeks

Content : As per training manual with local needs incorporated.

S. No.	Training Camps	Agency	Place	Distts covered	No. of Supervisors to be trained	
					6	7
1.	First	BAEA	Bikaner	Bikaner Sriganganagar	24 2	26
2.	Second	DEO	Jhunjhunu	Churu Jhunjhunu Sikar Alwar	8 5 4 5	22
3.	Third	RAEA	Jaipur	Jaipur	30	30
4.	Fourth	DEO	Bharatpur	Bharatpur S. Madhopur Tonk	16 8 4	28
5.	Fifth	AAEA	Ajmer	Ajmer Pali Nagour	9 5 15	29
6.	Sixth	JAEA	Jodhpur	Jodhpur Jaisalmer Barmer Jalore Sirohi	15 5 4 4 4	32
7.	Seventh	DEO	Kota	Bundi Jhalawar Kota	3 4 15	22

1	2	3	4	5	6	7
8.	Eighth	Seva Mandir	Udaipur	Udaipur (first 30)	30	30)
9.	Ninth	Rajasthan Vidyapith	Udaipur	Udaipur (rem. 15) Banswara Dungarpur	15 7 4	26)
10.	Tenth	Adimjati Seva Sangh	Chittor- garh	Chittorgarh Bhilwara	14 12	26)

*Note* : 1. Details of Resource Persons have been finalised by the SRC.

2. Separate programme for NSS/NYK workers and volunteers to be arranged by concerned agencies.

3. Dates to be fixed by the Agency concerned by Aug-Sept.. 1978.

*national  
adult  
education  
programme*



*an outline  
and  
a policy statement*



# National Adult Education Programme

This paper aims at delineation of operational details for giving effect to the Policy Statement on Adult Education. This is not an attempt at laying down of rigid guidelines, but rather an exploration of alternatives. It may be recapitulated that the objective is to organise adult education programmes, with literacy as an indispensable component, for approximately 100 million illiterate persons in the age group 15-35 with a view to providing to them skills for self directed learning leading to self-reliant and active role in their own development and in the development of their environment. The conceptual position and general strategy is spelt out in the Policy Statement on Adult Education, which should be read as a part of this document.

## Phasing of the Programme

NAEP will be inaugurated on 2nd October, 1978. However, for all practical purposes the period from now until the end of March, 1979 will be treated as the period of intensive preparation. Preparatory action would include the following areas :

1. Substantial stepping up of the programme from the existing level of approximately 0.5 million to at least 1.5 million in 1978-79.
2. Creation of an environment favourable to the launching of NAEP.
3. Preparation of case studies of some significant past experiences, particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.
4. Detailed planning of the various segments of the programme by appointment of expert groups—this would include preparation of detailed plans for each State and Union Territory.
5. Establishment of necessary structures for administration and coordination and necessary modification of procedures and patterns.
6. Identification of various agencies, official and non-official, to be involved in the programme and taking necessary measures to facilitate the needed level of their involvement.

7. Undertaking of necessary exercises to clarify the required competencies, particularly in literacy and numeracy, which would form part of all field programmes.
8. Development of capability in all States for preparation of diversified and need-based teaching/learning materials as well as making available teaching/learning materials for starting the programme.
9. Development of training methodologies, preparation of training manuals as well as actual training of personnel at various levels to launch the programme.
10. Creation of a satisfactory system of evaluation and monitoring as well as the required applied research base.

Preparatory action will, however, not conclude at the end of 1978-79. Action on almost all the items listed above would need to be taken for at least a year even after launching of NAEP. Indeed, in a sense preparatory action for the following year, based on concurrent appraisal, shall have to continue right upto the conclusion of the programme.

The annual phasing of coverage will have to be worked out on the basis of the level of achievement reached in a preceding year. The measure of preparation would include the probable achievement of target. The success of the Programme will depend on the manner in which the beginning is made in the first couple of years and every effort shall be made to cover the entire population in 15-35 age group by the end of 1983-84. The present projections of targets are as follows :

Year	Annual Coverage (in millions)	Cumulative Coverage (in Millions)
1978-79 (Year of preparation)	1.5	1.5
1979-80	4.5	6.4
1980-81	9.0	33.0
1981-82	18.0	15.0
1982-83	32.0	65.0
1983-84	35.0	100.0

It needs to be clarified that these are effective targets and, even if a very efficient programme is organised, there could be about one-third wastage and the programme shall have to be organised keeping this in view.

What is aimed is that by 1983-84 a capability to organise adult education programmes for 35 million persons would be built up. At that stage it would be necessary to diversify the programmes — the aim then would be to strive for a learning society in which life-long education is a cherished goal.

### **Creation of Favourable Environment**

The results of the Experimental World Literacy Programme as well as the experience of the countries where illiteracy eradication programmes have successfully been implemented show that a systematic effort must be made for creation of an environment favourable for launching of such a massive programme. No country however, perhaps with the exception of China, faced the problem of illiteracy of the magnitude we are facing. And hardly any country has had such a long tradition of respect for learning and knowledge, or the vast resources which we have. What is necessary, it is indeed a pre-requisite for motivation of all persons to be involved in NAEP, is to engender a spirit of hope and confidence. The Prime Minister and the Education Minister have already declared that the highest priority needs to be given to adult education. Leaders of almost all political parties in Parliament have wholeheartedly endorsed the programme and have given assurance of support. This, it is hoped, would be followed up by leaders in various other walks of life such as trade unions, trade and industry, students and youth. A critical role can be played, in this context, by the mass media—films, TV, radio, newspapers, publicity posters etc. This would require an ingenious and co-ordinated effort, in which official and non-official media shall have to converge to serve the objectives of the Programme. In addition, a number of other methods could be explored, including holding of seminars and symposia, celebrations of the World Literacy Day in schools and colleges, etc. The various ways in which an environment can be created shall have to be studied in detail and necessary measures taken as soon as possible.

### **The Approach**

The two most basic problems faced by our country are poverty and illiteracy. One obliges a vast mass of our citizens to live under conditions of want and degradation, the other hinders opening of the doors of development and affects the ability of the poor to overcome their predicament. Indeed, the problem of poverty and illiteracy are two aspects of the same stupendous problem and the struggle to overcome one without at the same time waging a fight against the other is certain to result in aberrations and disappointments. For this reason, NAEP is visualised as a means to bring about

a fundamental change in the process of socio-economic development;; from a situation in which the poor remain passive spectators at the fringe of the development activity to being enabled to be at its centre,, and as active participants. The learning process involves emphasis on literacy, but not that only; it also stresses the importance of functional upgradation and of raising the level of awareness regarding their predicament among the poor and the illiterate.

Traditionally, distinction is made between the elective and the mass approaches—distinction being based on the extent of coverage and quality of the programme. NAEP is a mass programme with the quality of planning and implementation of a selective programme. In fact, in relating the programme to the needs of the learners, the NAEP is even more audacious than the conventional selective approach. At the same time it has to be recognised that a task of this size can be faced only if NAEP is viewed as a mass movement, to which all sections of people and all agencies must contribute.

One of the recurrent issues in adult education planning is motivation of the adult learners. Even when they can be stimulated to participate in adult education programmes initially, their interest is not sustained and they tend to drop out. The problem is particularly grave in respect of women and persons belonging to the Scheduled Castes and Scheduled Tribes. It is true that if the programme has organisational flexibility and relevance of the content and methods with the felt needs and problems of the learners, it would fulfil the pre-conditions of sustained participation of the learners. Also, creation of an environment favourable to the organisation of mass programme can act as an effective motivation. However, these may not suffice and the matter needs to be examined in a much greater detail.

Exclusion of the vast majority of adult population from the organised system of education will not cease only by organisation of one-time adult education programme. The perspective of life-long learning and provision of arrangements therefore, shall have to be kept in view in planning and preparing for NAEP. From this point of view the NAEP will not conclude with the end of the quinquennium. Systematic follow up programmes shall have to be organised almost with the beginning of the NAEP—they would comprise a well organised system of mass production of books and their dissemination and inclusion in the communicational circuit of the neo-literates. It would be desirable to follow up adult education programme with organised developmental action.

It is important that the adult education movement should be



closely linked with the planning strategy which emphasised elimination of destitution through intensive area planning and by giving employment orientation to development. For this purpose close cooperation should be created with the dominant development activity of the area. Whether it goes under the rubric of Integrated Rural Development or Integrated Tribal Development or Employment Oriented Area Planning or DPAP, or whatever. The adult education programmes should strive to establish mutually supportive linkages with that developmental activity.

Each State will decide about comparative priority to be given to various agencies. However, as a broad guideline, it may be mentioned that owing to the needs of careful local level planning precedence ought to be given to voluntary agencies. In addition to voluntary agencies a number of other agencies shall have to be identified for implementation; these could include Nehru Yuvak Kendras, Universities, employers of various categories etc. The role of Government would primarily be to coordinate the activities of these various agencies and to fill in the gaps. In several parts of the country the Government may have to take almost the entire responsibility. Wherever it becomes necessary to do so, a beginning would be made with a few selected districts and within a selected district with a few compact blocks. The objective would be to concentrate effort in well-defined geographical area and then to enlarge the activity.

In practice different agencies will organise programmes which would appear most relevant and feasible to them. In all cases, it needs to be underscored, the programmes would be expected to be drawn up within the framework of the Policy Statement. The range of the types of the programme which may be organised are indicated below :

- Literacy with assured follow-up.
- Conventional functional literacy.
- Functional literacy supportive of a dominant development programme.
- Literacy with learning-cum-action groups.
- Literacy for conscientization and formation of organisations of the poor.

### **Resource development**

The conceptual position spelt out in the Policy Statement implies creation and development of a resource base for NAEP. The resource base should include creation of diversified and need-based learning materials, equipping the various categories of personnel for playing

their role and infusion of a system of evaluation and research to impart dynamism to the programme. At the national level the Directorate of Adult Education as well as the various agencies of the Central Government and national level voluntary agencies would form the National Resource Group. The important level in resource development is the State Resource Centre (SRC) which, in cooperation with the National Resource Group and continuously interacting with the field can become the focus for resource development. One of the important functions of the SRC is to strive for devolution of resource base at the district or project level. SRCs are not to be institutions working in isolation from other institutions, but rather as coordinating agency for involvement of various institutions and individuals having a contribution to make in resource development. The efficacy of SRCs will depend on the professional and technical capabilities developed by them, their capacity to secure and coordinate resource (of institutions and individuals) available in the region they purport to serve and on the support provided by the State Governments concerned. However, the primary responsibility for resource support to the programme shall have to be at the district/ project level. Resource development being of critical importance the Central and State Governments as well as other agencies should be willing to provide all necessary financial and administrative support for this purpose.

Involvement of the people, i.e. the illiterate masses for whom this Programme is primarily meant, with resource development will be crucial to the authenticity of the resource base. This is also inherent in the conceptual position as spelt out in the Policy Statement. A number of practical ways shall have to be tried for this involvement.. This would include :

- Well-designed surveys to ascertain the learners' needs.
- Realistic testing and try-out of methods and materials by securing uninhibited reaction of the potential learners.
- Holding of frequent conference and camps where workers in the State/District Resource Centre think and work with the rural people.
- Identification of a number of articulate village youth and orienting them in the programme with a view to eliciting through them the latent as well as manifest problems of the potential learners groups.
- Systematic involvement of persons living and working among the rural people.

In addition to the potential learners, it is necessary that the Resource Centre, whether at the State level or at district level, secures the contribution and criticism of their work by the supervisors and

instructors. Appropriate arrangements shall have to be worked out to systematise this, without however letting it get in to stereotypes. What is necessary is to always remember that NAEP should be dynamically linked with the existential needs of the learners and for this purpose it is necessary to organise a two-way traffic, from the experts and administrators to the learners and the other way round.

The various resource components may be identified as follows :

*Teaching-learning materials* : The initial exercise in this connection shall have to be about identification of learners' needs. Detailed curriculum, indicating among other things the expected learning outcomes, shall have to be spelt out on the basis of the identified learning needs. On the basis of the curriculum and after necessary testing, teaching aids and learning materials shall have to be prepared with the greatest care. The Policy Statement makes reference to imparting of literacy skills in the spoken language. Without taking this to an absurd limit, it should be possible to organise learning in the spoken language wherever necessary with bridges built for the learner to acquire facility in the regional language. Since it may not be possible to develop teaching-learning materials at the district/project level within the next one year, as an interim measure SRCs will prepare materials in standard regional or sub-regional languages/dialects. By the second or third year it should be possible to prepare materials at the district/project level.

*Training* : The categories for whom training shall have to be provided would include

- Key functionaries at the national and State levels,
- Professionals and experts in specific areas such as curriculum construction, preparation of teaching/learning materials, training, evaluation etc.,
- Functionaries at the district, project and block levels,
- Field level supervisors,
- Adult education centre instructors.

The Directorate of Adult Education, in cooperation with Unesco and several national agencies, is developing methodologies and manuals for training. Training of key personnel at the national, state and district levels has to be the responsibility of the Central and State Governments. SRCs should be able to coordinate training programmes for project and block level functionaries as well as for supervisors and the responsibility for organisation of training programmes for the instructors of adult education centres shall have to rest with the agency responsible for implementation of the programme at the field level.

Various alternatives shall have to be explored regarding duration, comparative emphasis on one-time and recurrent training, methods of training etc. Unless unavoidable, new training institutions should not be set up, the existing ones should be encouraged to develop capability for training of various categories of functionaries involved with NAEP. Universities and other institutions of higher education may have an important role to play in this behalf. Generally speaking, the agencies responsible for training should function as coordinator to secure the assistance of various institutions and individuals who can contribute in organisation of satisfactory training programmes.

*Monitoring, evaluation and applied research* : A mass education programme, inevitably, faces the risk of considerable wastage and misreporting. In this connection the importance of systematic monitoring and evaluation cannot be exaggerated. It must permeate the entire programme and should provide feedback for introducing necessary correctives from time to time. It is also important to have inbuilt arrangements for applied and coordinated research so that the experience of NAEP is systematically analysed and provides guidelines for future action. The Central Government and State Governments are naturally interested in systematic monitoring. Universities and institutions of higher education as well as SRCs will have an important role to play in evaluation and applied research. Monitoring and evaluation mechanisms should get built at the district and project levels also, for it is mainly there that the feedback has to be used for introduction of correctives.

### **The “instructional” agencies**

The policy statement makes reference to the various agencies to be deployed for organisation of instructional arrangements and to share responsibility with Government for the NAEP.

The governing consideration in assigning responsibility for instructional arrangements should be the suitability of the persons concerned to organise programmes with a grasp of the conceptual standpoint and with a spirit of commitment. The various categories of persons who would be assigned instructional responsibility would include the following :

- (a) *School teachers* : In spite of several obvious limitations based on the experience of their performance, particularly authoritarianism and rigidities connected with the formal system, the teachers may have to be one of the main agencies for organisation of instructional arrangements in NAEP. Although, ultimately work in an adult education centre

could be made an essential part of the duties of the teachers, for the present it would be desirable to keep this entirely voluntary. Even amongst persons who volunteer to take this responsibility, a selection may have to be made of persons who can be expected to be genuinely committed to this programme. It would also be fair to provide an honorarium of Rs. 50/- per month for this work. Involvement of school teachers can be facilitated if the support of their professional organisations is secured.

- (b) *Students* : Either as a part of the National service Scheme, which may have to be suitably modified, or in any other appropriate manner, students in institutions of higher education may provide a valuable agency for organisation of adult education centres. For this purpose it would be necessary to involve the teachers of these institutions also. It would be necessary to re-think regarding the present timing of academic sessions, the system of credits, certification etc. Student involvement in this programme should be voluntary but the leaders in the university system shall have to create an atmosphere in which students find this work worthwhile and satisfying.
- (c) *Village Youth* : There are a large number of unemployed or under-employed village youth with some education who could be entrusted this responsibility after they are given a carefully planned training for necessary upgradation of their academic level and an orientation for this responsibility. Besides, village youth who are not unemployed or under-employed but who have had some education could also be motivated to function as organisers of adult education centres. Work among women and tribal people can be greatly facilitated if persons drawn from their groups are re-introduced as peer leaders to organise the adult education centres. Such persons can continue to pursue their vocation and can be paid an appropriate monthly stipend. The unemployed or under-employed youth, who take up this programme on more or less full-time could also take responsibility for organisation of nonformal education centres for pre-school children or for 6-14 age group. Apart from providing a most suitable category of adult education instructors, this could also help generate a new class of rural leadership and may also contribute to the reduction of rural unemployment.

- (d) *Ex-servicemen and other retired personnel* : This category of persons can play an important role in urban as well as rural areas. Retired personnel do need financial supplementation of their income, equally important they also need an occupation to keep themselves busy. Although there are certain obvious limitations regarding their capacity to organise programmes which would be in conformity with the conceptual position stated in the Policy Statement, they have the advantage of their experience and the respect in which they are generally held in the community.
- (e) *Field level Government and other functionaries* : It might be possible to involve functionaries such as the village health worker, gram sevika, bal sevika, VLW, functionaries of Co-operative Societies and village Panchayats etc.
- (f) *Voluntary Social Workers* : Particularly among the urban areas, there are large number of persons who are willing to make their contribution to cumunity/development. The energies of such persons should be tapped and special arrangements made for their involvement.

### **The implementation agencies**

The Government will naturally have to gear up to shoulder its responsibility in NAEP. On the basis of review, the existing programmes run by Government agencies shall have to be recast. It seems desirable that rather than spreading the programme thin in all parts of all the districts in the country, in the beginning effort should be concentrated in compact areas. The size and the programmes of the Ministry of Education shall be substantially enlarged with a view to widening the involvement of various agencies. However, a mass movement which would extend to such a large segment of population cannot be organised by one Ministry or department. Every effort must be made to involve other Ministries and departments with a view to sharing the responsibility for organisation of adult education programmes. The other Ministries/departments would be encouraged to organise such programmes, with a component of functional literacy, as well as to supplement the learning activity being undertaken through the educational authority. It would be necessary for those Ministries/departments to set apart within their sectoral budgets funds for such adult education programmes. Whether the programme forms part of a Central Scheme, or is administered through any other agency, the State Government will have to play a most important role. For all practical purposes it can be said that the implementation responsibility will rest squarely with the

State Governments. Besides, the State Government will have to reappraise the adult education programmes they have been running in the past and steps will have to be taken to appropriately modify and strengthen them. While the primary responsibility of coordination and implementation will rest with the State Governments, the Central Government should be concerned not only with policy formulation and issue of general guidelines but should also oversee that the programmes are implemented by the State Governments in accordance with the policy Statement.

The Programme which gives importance to flexibility and diversity in organisation as well as its content can be best implemented through voluntary agencies. At present the involvement of voluntary agencies is some-what limited and systematic attempts shall have to be made (a) to involve all voluntary agencies working at present in the field of adult education or having the potentiality to do so and (b) to create circumstances for emergence of new agencies, particularly in areas where such agencies are few. It is also necessary to recognise the partnership role of voluntary agencies and it would be desirable to consult them in decision making at all levels, particularly in matters which might affect the work of those agencies, as well as the procedures for making grant shall have to be reviewed.

Whether or not NAEP becomes a mass movement will be determined by the extent to which youth and students can be motivated to commit themselves to this programme. It might be comparatively simple to review the functioning of the Nehru Yuvak Kendras and to concentrate their effort on adult education. Similarly, youth men and women who have completed their formal education and who feel stirred to participate in this programme would be natural partners in this endeavour. The critical group is the students in universities and other institutions of higher education. For too long the universities have theoretically espoused about desirability of contact with the community. The NAEP provides a challenging situation for the universities and colleges to overcome their seclusion and to enter the mainstream of mass education. What is needed is that adult education should cease to be the concern of only one department, but should involve all members of faculty and of course, the students. Indications are already discernible that the university system is preparing itself for this massive involvement and to make necessary reorganisations in its priorities.

The employers, whether in private sector or public, must play an important role in the spread of adult education among their employees. It might be appropriate, in due course, to make organisation of adult education programmes obligatory for all employers. Mean-

while, through organisations of trade and industry and other employing agencies an effective beginning could be made. The Government should provide leadership by setting apart funds for this purpose in the public sector undertakings as well as in construction works. The resultant reduction in the hours of work and marginally higher expenditure would be adequately rewarded by improvement in the quality of performance of the workers and by their positive participation in the developmental activity. Education of the workers in the organised sector can be greatly facilitated if the trade unions are actively involved in this Programme.

The local bodies, such as municipalities and Panchayati raj institutions, have been playing an important role in the field of formal education as well as social education. These agencies, which have civic and developmental functions, have the advantage of being in touch with the people—their everyday problems as well as their needs, and, therefore, they should be expected to participate in the task of implementation of NAEP.

### **Planning, administration and supervision**

This is the first time that the Government have decided to launch a well-planned programme of adult education of such a large segment of the illiterate population. Planning for such a programme and its implementation will require support by a large variety of persons including social workers, perspective planners, management experts, systems analysts, inter-disciplinary teams of academics and, of course, adult educators. Exercise in planning have to take place not only in the Central and State Governments but also in local bodies, voluntary agencies, universities, professional organisations of teachers etc. The Government, however, have to play a leading role in involvement of the various individuals, institutions and organisations. It is also necessary to set up appropriate agencies for coordination and catalisation at the State and district levels. The State Governments might examine the possibility of setting up State Boards of Adult Education and similar Boards could be set up at the district level.

The existing administrative structures at the Central, State and field levels are altogether insufficient for NAEP. A careful examination has already been initiated to suggest the type of administrative structures which would be most appropriate for the task. Only broad indications can be given for the present :

*Central Government* : The set-up in the Ministry would be appropriately strengthened keeping in view the responsibility to be assigned to the Adult Education Division. The Directorate of Adult Education



will have to substantially enlarge its activities and necessary where-withal shall have to be provided for it to be able to play the expected role.

*State level :* Immediate steps are necessary to set-up State level administrative and planning machinery with an independent Director, or an Additional Director with the Director of Education at the helm. Necessary supporting staff shall also have to be provided to the State level organisation. Each State Government would be advised to examine the need for a separate division to deal with adult education in the Education Department of the State Secretariat.

*District and Block level :* The districts selected for the programme may have to have an additional District Education Officer with necessary supporting staff. Similar set-up may have to be provided at the block level. Emphasis shall have to be laid on adequacy of staff for each project, for administration and supervision as well as for providing the necessary technical support.

*Voluntary agencies :* Necessary support shall have to be provided to national and state level voluntary agencies, State Resource Centres etc. to set-up necessary machinery to enable them to make their contribution to NAEP.

Programme of this magnitude must provide adequate arrangements for supervision and guidance. The supervisor should not be an inspector in the traditional meaning of the word but a specially selected professional with an aptitude to facilitate the work of the incharge of the adult education centre. The voluntary agencies would naturally wish to have their own supervisory arrangements. In the areas where the programme is administered by the Government agency, it shall have to be examined whether it would be desirable to have a separate supervisory system for adult education or to combine it with the elementary school supervisor. This matter should be examined in detail by the Central as well as the State Governments.

One of the major deficiencies being faced by Government as well as voluntary agencies is the absence of professional cadres of adult educators. Existing facilities in universities for preparation of such personnel are extremely limited and there is a case for their expansion. Training programmes of varying varieties for professional development shall also have to be organised by Government, universities and voluntary agencies. In addition to training, it would be necessary to examine the pay structure of the professional workers involved in adult education programme. As far as possible it would be desirable to ensure that

persons coopted into adult education system continue to grow and progress within the system rather than being pushed out of it.

### **Financing the NAEP**

The past experience has shown that owing to pressures of various types it becomes necessary for the State Governments to divert funds provided for adult education either to other programmes of education or to other sectors of development. It is, therefore, necessary to devise an arrangement under which funds earmarked for adult education cannot be so diverted. At the same time, it has to be fully appreciated that the responsibility for planning and implementation of the programme in a state must rest with the State Governments, with the Central Government being assigned the responsibility for wider involvement of voluntary agencies, try-out of innovative programmes, etc.

In addition to the mechanics of funding, it is necessary to emphasise adequacy. A Group of Experts drawn from the Planning Commission and the Ministry has come to the conclusion that the per learner cost would be Rs 55/- excluding the expenditure on Central and State level administrative structures, evaluation and monitoring and research and innovation. The Group has calculated this cost with reference to the number of persons enrolled and not those who will successfully complete the programme. The number of those who will do so may be about two-third the number of persons enrolled. It would be safe to assume that the per learner cost could not be less than Rs. 70/-. The expenditure on Central and State administrations, evaluation and research etc., would be approximately 10 percent of the total arrived at on the basis of aggregate of per learner cost. Adequate funds on the basis of these calculations will have to be provided.

In addition to the expenditure involved in organisation of adult education programmes, provision shall have to be made, from the very beginning, for follow up and continuing education of neo-literates and persons who have acquired literacy in the formal system of education. Detailed calculations in respect of such programmes have not been made but it would be reasonable to provide an amount of approximately 20 percent of the total expenditure for this purpose.

### **International cooperation**

The frontiers of poverty and illiteracy extend far beyond national boundaries. The experiences and insights gained by one country ought to be shared with other countries by mutual exchange and continuing communication. Naturally, we cannot but be conscious of our own

financial and human resources, which are not too limited when something so vital for the nation's destiny is at stake. In formulating NAEP and in its implementation cooperation should be pledged to UNESCO and other instrumentalities of international cooperation based on mutual respect and equality. However audacious the objectives of NAEP be, we must begin humbly with a spirit to learn from those who have been harbingers in this field and from those who have developed special capabilities.

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## Adult Education

### A POLICY STATEMENT

Exclusion of a vast majority of the people from the process of education is a most disturbing aspect of educational and social planning. This has been uppermost in the consideration of the present Government ever since it assumed office in March, 1977. While determined efforts must be made to universalise elementary education upto the age of 14 years, educational facilities must be extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality. Indeed, universalisation of elementary education and of adult literacy are mutually inter-dependent.

2. The Government have resolved to wage a clearly-conceived, well-planned and relentless struggle against illiteracy to enable the masses to play an active role in social and cultural change. Literacy ought to be recognised as an integral part of an individual's personality. The present thinking on adult education is based on the assumptions (a) that illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress; (b) that education is not co-terminus with schooling but takes place in most work and life situations; (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the others; (d) that the means by which people are involved in the process of development are at least as important as the ends; and (e) that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

3. Adult education should emphasise imparting of literacy skills to persons belonging to the economically and socially deprived sections of society. However, such persons often lack motivation for sustained participation in literacy and follow-up programmes. In this context, stress should be laid on learning rather than teaching, on use of the spoken language in literacy programmes and on harnessing of the mass media. Motivation also depends on an awareness among the participants that they can transform their destinies and that the adult education programmes will lead to advancement of their functional capability for the realisation of this objective. Moreover, a literacy programme unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country cannot secure an active participation of the learners; nor can it be an instrument of development and progress. Adult education, therefore, while emphasising acquisition of literacy skills should also be
  - *relevant* to the environment and learners' needs;
  - *flexible* regarding duration, time, location, instructional arrangements etc;
  - *diversified* in regard to curriculum, teaching and learning materials and methods; and
  - *systematic* in all aspects of organisation.
4. Highest priority in adult education needs to be given to the illiterate persons. In the post-independence period, the achievements in the field of literacy have been far from satisfactory. In 1947, the rate of literacy was 14 per cent, which rose to 34.45 per cent (excluding the age group 0-4) in 1971. Yet, owing to population increase and half-heartedness of the past effort, the number of illiterate persons has risen from 247 million in 1951 to 307 million in 1971. According to the Census of 1971 the total number of illiterate persons above 14 years of age is 209.5 million, of which 97.1 million are in the age-group 15-35, which is likely to be about 100 million at present. A massive programme should be launched to cover this vast segment of population in 15-35 age group as far as possible within five years of its launching. This implies organisation of special programmes for women and for persons belonging to Scheduled Castes and Scheduled Tribes. The regions which have a concentration of illiteracy will also require special attention.
5. While the conceptual position stated in paragraph 2 and 3 needs emphasis, the need to view the programme as a mass movement

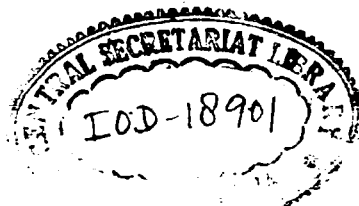
must also be underlined. From the organisational point of view it is of utmost importance that elaborate preparations are made before launching a massive programme. Identification and motivation of the instructors, preparation of curriculum and teaching/learning materials and training have been the main areas of deficiency in adult education programmes in the past. A satisfactory level of preparedness in these areas must be reached before the programme is to be launched. Besides, adult education must cease to be a concern only of the educational authority. It should be an indispensable input in all sectors of development, particularly where participation of the beneficiaries is crucial to the fulfilment of development objectives. A pre-requisite of an adult education movement is that all agencies, Governmental, voluntary, private and public sector industry, institutions of formal education etc. should lend strength to it. Voluntary agencies have a special role to play and necessary steps shall have to be taken to secure their full involvement. Instructional work shall have to be done by the teachers, students and unemployed men and women. It would be of great advantage if unemployed or under-employed youth having the potentiality to organise adult education programmes are provided necessary training and then entrusted with the responsibility for organising such programmes. To ensure effectiveness and systematic analysis of the problems, the programmes should have built-in mechanisms for monitoring and evaluation as well as for applied research. Finally, importance must be laid on follow-up measures such as production and distribution of reading materials, organised learning and group action.

6. Adequate financial and administrative support will be essential for organisation of the massive programme. Provision shall have to be made for a programme comprising literacy as well as environmental and social education extending to approximately 300-350 hours or about 9 months, and also taking into account other costs. The required resources shall have to be provided by the Government, local bodies, voluntary agencies, trade and industry etc. A realistic assessment should be made of the size and capability of the administrative and professional apparatus which would be necessary for the programme and necessary steps taken to create it.
7. In addition to organising a massive programme for adult illiterates, it is necessary to provide special programmes for special groups based on their special needs. For example, programmes are needed for

- urban workers to improve their skills, to prepare them for securing their rightful claims and for participation in management ;
- Government functionaries such as office clerks, field extension workers and police and armed forces personnel to upgrade their competence;
- employees of commercial establishments such as banks and insurance companies to improve their performance ;
- housewives to inculcate a better understanding of family life problems and women's status in society.

Programmes for these and several other categories of persons could be organised through class-room participation, correspondence courses or mass media, or by a combination of all these.

8. It is of the greatest importance that implementation of adult education programmes is decentralised. It would also be necessary to establish agencies of coordination and catalisation. A National Board of Adult Education has been established for this purpose by the Central Government and similar Boards should be established at the State levels. Suitable agencies should also be created at the field level for coordination and for involvement of the various agencies in the programme.



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