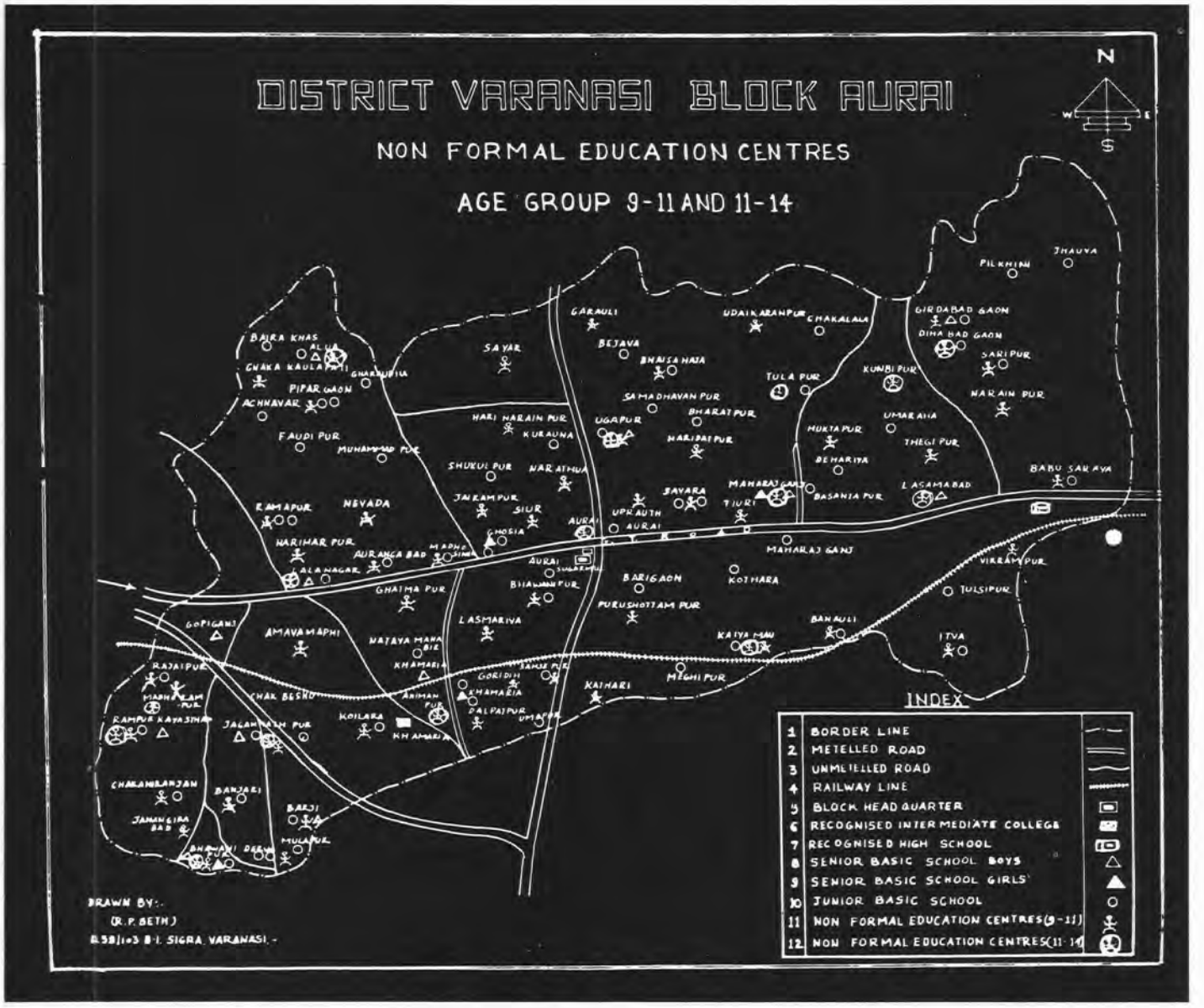
Education Division documents. No.3

The Indian non-formal education programme.

An evaluation.

O. Österling, J. Persson.



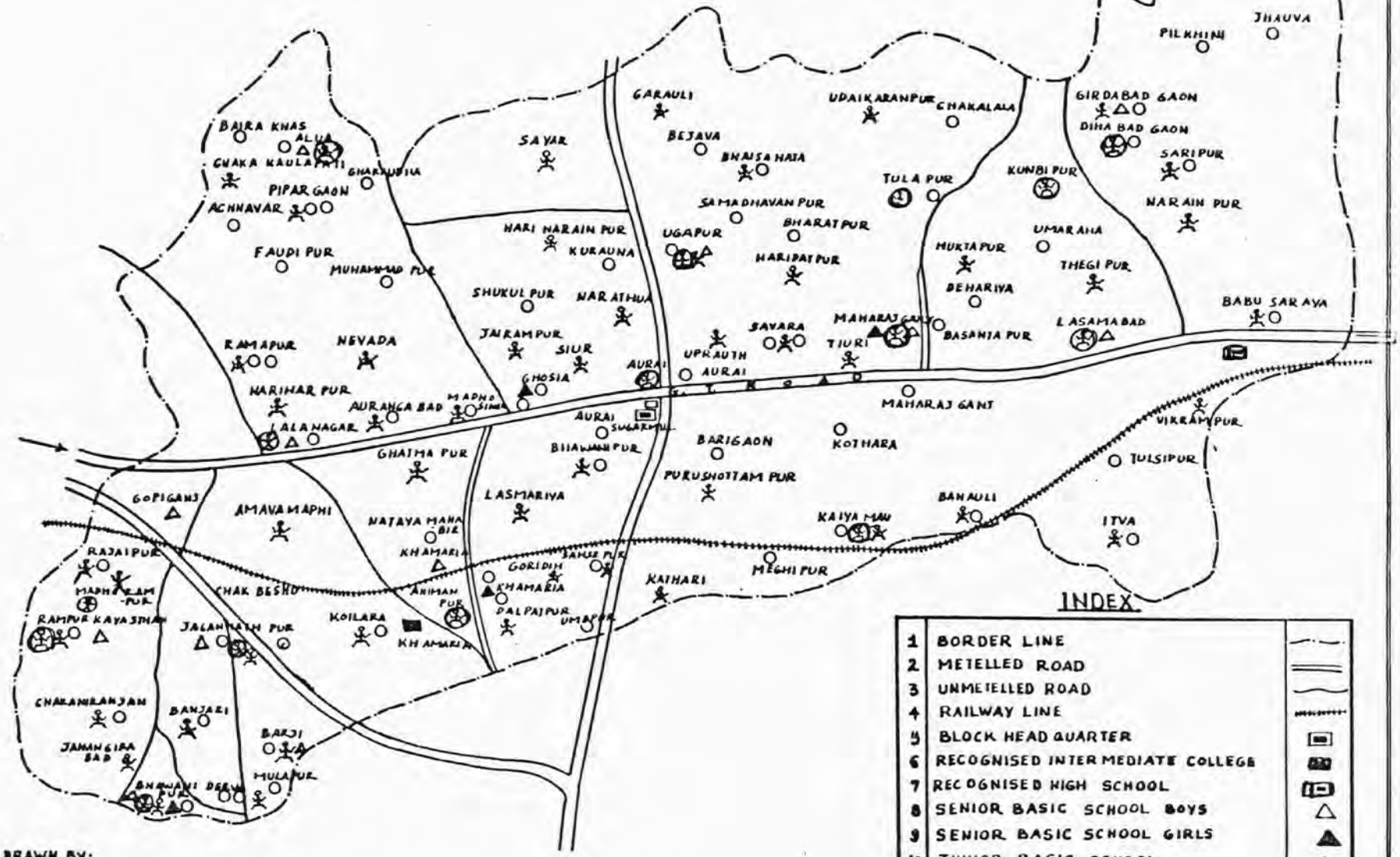
SWEDISH INTERNATIONAL DEVELOPMENT AUTHORITY
SIDA
STYRELSEN FÖR INTERNATIONELL UTVECKLING

March-April 1982.

DISTRICT VARANASI BLOCK AURAI

NON FORMAL EDUCATION CENTRES

AGE GROUP 9-11 AND 11-14



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SIDA

THE INDIAN NON-FORMAL EDUCATION PROGRAMME
Report from a Swedish Team Visiting India
22March-9April, 1982

Q. You have talked about the culture of poverty, and the adjustment away from this culture of poverty as a main factor in development.

A. This I regard as exceedingly important, that people who have lived in poverty for generations and centuries accommodate for it. It is very important that that accommodation be attacked first and the way of attacking that accommodation is by mass general education. This, in turn, I have come to regard as the important first step in economic development. And, you know, I think I was very much influenced on this whole subject by India. In fact I was overwhelmingly influenced by it. Because you can assess the progressive parts of India by those where the literacy is highest and where people break with the culture of poverty and either improve their position in the area itself or, more likely, leave it. The Middle East is being taken over by the people from Kerala who have broken with the culture of poverty in Kerala because it's the most literate state in the Union.

Q. But you can't have literacy without resources, without money, without schools, without teachers... isn't this a question of chicken and egg first?

A. Yes, absolutely, and that's exactly what I have been saying, it's literacy that comes first. We had our sequential priorities wrong. We thought we could start with capital investment; we should have started with investment in education. I'm not being critical of India here, because the Indian instinct was always in favour of cultural investment. But when one gets to some of the newer African countries, their tendancy is to emphasise capital investment in a community where there is mass illiteracy and very little technical education. This is not a chicken-and-egg case: I would be quite categorical in saying that it is the choice of how scarce resources are used and they should be used for human development.

(Excerpt from an interview with
Prof. John Kenneth Galbraith
printed in INDIA TODAY,
31 March, 1981)

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FOREWORD

This report presents the findings of a Swedish team visiting India 22 March - 9 April 1982 for consultations regarding the SIDA-supported Non-Formal Education Programme. Most of the consultation period was spent on field trips to three States, Andhra Pradesh, Madhya Pradesh and Uttar Pradesh, all in the process of implementing the Non-Formal Education Programme and all belonging to the category of so-called educationally backward states.

The descriptive parts of this report, including the chapter on quantitative performance, rest primarily on documents which were either made available to the team by the State representatives during the field visits or were submitted earlier to SIDA through the Ministry of Education and Culture. The qualitative aspects are partly derived from the same sources, partly from impressions received during visits to Non-Formal Education Centres (13 in Andhra Pradesh, 3 in Madhya Pradesh and 8 in Uttar Pradesh) and talks with educational staff at different levels and engaged in the implementation of the NFE Programme. The views expressed in the report are those held by the members of the Swedish team and do not necessarily represent SIDA's opinions and values.

Proper editing is a constant problem for writers of mission reports. Rarely does the time provided allow for enough of such work. So was the case during the preparation of this report: readers are asked to bear with the authors if - or rather when - repetition of facts and over-lapping occur.

The extensive schedule of travel, field visits and talks had not been possible to carry out in the short time available to the mission, had it not been for the efforts and assistance provided by the Government of India and the respective State Governments.

A special work of gratitude should be expressed to Dr C Markandeya Sastri, Joint Director (Non-Formal Education), Government of Andhra Pradesh, Mr P N Rusia, Assistant Director of Public Instruction, Government of Madhya Pradesh, and Dr Gaur, Joint Director of Education, Government of Uttar Pradesh, who participated in the field visits in their respective states and shared their knowledge and views willingly and with patience with the initially ignorant and permanently inquisitive Swedish team members.

Similarly, thanks should be extended to Mr K Ramachandran of the CAPE Group, NCERT and Dr M R Chilana, Deputy Educational Advisor, Ministry of Education and Culture who participated in the visits to the three States and contributed extensively to the pleasure as well as the fruitfulness of the field part of the consultation.

Olle Österling

Jörgen Persson

1 ELEMENTARY EDUCATION IN INDIA

1.1 The Problem

Despite a network of over 650 000 schools and colleges, the employment of over 3 million teachers and an annual budget of the order of Rs 30 billion, it has not been possible so far for the education system in India to achieve the goal of universal education of all children up to the age of 14 years as enshrined in the Directive Principles of the Constitution. The total enrolment in elementary education has increased from 22.3 million in Classes I - VIII in 1950-51 to around 90.5 million during 1979-80. Nevertheless, for every three children enrolled in primary and middle schools, one other eligible child is left behind. Over 80 per cent of the children not enrolled so far are confined to a dozen States which have not been in a position to allocate the necessary economic resources to achieve the goal of universalization according to the present system of elementary education.

There are also socially disadvantaged groups, such as the economically poor, scheduled castes and schedules tribes, whose children are on the periphery of the schooling system. About 38 per cent of the scheduled caste children (20 per cent of the boys and 56 per cent of the girls) and 56 per cent of the scheduled tribe children (49 per cent of the boys and 70 per cent of the girls) are yet to receive elementary education. As revealed in the Fourth Educational Survey, the non-availability of schools is not a major constraint in the regard. But socio-economic compulsions in the families, particularly in rural areas (where 80 per cent of the Indian population dwell) and among the weaker sections, not-too-relevant nature of curricular programmes and lack of essential facilities in schools seem to be some of the more important factors contributing to the slow progress. Even the existing facilities for elementary education are not optimally utilized: ôveraged and underaged children account for 20 per cent of the enrolment and nearly 64 per cent of the children who are enrolled in Grade I drop out by the time they complete Grade V. This represents economic loss in resource utilization, educational inefficiency and low productivity, not to mention the long-term social loss to the individual child and the family on account of the incomplete development of the former' s educational career.

1.2 The Approach

It may, no doubt, be necessary to create additional infrastructure to ensure the future growth of the educational system but this would have to be appro-

priate to the needs of, and based on a careful scrutiny in, specific areas and sectors and for identified target groups, particularly those which are in the danger of getting left behind because of their special circumstances. The existing institutions and programmes need to be consolidated and put to optimum use to serve the goals of development in the community as a whole. Provision of suitable educational facilities in backward areas and for the deprived groups and promotion of non-formal programmes at all levels incorporating plurality of models and diversity of patterns are equally important. The organisation of new facilities must also be linked to the actual needs and made relevant to local environment and learning requirements, taking note of the specific characteristics of the prospective beneficiaries.

The failure to achieve a larger measure of equalization of educational opportunities, both in regard to access and achievement, is an aspect which requires closer attention. Concerted efforts are called for to reach the socially handicapped and economically weaker sections of the society such as women, scheduled castes, scheduled tribes, landless labourers etc. The possibility of using modern technology to take education, especially at the elementary stage, to all sections of the population in a shorter frame of time has to be capitalized for achieving minimum basic education of all people within a decade. All these will require the strengthening, reorientation and integration of non-formal and formal programmes of education development and bringing about intersectoral and inter-agency coordination at different levels for furtherance of specific aims of human resource development.

1.3 Universalization of Elementary Education: Objectives and targets of the Sixth Five-Year Plan

Article 45 of the Indian Constitution enshrined the desired goal of educational development of the masses, in the following words:

'The State shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education to all children until they complete the age of 14 years'.

But this pious ambition and democratic commitment for universal elementary education has not materialized. However, the programme of universalization of elementary education continues to be given serious consideration, especially in the educationally backward states* and for reaching the socially disadvantaged

*)Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Prades, Orissa, Rajasthan, Uttar Pradesh, West Bengal

who constitute the bulk of the non-attending children and the drop-outs. The Sixth Plan 1980-1985 assigns the highest priority to this programme which would continue to be a part of the minimum needs programme. Accordingly, the approach in the Sixth Plan is for all the states, which are yet to universalize the primary education, to reach universalization of primary education (Grades I-V), up to the age of 11 years, in 1985, and, in the case of other states, to achieve a substantial increase in the enrolment at the middle stage (Grades VI-VIII) of children up to 14 years so as to move towards the goal as fast as possible.

The approach to universalization of elementary education will cover(1) intensified use of existing facilities, including the adjustment of schooling hours, which would not be more than 3 hours a day, according to local conditions, (2) provision of new facilities which would be economically viable and educationally relevant, and (3) promotion of non-formal system of learning. Programmes for non-formal learning would be organized and oriented towards target groups and decentralized in regard to their contents, course duration, place and hours of learning and pattern of instructions. However, there would be a basic minimum package of inputs identified by the public educational authorities which would have correspondence to the formal system of education. In both formal and non-formal systems, the emphasis would be on the retention of students and effective delivery of services to children. It is also essential to ensure appropriate incentives like free midday meals, supply of uniform and learning materials, and compensation to the families of scheduled caste girls towards the opportunity cost involved. Efforts should be made by the State Governments to introduce measures with a view to eliminate wastage and reduce drop-out in elementary education.

As part of the efforts to retain children and promote the internal efficiency of the system as well as achieve equalization of educational opportunities, measure for improvement in the quality of education becomes very important. The curriculum would be developed with the goal of imparting necessary levels of literacy, numeracy, comprehension and functional skills related to local socio-economic factors and environmental needs. It would suit flexible models, with provision of diversification and dextorous balance between common basic goal and varying methodology. The basic objective would stress curriculum as an instrument for inculcating humanistic values, capacity for tolerance, promotion of national integration, scientific attitude and temper and individual capability for learning from the surrounding world.

Taking the proposals for primary and middle stages together, the additional enrolment in full time elementary education during 1980-1985 is projected hereunder:

Targets of Expansion of Full-time Elementary Education, 1980-1985

Age Group/ Classes	Enrolment (Million)		Percentage of population in the age-group	
	1979-80	1984-85 (Target)	1979-80	1984-85 (Target)
(1)	(2)	(3)	(4)	(5)
6-11/I-V				
Boys	43.8	48.5	100.2	108.1
Girls	27.2	34.2	65.9	81.5
TOTAL	71.0	82.7	83.6	95.2
11-14/VI-VIII				
Boys	13.0	16.6	52.0	63.1
Girls	6.5	9.2	27.7	36.8
TOTAL	19.5	25.8	40.2	50.3
6-14/I-VIII				
Boys	56.8	65.1	82.3	91.7
Girls	33.7	43.4	52.2	65.0
TOTAL	90.5	108.5	67.8	78.8

Non-formal education programmes have been initiated in the states recently and these would need to be developed and expanded, in the light of experience gained, to cover all those children who would require, and benefit only by, such modes of learning. As stated by the Government of India in the Sixth Five-Year Plan: 'It would be unrealistic to lay down any specific target for this purpose but it is expected that about 8 million children would be covered during the Sixth Plan'.

The provision of non-formal education requires considerable imagination and innovation. The State Institutes of Education, in collaboration with the National Council of Educational Research and Training (NCERT), would draw up feasible programmes for the purpose outlining the curriculum, syllabus and reading material for these courses and for the training of teaching personnel. The Centrally sponsored scheme to help the educationally backward states with financial assistance for programmes of non-formal elementary education would be continued.

It is proposed to establish special monitoring arrangements at the Centre and the State level to review progress of elementary education, particularly of the target groups, which are yet to be provided with universal elementary education. Their educational needs would be looked into according to a larger perspective of the families' socio-economic conditions and problems and, wherever necessary, a family approach would be adopted in conjunction with welfare schemes of other sectors and agencies.

2 THE NON-FORMAL EDUCATION PROGRAMME

2.1 Background and General Description: The Union Education Minister's Announcement; The Working Group's Recommendations; Centrally Operated Schemes

The Union Education Minister announced, on 5 April 1977 in Parliament, that universal literacy would be attained in the country within a definite time-frame of not more than 10 years. This objective had two main components, namely, universalization of elementary education for all children of the age-group 6-14 and removing illiteracy of the adults of the age-group 15-35. A Working Group on Universalization of Elementary Education was set up in September 1977 to prepare a feasible plan for universalizing elementary education. In its iterim report, submitted in February 1978, it had been estimated that there are 45 million of non-enrolled children which would require to be brought into the school system by 1982-1983 in order to reach the goal of universal elementary education. The feasible target by the end of 1982-1983 would be to enrol 32 million additional children.

A major policy decision recommended by the Working Group is that every child shall continue to learn in the age-group 6-14, on a full-time basis if possible, and on a part-time basis if necessary. By 1977-78 a total of 90 million children were enrolled in Grades I-VIII. The hard core on non-enrolled children consists of children from the weaker sections of the community including the scheduled castes and scheduled tribes, landless agricultural

labourers and urban slum-dwellers. The majority of the non-enrolled children are not attracted towards the formal schools because of reasons which are predominantly socio-economic; boys and girls are required to help to augment the parental income and the help in household chores. The necessity is for providing non-formal schooling facilities according to convenience of non-enrolled children in regard to places and timings and in a manner in which such children would be in a position to have their schooling within a shorter time, simultaneously carrying on with their work required by their families.

Another weakness of the formal school system is that there is a huge drop-out at the elementary stage. Out of every 100 children that enter Grade I, only about 40 complete Grade V and only about 25 complete Grade VIII. To overcome this difficulty and retain the enrolled children till the completion of Grade VIII, it is also essential to provide non-formal education on a large scale for the drop-out children.

In view of the above the Working Group recommended a target of covering 16 million of non-enrolled children (or 50 per cent) of the target for 1978-85 by non-formal education, comprising 12 million in the primary stage (Grades I-V) and 4 million in the middle stage (Grades VI-VII).

The Working Group has identified nine educationally backward states, namely Andhra Pradesh, Assam Bihar, Jammu & Kashmir, Madya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, in which the number of non-enrolled children are disproportionately larger. Together these nine states have more than three fourths of the total number of non-enrolled children in the country. The problem of universalization of elementary education is thus essentially a problem of these states.

The Union Ministry of Education has been operating the following two schemes under Central initiative and with Central financial inputs:

1 Grants to nine educationally backward states under the Centrally sponsored sector scheme of Non-Formal Education for elementary age-group children with a total funding of Rs 250 million during 1980-85;

2 Central commodity assistance to all States/Union Territories in the form of paper with a total Central sector Plan outlay of Rs 280 million.

The first of the two mentioned schemes has two sub-schemes, namely:

1 Grants to volontary organizations in the nine educationally backward States for running non-formal centres on the State Government pattern, and

2 Grants to academic institutions in all States/ Union Territories, either Governmental or private for experimental and innovative projects of Non-Formal Education for elementary age-group children.

The second main scheme is undertaken with cash assistance provided by Sweden through the Swedish International Development Authority (SIDA).

2.2 Curriculum Renewal

As mentioned previously, the main course of non-enrolment and low attendance in schools is the poor economic condition of children. To help their parents in earning a livelihood, most of them have to work in the field, look after cattle, and do minor jobs in shops and factories to supplement the family income. Some of them look after the household and the younger brothers and sisters to enable the parents to go out for work. This is particularly true of children coming from Scheduled Castes, Scheduled Tribes and landless agricultural labourers who form the vast bulk of non-enrolled children.

The existing primary school curriculum is another cause for non-enrolment. The parents cannot be convinced of the utility of education and motivated to send their children to schools where the curriculum and programmes have hardly any relevance to their lives and needs.

Even if the parents are somehow made to enrol their children in schools they do not remain there for long. As already hinted at the wastage is around 60 per cent up to Grade V and 75 per cent up to Grade VIII which is quite a depressing figure for any serious educational attempt. The rate of wastage is particularly high in rural, tribal and urban poverty areas and among children from disadvantaged communities such as Scheduled Castes and Scheduled Tribes.

Special reference need to be made to girls who form about two thirds of the non-enrolled children. Apart from economic reasons, they have to look after their younger brothers and sisters, help in the household work and even work in farms, etc. Many social and cultural considerations come in the way of their schooling. Many communities would not send girls unless there are separate girls' schools managed by women teachers. The fixed curriculum and within-the class room teaching methods again, have little relevance to their role as housewives, mothers and citizens.

As is evident in various plans and programmes of the Government of India, several measures are introduced to bring children to school and retain them there, such as reduction of instructional time in Grades I-III to three hours per day, lengthening of the academic session, elimination of stagnation, introduction of play-way methods in Grades I and II, dynamic methods of teaching and evaluation and strong local specificity and relevance of the curriculum for both full-time and part-time education.

Two UNICEF-aided national projects, namely 'Primary Education Curriculum Renewal (Project 2)' and 'Development Activities in Community Education and Participation (Project 3)' are already in the process of determining the relevant curriculum and instructional materials for the primary stage of education. These projects, however, do not fully and adequately cater to the needs of those children who never went to schools or if they did, left it so early that they have lapsed back into illiteracy. It is for these children mainly that the Comprehensive Access to Primary Education Programme (CAPE) has been launched.

The four main principles upon which the CAPE is based are relevance, flexibility, local specificity and socially useful productive work and social service. The programme, consequently, has a pronounced emphasis on locally relevant learning (so called learning episodes) and relies heavily upon a decentralized curriculum development process.

Among the various possible local agencies to develop decentralized, work-oriented and locally relevant curricula, the elementary teacher education institutions have been choosen. At present there are more than 1000 of them located mostly in rural areas and preparing teachers during a one-year course after Matriculation Examination, i e after ten years of schooling.

Here a Production-Cum-Training-Mode (PCTM) is being planned for. This means that the trainees should be sent out to rural areas to conduct surveys, locate learners and their characteristics, expectations, and needs, and then prepare relevant teaching material in the form of learning episodes. When the trainees return to the teacher training institutions with their products, these will then be revised and refined by the teachers educators. The processed learning episodes will then be trial tested by student teachers in the practising schools with which learning centres will be attached for the purpose. It is envisaged that the PCTM will not only radically contribute to the building up of a sufficient bulk of learning episodes for the non-formal programme, but also drastically change the contents and methods of teacher education.

For the successful implementation of the PCTM the teacher educators will have to be provided with sufficient training and guidance on techniques of curriculum development and analysis. The following training programme has, therefore, been envisaged for teacher educators.

A number of distance-learning multi-media packages explaining the universalization programme, basic principles of curriculum development, practical problems and issues of decentralized curriculum directions to develop draft learning episodes will be sent to teacher educators.They will then be requested to develop local specific episodes. These draft episodes will be refined and processed in a State-level workshop where the teacher educators will be given additional knowledge concerning their tasks.

In addition to the basic training a certain amount of operational training will also be given. State-level resource persons will be posed at the training institutions for a short duration (2-4 weeks) to guide the initiation of Production-cum-Training Mode and prepare teacher educators as well as student teachers for their task.

In view of the local specificity of the curricula and in view of the fact that the surrounding society is a predominantly certificate- conscious and employment-oriented one, it has been considered necessary to establish the credibility of the CAPE. Otherwise the non-formal programme for which the CAPE is mainly meant would be looked upon as a second-rate learning experience and the very roots of the reform be destroyed.

As an answer to the problem mentioned above the exercise of developing the Minimum Learning Continuum Programme (MLC) based on competences to be expected of all children at the end of the primary stage of education (Grades I+V), irrespective of their belonging to the formal or to the non-formal system, has been undertaken. The MLC is divided into six areas, viz Language, Mathematics, Environmental studies, Healthy living, Socially useful productive work and Creative Expressions.

A crucial characteristic of the MLC is that it has been evolved by pooling the experiences of a large number of state curriculum teams and teachers of primary schools engaged in the previously mentioned projects on 'Primary Education Curriculum Renewal' and 'Development Activities in Community Education and Participation'. These UNICEF-assisted projects launched during the Fifth Five-Year Plan, have provided an opportunity to the State teams grappling with the problems of evolving need-based curricula, especially with reference to the needs of the children of the deprived sections of the society,to come closer and have frequent exchange of experience.

The MLC, thus, provides a common basis for developing local specific learning episodes and constitutes a common frame of reference against which the CAPE can be tested and assessed as regards their credibility. So far no such systematic credibility testing has been undertaken. Although well pondered and planned for from a theoretical point of view by the National Council for Research and Training (NCERT) it will probably take another two or three years until it will get started on a nationwide basis.

Many states have not been satisfied with just one model for education of out-of school children and the drop-outs from the formal system. In Madhya Pradesh, e g, there have been continous experiments for developing various schemes for relating education more explicitly to productivity. In most of the communities there, as well as in many other educationally backward states, the children are forced to earn their own livelihood right from a very early age. In the light of this fact a comprehensive plan for introducing productive work in the school has been prepared, under which the children might utilize their leisure hours in some sort of productive work and also earn some money. This scheme, known as the Earn While You Learn Scheme (EWYLS) was first used in the formal education system but is now also on trail in the non-formal system in a number of districts.

In many states, however, the dominating model for non-formal education so far seems to be a rather result-oriented one. It more or less parallels the formal education system as regards contents, structure and examination periods. No doubts there are heavy efforts made at national level to get these more traditional programmes superseded by more innovative ones, like the CAPE, the MLC etc, but so far those efforts have not been advanced further than to take off.

As long as the decentralized curricula, for formal and non-formal channels, are not fully developed and adopted for all the schools and non-formal learning centres, the present non-formal programmes are using condensed and graded courses so that the out-of-school children can join the non-formal centres at places and timings suited to their convenience. Books, teacher guides, charts and other teaching/learning materials are being prepared on this basis.

Although, consequently, many measures remains to be taken before the plans, models and prototypes are fully implemented and the curriculum renewal is completed much credit should be given to the National Council for Research and Training (NCERT) as the main central level planning and executive agency. The NCERT has been playing an important role in the cur-

ricular reform programmes in the field of education. Considerable progress has been made by it in developing prototype textbooks for adoption/adaption by the States and Union Territories in the Non-Formal Education programmes and in preparation and production of prototype learning episodes under the CAPE and of models for the learning episodes to be produced at the teacher training institutions.

3 THE PROJECT FOR SIDA SUPPORT TO THE NON-FORMAL EDUCATION PROGRAMME

On 21 January 1980 an agreement between the Governments of India and Sweden was signed in New Delhi. Under this agreement, the Government of Sweden, through SIDA, is to give a total cash assistance of SEK 75 million for the period 1979/80 - 1983/84, as support to India's programme for Non-Formal Education for elementary age-group children. In view of the huge quantity of paper required for the production of textbooks, guides, charts and other materials needed for the massive non-formal education programme and the shortage of paper within the country, the Government of India preferred to utilize this cash assistance for import of about 20 000 metric tonnes of paper from abroad.

It was agreed that

- the cash assistance would be granted to India on the basis of annual disbursements, according to the Swedish fiscal year (July-June),
- the annual disbursements would be on the basis of the estimated cost of paper required for each year of the programme period (1979/80 - 1983/84),
- while the first annual amount of Swedish assistance (SEK 2.5 million) would be available soon after the signing of the agreement, further annual disbursements will depend on the submission of a request by the Ministry of Education, backed by a report on the progress on the Non-Formal Education Programme and the utilization of cash assistance given by Sweden, and
- an annual Plan of Operation would be submitted by the Ministry of Education along with the request.

The 'Project Description on Support to the Indian National Programme for Non-Formal Education' which was annexed to the agreement estimated that during 1978 - 83 the number of non-formal education centres/instructors would be 256 670 and the total enrolment in the centres would be 8.8 million. The quantity of paper required for all learning materials for the non-formal education programme was estimated to be 18 750 metric tonnes, phased in the following way:

Year	Paper Requirement	Estimated cost*
1979/80	800 tons	SEK 2.5 million
1980/81	2 400 tons	SEK 7.5 million
1981/82	4 000 tons	SEK 14.0 million
1982/83	5 450 tons	SEK 21.0 million
1983/84	7 000 tons	SEK 30.0 million
Total	18 750 tons	SEK 75.0 million

* Estimates based on a cost of SEK 3000 per ton C&F in 1979/80 and an annual increase of approximately 10%.

4 THE NON-FORMAL EDUCATION PROGRAMME - QUANTITATIVE PERFORMANCE ASPECTS

4.1 A New Five-Year Plan 1980-85

In January 1980, a new Government came into power. The draft five-year plan for 1978-83, under which the programme for Non-Formal Education as presented in the above-mentioned Agreement and Project Description was drawn up, was terminated and succeeded by the Sixth Five-Year Plan for 1980-85

In the formulation of the 1980-85 Plan for Elementary Education and fixing the targets of additional enrolment during the Plan period, the situation in each State/Union Territory was assessed. The prevailing position, growth rate in the past, the efficiency of the existing elementary education system and the capabilities of the States/Union Territories were taken into consideration. The Sixth Plan accordingly fixed a minimum target of 18 million additional children in Grades I-VIII (Primary level, i e I-V: 11.7 million and middle level, VI-VIII: 6. 3 million). The target coverage under non-formal channel has not been spelt out. However, in the preparation of the Elementary Education Plans, the States were given guidelines on the various aspects of the programme of Universalization of Elementary Education including coverage under formal and non-formal channels.

In response to the Sixth Plan proposals the States/ Union have included the following coverage and number of non-formal education centres for 1980-85:

	Centres		Coverage	
	All India States	of which the 9 educationally backward	All India States	of which the 9 educationally backward
Primary level	135 200	118 360	5 091 000	4 090 000
Middle level	22 300	20 600	771 000	642 000
TOTAL	157 500	138 960	5 862 000	4 732 000

4.2 National Level Achievements

Figures regarding the actual performance of the States during the present Plan period are available only for the year 1980-81. 'Expected performance' figures are available for 1981-82; for 1982-83 a 'proposed coverage' has been submitted. The expansion of the Non-Formal Education Programme in the nine educationally backward States during the Sixth Plan period can be projected as follows:

	NFE Centres			Children enrolled		
	Primary level	Middle level	Total	Primary level	Middle level	Total
1980-81 (Actuals)	37 784	5 354	43 138	602 000	82 000	684 000
1981-82 (Expected)	54 934	7 584	62 518	1 014 000	157 000	1 171 000
1982-83 (Proposed)	75 254	12 634	87 777	1 588 000	304 000	1 892 000
1980-85 (Proposed)	118 360	20 575	138 935	4 090 000	642 000	4 732 000

These figures can be compared with the projected expansion of the Programme as envisaged during the 1978-83 mid-term plan period. For that period the nine States in their own Plan proposals had proposed to enrol no less than 9 382 000 children. In other words, the current projections for the five years 1980-85 are about 50 % of the earlier projections for the five years 1978-83.

In India as a whole (22 States and 9 Union Territories), the total enrolment target 1980-85 is approximately 5.8 million children. The difference between the total enrolment and the enrolment in the nine

educationally backward States is 1.1 million, showing that the 'Backward nine' will provide 80 % of the additionally enrolled children 1980-85.

4.3 State Level Achievement as Evidenced by the Three States visited by the Swedish Team

4.3.1 The Uttar Pradesh Non-Formal Education Programme

Aims

The scheme of Non-Formal Education was introduced in 1979-80 for providing educational opportunities to such children of the age group 9-14 who have either dropped out of formal schools or could not attend any schools because of various socio-economic reasons. It was proposed during 1979-80 to open 5 600 Centres in the State, at the rate of 100 Centres in each of U P's 56 Districts.

Selection of habitations for opening of Centres

On the basis of an Economical Survey in 1978 educationally backward Blocks were identified in every District according to the low enrolment level of the age groups 6-11 and 11-14. The two most backward Blocks in each District were selected for opening of 50 primary stage Centres and 15 middle stage Centres in each Block. 25 children were to be enrolled at each Centre. The villages in the Block having the largest number of girls and boys not attending schools were selected for opening of Centres.

Location of Centres

The Centre is housed in a village either in a school building, in a community centre, a temple, a mosque, or any other public or private place which is deemed suitable for the purpose of conducting classes.

Selection of Instructors

The Instructors for the Centres are selected among locally available persons resident in the village. They may be serving teachers in elementary schools or retired teachers or trained unemployed Basic Training Certificate holders or educated unemployed youth having passed High School Examinations. Serving teachers are by far the largest among these groups at present. Instructors employed are paid a monthly honorarium of Rs 50/-.

Training of Instructors

The Instructors are imparted 10 days training, 6 days before they start teaching at the Centre and 4 days after having run the Centre for one year. The latter part of the training is more of a feed back and orientation character.

Duration and time of instruction

The duration of instruction every day is two hours. The time is decided by the community. It may be in the evening, afternoon, night or in the morning. By far most common are classes held between 5 p m and 9 p m.

Content and courses

Five years curriculum of the primary schools is condensed for coverage in two years at the primary stage Centres. At the middle stage Centre the courses of Grades VI-VIII are covered in three years.

Admission of children

At the primary stage Centres children of the age group 9-11 are normally admitted and at the middle stage Centre, those of the age group 11-14. The children may be illiterate or having dropped out of Grade I or II for admission in the former and may have passed Grade IV or V, having left their studies for work, to be admitted into the latter.

Administration

In the State Institute of Education in Allahabad a team of five consultants have worked out detailed training programmes for supervisors, headmasters and coordinators of the State's 112 Teacher Training Institutes. The same team is also responsible for preparing reading material for the NFE Programme. In every District a teacher training institution was selected to conduct the training of NFE Instructors. The Teacher Training Institutes were strengthened by appointment of a coordinator, a male village level worker and a female village level worker. In 1979-80, funds were also placed with the District Basic Education Officers for the purchase of equipment, stationery, furniture etc for the Centres to be started in 1980-81.

Literature

The curriculum of the first year of the primary stage covers language and number work. In the second year the learning areas of language, mathematics, sciences, social studies and socially useful work are covered. At the middle stage Centres these disciplines are continued in the first, second and third years so that the children studying at the NFE Centres will have the opportunity to enter into the main stream of education. The text books for the NFE Programme have been prepared in a series of five books, one for each of the five years of education under the NFE Programme. Gyandeep Part I is for beginners and has contents of language and number work. Gyandeep Parts II, III,IV

and V have an integrated content of languages, mathematics, sciences, social studies and socially useful work. The books are all in Hindi.

Publications

A number of reading materials, teacher's guides, and publicity material have been prepared at the State Institute of Education in 1979-80 and 1980-81. Gyandeep Part I dominates, having been printed in 48 500 copies. The number of copies of text books being printed in 1982-83 is as follows:

Gyandeep Part I	155 200
Gyandeep Part II	166 640
Gyandeep Part III	35 900

Printing of the books and charts is being completed on locally available paper. Very recently a consignment of paper purchased with funds from SIDA was received, and printing work of some books and material using the SIDA-financed paper has already been taken up. Henceforth all printing work will be done on the paper purchased under SIDA-financing.

Provision of stationery, reading materials etc to the Centres

The children at the Centres are provided with free text books, stationery, slate, pencils etc. The State Government also gives teaching aids, lanterns, tatpatties (mats) and furniture for use at the Centre.

Supervision and monitoring

The supervision of NFE Centres is carried out by a Supervisor for every Block, which means that he/she has 75 Centres to look after (50 primary stage Centres and 25 middle stage Centres). At the District level the administration of the Centre is looked after by an Additional Deputy Inspector under the over-all supervision of the District Basic Education Officer, the person in charge of all programmes of Elementary Education in the District.

The monitoring of the Programme is done in every region (Uttar Pradesh is divided into 5 Regions) by an officer on special NFE duty under the general guidance of a Regional Deputy Director of Education. At the State level a Joint Director of Education looks after the planning, implementation, financing, and monitoring of the entire programme, under the over-all supervision of the Additional Director of Education (Elementary).

Evaluation

There are three evaluation aspects/in-built in the Programme:

- evaluation of the students
- evaluation of the Centres
- evaluation of the Programme itself.

There is a system of continuous evaluation of students after every unit of the content having been covered. At the end of the year, on the basis of the cumulative assessment, they are promoted to the next Grade. There is no system of detention. The children of primary stage Centres will appear at Grade V examination of the formal schools and those at the middle stage Centres will take up the Junior High School Examination after completing three years of study.

The evaluation of the Centre for its level of success is entrusted to the Coordinator at the Teachers Training Institute.

The evaluation of the whole Programme is done at the Block level by the Supervisor, at the District level by the Assistant District Inspector, at the Regional level by the Officer on Special Duty and at the State level by the Joint Director.

Targets during the Sixth Plan period

It is proposed that 28 000 primary stage Centres and 4 000 middle stage Centres be established during the period 1980-85. They will cover 700 000 children in the age group 9-11 and 100 000 in the age group 11-14. The year-wise break up of the number of Centres to be opened and children to be enrolled is as follows:

	Centres opened		Children to be enrolled	
	Primary stage	Middle stage	Primary stage	Middle stage
1980-81	5 600	800	140 000	20 000
1981-82	5 600	800	140 000	20 000
1982-83	5 600	800	140 000	20 000
1983-84	5 600	800	140 000	20 000
1984-85	5 600	800	140 000	20 000
TOTAL	28 000	4 000	700 000	100 000

During this Plan period 560 000 children (4x140 000) are expected to complete their education of primary stage and 60 000 children (3x20 000) that of middle stage.

Achievements in 1980-81

The planned figures for 1980-81 shown in the table above can be compared with the following figures reflecting actual performance:

	Centres opened		Children enrolled	
	Primary level	Middle level	Primary level	Middle level
1980-81	5 364	1 404	101 049	19 412

The categories of children are as follows:

	Primary stage			Middle stage		
	Boys	Girls	Total	Boys	Girls	Total
Scheduled caste	24 737 (73%)	8 957 (27%)	33 694 (100%)	4 489 (86%)	733 (14%)	5 222 (100%)
Scheduled tribes	1 357 (57%)	1 008 (43%)	2 365 (100%)	256 (81%)	62 (19%)	318 (100%)
Agricultural labourers	25 428 (71%)	10 244 (29%)	35 672 (100%)	6 139 (82%)	1 342 (18%)	7 481 (100%)
Other weaker sections	19 000 (67%)	9 764 (33%)	29 318 (100%)	5 265 (82%)	1 144 (18%)	6 409 (100%)
Total	71 076 (70%)	29 973 (30%)	101 049 (100%)	16 129 (83%)	3 283 (17%)	19 412 (100%)

Out of the total number of children enrolled in NFE during 1980-81, 72 % are boys and 28 % are girls.

Centre Visits Examplified: Varasari District, Aurai Block (cf map on cover-page)

Background data: Varanasi District consists of 22 blocks spread over an area of 5 092 sq kms. Population of the District is 3 696 mill. (male 1 940 mill, female 1 756 mill). Agriculture is the main occupation supported by two main cottage industries, Carpet and Banarasi Saree (silk and brocades). The place is famous for the fine craftsmanship of these two arts all over the world.

There are three Universities, 19 Degree Colleges, 168 Intermediate Colleges and High Schools, 413 Junior High Schools and 1 681 Primary Schools providing education to 392 028 children up to 14 years and 71 024 up to secondary level.

Aurai Block of this area is about 46 kms west from Varanasi. The area of this block is 1 800 sq kms. Agriculture and carpet industry are the main sources of occupation. A bulk of the population is either agricultur-

al labourer or labourers engaged in carpet industry. During the last twenty years carpet making industry developed in this area. It provides not only employment but higher wages as compared to agricultural labour. This home industry has engaged not only adults but children as well, who perform certain semi skilled work required in this industry. On this account the population dependent on this industry decline to send their children to formal education i e day hour schooling from 10 a m to 4 p m. The area was considered suitable for opening non-formal centres on the basis of an educational survey.

The population of the block amounts to 172 700 (91 300 male, 81 400 female). Among the inhabitants 40 100 belong to the Scheduled Caste (socially and economically deprived). 62 Primary Schools, 16 Junior High Schools, one High School and two Intermediate Colleges are engaged in providing formal education in the area. There are also 65 centres for non-formal education. Presently out of total population the number of 6-14 age group children are 42 084. Out of it 13 315 children are getting education through formal and 1 625 through non-formal system of education, leaving a balance of 9 144 out-of-school children which accounts to 37 % of 6-14 age group of population. Among those enrolled in the non-formal system, the boys heavily outmumber the girls.

At present there are 50 centres for 6-11 age group and 15 centres for 11-14 age group children where respectively 1 250 and 375 children are getting education. 25 centres of 6-11 age group were started on 1st July 1980 and 25 centres of 1st February 1981. The children are expected to complete their education in two years. It is expectedthat they will then have academic and functional ability up to Grade V.

15 centres for 11-14 age group started on 1st February 1981. It is planned that the children will complete their education in three years. They are expected to acquire academic and functional ability up to Grade VIII.

Instead of educational activities, occasionally cultural and entertainment programmes like music, indoor games, one act plays ('Bhajan' and 'Kertans') etc are organized to make the centres attractive and interesting to the children.

'Experience shows that at some of the places response has not only been satisfactory but encouraging.At the same time in certain areas we are facing the problem of bringing these categories of children to our centres regularly. We are concentrating our efforts to these sick centres and hope to overcome the problem' (statement made by the District Education Officer).

The Swedish team visited three centres in Aurai block. Their main characteristics can be described as follows:

Centre A. 24 children (three of them girls) 9-11 years old present. The center located to a private building made available by the village chief. Instructor male Primary School teacher. Textbooks adopted to the NFE. 12 children, however,not having any text-books (they took the books home, the books disappeared or were damaged, now the children are not allowed to bring home books). Insuffieicnt lighting: three hurricane lamps. 14 boys and one girl engaged in carpet weaving during day-time, eight hour six days per week, earning eight Rs per day. The village chief gives strong support to the centre.

Centre B. 26 girls 11-14 years old enrolled. Seven present, 19 away to prepare for a religious feast. Centre located to Junior High School Premises. Instructor female Junior High School teacher earning 60 Rs per month (plus 460 Rs per month as Junior High School teacher during day-time). Textbooks not adopted to the NFE, regular FE textbooks used. Class usually taught 5.oo - 7.oo p m. Insufficient lighting. Possibilities to borrow teaching material from the Junior High School.

Centre C. 14 children (one of them a girl) 9-11 years old present. Total enrolment 25 (six of them girls). Centre located to Junior Basic College. Instructor male Primary School teacher. Textbooks adopted to the NFE, not all children having text-books of their own. Insufficient lighting: three hurricane lamps. Ten boys engaged in carpet weaving during day-time, some of them very skilled and earning 50-100 Rs per month. The children enrolled since July 1980: 14 of them of a standard corresponding to Grade IV or above; 11 of them 'still lagging behind' at Grade I level, according to assessment by means of regular achievement tests. Primary School Examination will be held in May 1982. If 20 children pass,the centre will be up-graded to a Middle Stage Centre. Asked about a picture of Prime Minister Nehru a boy answered that it was Gandhi.

4.3.2 The Madhya Pradesh Non-Formal Education Programme

Objectives

Non-Formal Education has been introduced in Madhya Pradesh with the following specific objectives:

1. to make primary education available to such children of age group 9-14 as have never attended any school,

2. to enable such pupils of the age group 9-14 to complete their primary education as dropped out before reaching Grade V,

3. to make it possible for the drop outs to cover the five-year school syllabus in two years,

4. to impart instructions to the children of the age group 9-14 in such a way that it may not affect their livelihood activities, or going their chores,

5. to enable these pupils to merge into the main stream of education, if they so desire,

6. to make higher education available to such children as have passed the Primary School Examination.

Characteristics

The NFE Programme in Madhya Pradesh was launched already in January, 1975. 147 NFE Centres were financed under a special Government body, the Madhya Pradesh Balika Shiksha Nidhi, up to 1978. In 1978, in view of the beneficial aspects of the project, the State Government came forward to finance the NFE Programme directly. To a very large extent, the national NFE Programme is based on the experimental NFE Programme launched in Madhya Pradesh in 1978.

Curriculum

The State Institute of Education condensed and reorganized the prescribed primary school as well as middle school syllabii with a view to facilitating the pupils of the NFE Centres to complete them in two years. Each syllabus for NFE is divided into 18 units, each with its own built-in evaluation system. The syllabus is not class-wise. Instead, it is an integrated one, covering the course of study from I-V Grade and VI-VIII Grade. While condensing the syllabus, redundant portions of the primary or middle school syllabii were either deleted or cut-short. However, the standard of the formal school syllabus has been kept intact.

Administrative set up

Powers of planning and administration of the Programme rest with the Director of Public Instruction, Madhya Pradesh. The work of training, academic guidance and supervision has been assigned to the State Institute of Education. Separate cells for NFE have been set up in the State Institute of Education and at each divisional Headquarters. There are two categories of NFE Centres, viz District Centres and B T I Centres. District Centres are under the control of the District Educational Officer, and the B T I Centres are under the Principal of the concerned Basic Training Institute.

Supervision

Supervision of the NFE Centres is regularly done in the following manner:

Assistant District Inspector of Schools inspects the District Centres allotted to them once a month. Each A D I has to look after 50 formal schools and maximum six NFE centres. The District Educational Officer tours his District once in a quarter of a year and supervises the centres.

Government Colleges of Ecucation have been assigned the work of supervision of the centres falling in their jurisdiction. At least once in a year the State Institute of Education deputes one of the officers on its staff for supervising the centres. The Principal of a Teacher Training Institute does the inspection of his centre once a month The Principal of the College of Education supervises twice in a year the centres falling in his jurisdiction.

Organization of units at the Centre

The Instructor in charge of a non-formal centre, having assessed the pre-admission academic standard of his pupils, puts them into different units according to their academic standard. Normally an instructor at an NFE Centre is required to teach three to four groups at a time. It requires skill of high order. So what he does is that he picks up the group that needs his most attention for actual teaching and gives other groups other work in the meantime. In this way a single Instructor manages various groups at an NFE Centre.

Orientation Programmes

'Orientation of Instructors takes place during two annual workshops, organized in the Teacher Training Institute for primary level. Fresh instructors are given six days' training; experienced instructors are given 4-day refresher course. Practice teaching by student teachers of the Teacher Training Institute in NFE Centres has been made compulsory with a view to making trained teachers available for NFE in the future.

Orientation of Supervisors is held every year at the State Institute of Education. In this workshop one lecturer from each Government College of Education and one Assistant District Inspector of Schools from each district participate.

Orientation of Principals and Lecturers of the Teacher Training Institute, in the kind of a short-term workwhop, is also undertaken.

Financing

An amount of Rs 100 is given to each centre for contingent expenditure such as lighting arrangements, purchase of stationery etc.

An amount of Rs 150 is given to each centre for other necessary arrangements such as purchase of five hurricane lanterns, a wooden black board etc. This amount is given only once.

Text books and exercise books are supplied to the pupils free of cost.

The Instructor of the NFE Centre is given an amount of Rs 50 as remuneration for every student who has passed the Fifth Grade Examination and Rs 100 for every successful student in the Eight Grade Examination.

At the centres in the Teacher Training Institutes, remuneration is not given to the pupil teachers. Instead, this amount is set aside for the development of the centre.

Achievements

The following comparative description regarding the number of NFE Centres and the strength of the pupils therein delineate the achievements of the project.

Year	No. of Centres		Enrolment		Pupils Progress			
	Primary level	Middle level	Primary level	Middle level	Appeared Primary	Appeared Middle	Passed Primary	Passed Middle
1975/76	95	-	2 306	-	370	-	202	-
1976/77	52	-	2 899	-	608	-	304	-
1977/78	250	-	7 000	-	700	-	335	-
1978/79	200	-	8 500	-	850	-	442	-
1979/80	2 000	2 000	29 400	12 000	2 800	1 200	1 204	600
1908/81	1 050	1 050	21 000	21 000	5 000	2 700	3 250	1 200
1981/82	306	306	4 500	3 600	results awaited			

It may be noted that girls are less than 25 % of the total number of enrolled pupils in the NFE Programme in Madhya Pradesh.

The 'Earn While You Learn' Scheme

Madhya Pradesh is, in comparison to other states, poorer and more backward. In most of the communities in there, the children are forced to earn their own

livelihood or support their families right from a very early age. Their parents cannot afford to send their children to school at the price of losing a part of the meager family income. Consequently, there is low enrolment in schools, and the percentage of drop-outs is very high too. In 1977, a committee of experts was constituted in the State under the chairmanship of the then Director of Public Instruction, Mr S Sathyam. The Committee recommended the introduction of a scheme under which the children might utilize their leisure hours in some sort of productive work and might also earn some money. This scheme was introduced in Madhya Pradesh in October 1978.

The objective of the scheme are the following:

- to attract the non-entrants to schools,

- to provide opportunities to the drop-outs to earn money so that they may be able to complete at least the elementary education,

- to provide educational opportunities to the children of economically weaker sections of the society in general and to the girls in particular,

- to enliven the teaching of craft and work-experience in schools,

- to enable the pupils to utilize their leisure hours in learning a productive skill.

In order to achieve success in undertaking the implementation of the scheme the following factors are to be given full consideration:

- there is often a lack of sufficient capital needed to start vocational training and continue it thereafter,

- there is a problem of marketing the products,

- the school-children often do not possess the vocational skill to produce goods good enough to compete in finish and quality with commercial products,

- there is lack of provision of motivation and incentive to children and teachers.

With the limited financial resources available it has not been possible to launch a massive 'Earn While You Learn' Scheme in Madhya Pradesh. However a beginning has been made, in cooperation with the State Khadi and Village Industries Board. The Board agreed to invest capital in the scheme and to supply raw material to the production centres.

It was decided that under the scheme, only such items should be taken up for production as have regular consumption in the Education Department itself. Hence the production of the following items is undertaken under the scheme:

- tatpattis (mats)
- chalk sticks
- sealing wax
- school furniture.

Approx. 200 production centres had been established by the end of 1980-81. In 1981-82 another 133 centres were planned to be opened. The production categories are as follows:

	No of centres
- tatpatti production centres for boys in the age group 11-15	53
- chalk stick production centres for girls in the age group 9-14	54
- common centres of tatpatti and chalk-stick production established in the Basic Training Institutes	45
- sealing wax production centres in tribal areas	3
- school furniture production centre	1
- sub-centres for production of tatpattis in primary and middle schools	16
TOTAL	

Normally the children work in their craft periods but the production centres remain open even in the off-school hours and on holidays. It generally takes an hour to weave one tatpatti (measuring 28' x 1½') and for this work a child gets a remuneration of Rs 2/-. Since the minimum daily pay of a child worker according to the State regulation is Rs 2/80, it can be assumed that a scheme where one or two hours of work - plus two hours of sitting through education classes - is more gainful than a full day's hard labour, is in high demand. It can only be hoped that the problems of initiating and expanding the scheme which were listed earlier in this chapter will not hamper the implementation of this innovative and promising scheme for promotion of elementary education.

4.3.3 The Andhra Pradesh Non-Formal Education Programme

Financial Commitments and Targets

In the mid-term Plan for Universalization of Elementary Education in Andhra Pradesh the coverage of the Non-Formal Education Programme in the age group 6-14 was proposed as 1 166 000 children. Due to a drastic curtailment of plan resources, a revised 1980-85 plan to enrol only 543 500 children through NFE has been drawn up. The revised target figure compares with 672 000 for the whole sector of Elementary Education during the same period, thus nearly 80 % of the children to be additionally enrolled in Elementary Education are proposed to be covered under the NFE Programme. About Rs 100 million have been set aside for NFE activities during 1980-85 from State Government resources. Another Rs 80 million (approx.) will be released by the Central Government for the Andhra Pradesh NFE Programme. The financial commitments for implementation of the Andhra Pradesh NFE Programme 1980-85 are reflected in the following table:

Year	State Share	Central Share	Total
1980-81	Rs 6 600 mill	Rs 5 125 mill	Rs 11 725 mill
1981-82	Rs 6 492 mill	Rs 6 159 mill	Rs 12 651 mill
1982-83	Rs 13 200 mill	Rs 13 200 mill	Rs 26 400 mill
1983-84	Rs 31 255 mill	Rs 21 605 mill	Rs 52 680 mill
1984-85	Rs 44 757 mill	Rs 29 887 mill	Rs 76 644 mill
Total 1980-85	Rs 102 304 mill	Rs 75 976 mill	Rs 172 100 mill

The Government of India have released their share of funds during 1980-81 and 1981-82 and it is presumed that necessary provision under the Central Sector will be made available during the coming years too.

In the draft State Plan for 1980-81 through 1984-85 the following number of NFE Centres are proposed to be established to cover envisaged enrolment in Elementary Education (NFE).

Year	Number of new Centres opened/ to be opened			Number of additional children enrolled/ to be enrolled		
	Primary level	Middle level	Total	Primary level	Middle level	Total
(1979/80)	(2 640)	-	(2 640)	(66 000)	-	(66 000)
Actual 1980/81	1 380	-	1 380	34 500	-	34 500
Actual 1981/82	-	-	-	-	-	-
Actual 1982/83	4 560	420	4 980	114 000	10 500	124 500
Planned 1983/84	6 080	1 600	7 680	152 000	40 000	192 000
Planned 1984/85	6 080	4 000	10 080	152 000	100 000	252 000
Planned						

In 1979-80 the NFE Programme began to function in two Blocks in each of the 23 District of Andhra Pradesh. In 1980-81 one more Block per District was covered under the Programme. During 1981-82, due to the financial constraints mentioned earlier, there was no increase in the number of centres opened/ children enrolled. In 1982-83 it is envisaged that three additional Blocks per District will be opened up for NFE activities. Each Block opened up for NFE activities means the establishment of 60 centres, each with an envisaged enrolment of 25 children. About 60 % of the children enrolled in the Programme so far are girls. The launching of the revised 20-point programme by the Government of India gives reason to assume that the expension targets for the remaining years of the Plan period can be achieved (point 16 in the programme makes special mention of non-formal education).

Administration and Supervision

Planning and administration of the NFE scheme vest with the Director of School Education. A Non-Formal Education Resource Centre has been set up in the State Council for Education Research and Training (SCERT). Non-Formal Education Coordinators who look after orientation and re-orientation programmes of NFE instructors have been appointed in each of the Teacher Training Institutes.

The supervision of NFE Centres is organised as follows:

In each District the NFE Centres are to be visited once in two months by the Supervisor. At least seven of the 60 centres set up in each Block should be visited once a year by a SCERT staff member or Joint Director (NFE). Monthly progress reports/visit reports are sent by the Supervisor to the District Educational Officer with a copy to the Joint Director (NFE). In view of the envisaged large scale expansion of the Programme it is being considered to delegate the work of reviewing these reports to the Dy. Educational Officers.

Supervisors of NFE Centres have been trained at SCERT. One resource person (a teacher from the regular school system) and one Supervisor from each of the Blocks where NFE Centres have been opened, have participated in this training. The supervisors were acquainted with the plan, philosophy, syllabus, teaching aids, evaluation systems etc. Orientation programmes for Instructors have been arranged in the State at Block headquarters. All the field officers of the School Education Department have also been exposed to this orientation recently, so that they can co-operate in the implementation of the Programme.

Teaching arrangements at the NFE Centres

The maximum number of students at each centre has been fixed at 25. One instructor works at the centre. The instructor is paid on a monthly basis, in accordance with the principle of a total remuneration of Rs 50/- per child and year. In the normal case of a class of 25 students the pay of the instructor works out to Rs 104/- per month. Unemployed educated youth are preferred as instructors whenever they can be found in the village where a centre is to be established. The second choice appears to be retired formal school teachers. Only as a third and last alternative employed teachers from the formal schools are recruited to the NFE Centres.

A minimum of two hours of teaching is expected at each centre during a day. 20 days of work per month is envisaged. 16 holidays per year in accordance with local wishes and needs are decided by the District Educational Officer. School timings are fixed according to the convenience of children. Mostly classes are held in the evenings. If a child remains absent for long, he can return and begin again from the point where he left. The teaching methods used encourage self-teaching and self-learning. Knowledge already acquired by a newly admitted student is assessed. He/She is then alloted units in different subjects.

Attendance and progress records are maintained systematically.

Syllabus framing

A separate syllabus has been prepared by the Non-Formal Education Resource Centre. It has three areas: Mother Tongue (Telugu), Arithmetic and Environmental Studies. The syllabus for environmental studies is divided into 16 units. Each unit has a built-in evaluation system. The syllabus is so drawn up that the different units have a close relationship with children's environment, meet their immediate needs and prepare them to meet the challenges of life. The syllabus is integrated from Grade I to V. The five-year syllabus of the primary stage has been so reorganized that it may be completed in two years.

It should be noted that the education given at present at the NFE Centres is not along the lines of the syllabus described above. That syllabus is in the final stages of preparation; in the centres teaching is done with the help of formal education material and methods. The present temporary and provisional system has sometimes been described as 'formal education less its rigidity'.

Education Material

Out of the paper purchased by the Government of India for the NFE Programme under funding by SIDA 1 600 metric tonnes have been allotted to Andhra Pradesh for the purpose of printing text-books and related materials for the NFE Programme. Out of this, the following quantity was received by December 1981:

Mechanical glazed newsprint	468 M T
Wood-free white printing paper	116 M T
White Art Card	66 M T
TOTAL	650 M T

The subsequent consignments have been received by the Hindustan Paper Corporation (acting as clearing agents for the Government of India) in February 1982. Pending receipt by the State Government of this gift paper, the books printed so far have been printed on the Government quota paper released by the Education Department of the Government of Andhra Pradesh to the Telugu Academy.

It was originally considered that the A P Text Book Press would be able to print all the NFE text books and material, but it could not do so. Nor could the Telegu Academy, which has also taken a long time to deliver the books. Decisions have been taken to give the printing work to private printers.

Unit cost per centre and year in Andhra Pradesh

1. Cost of teacher at Rs 50/- per child	Rs 1 250
2. Contingency at the centre (Kerosine, chalk etc)	Rs 300
3. Supervisor's salary	Rs 180
4. Coordinator's salary	Rs 50
5. TA/DA (allowances) to Supervisor	Rs 60
6. TA/DA (allowances) to Coordinator	Rs 10
7. Stationery and postage at supervisor's and coordinator's offices	Rs 10
8. Salary of Assistant/Clerk and Attendant at supervisor's office	Rs 200
9. Cost of instructional materials	Rs 250
TOTAL	Rs 2 310
Unit cost per child (25 children)	Rs 92/40

5 UTILIZATION OF SWEDISH FINANCIAL SUPPORT

5.1 Procurement of Paper for the NFE Programme

The Specific Agreement regarding the Project for SIDA Support to the Non-Formal Education Programme states that, in accordance with the expressed wish of the Government of India, the funds provided by Sweden shall be used for import of about 20 000 metric tonnes of paper and newsprint.

Although the Agreement was signed in January 1980 and action to implement the Project was initiated immediately thereafter, it was only towards the end of 1980 that a scheme under the Sixth Plan for 1980 - 85 for extending commodity assistance to all States and Union Territories in the form of paper could be finally approved. Accordingly, this new scheme was taken up for implementation in India's financial year 1980-81 itself. For 1980-81, the budget of the Ministry of Education provided Rs 42 million for commodity (paper) assistance. This amount consisted of two elements, one to cover the cost of imported paper (i e the Swedish assistance) to the amount of Rs 21 million, and the other one, also Rs 21 million, for paying duty on the imported paper. It may be mentioned that the Swedish contribution of Rs 21 million initially meant for imports during 1979-80 and SEK 9.3 million for 1980-81.

The task of procuring paper from the international market was entrusted with the State Trading Corporation (STC), a public sector undertaking. Although the entire amount of Rs 42 million was made available in advance to the STC with a view to having the entire shipment of 3 200 metric tonnes of paper (the estimated requirement for the two years 1979-80 and 1980-81) by May 1981, unfortunately, STC could not arrange the shipment of the entire quantity by then.

The 3 200 metric tonnes of paper for 1979-1981 comprise

- 320 MT of white art card for covers
- 580 MT of offset printing paper for illustrated texts
- 2 300 MT of glased newsprint for text.

The first two of the above mentioned varieties of paper with the quantities mentioned against them were received at Madras port in 1981 and have been distributed among the States and Union Territories. For the third variety of paper, i e the glazed newsprint, shipment took place in two instalments. With the arrival of the second consignment (400 MT's) in early March 1982 all the newsprint under the 1979-81 order had been received. The paper has been subsequently distributed to the States/Union Territories. The NCERT as well as the various States and Union Territories have already gone ahead with the preparations

and printing of books, guides etc, required for the NFE Programme by drawing paper from other stocks on loan to be replenished by the paper received under the Central Plan Scheme. A list giving all details about the allotments of paper to the States/Union Territories is available with the mission team but, for the sake of space, not included in this report. Specifications of the three varieties of paper, their value and the suppliers are:

Variety of Paper	Quantity	Packing	Price per MT	Name of Supplier
Matt surfaced White Art Card	320 MT	Reams of 250 sheets each in bales	US $ 885	Band Sangsa Co Ltd, Seoul, Korea
Wood free Matt white offset printing paper	580 MT	Reams of 500 sheets each in bales	US $ 755	Bando Sangsa Co Ltd, Seoul, Korea
Mechanically glazed newsprint	2 300	Reams of 500 sheets each in bales	US $ 668	M/S Sreyermuhl, Vienna, Austria

The amount of SEK 14 million, projected to cover the import of 4 000 MT of paper in 1981-82 was disbursed by SIDA to the Government of India in early 1982. Through the STC the following amounts of paper are being procured:

- 400 MT of white art card (order being placed with an Indian manufacturer)

- 725 MT of offset printing paper (order being placed with an Indian manufacturer)

- 1 375 MT of glazed newsprint (delivery from stock available with STC of newsprint from Finland)

- 1 500 MT of glazed newsprint (order placed in Finland for delivery in three instalments: in March, April and May 1982).

As for the years beyond 1981-82 little more can be said than that the Government of India expect their requirements of paper to tally with the estimates in the Project Description regarding the SIDA support.

5.2 Possible Untying of Swedish Financial Assistance

In a concluding meeting in the Ministry of Education a representative of Government of India enquired whether SIDA might be in a position to accept a de-

linking of the Swedish financial assistance from the procurement of paper. As the proposal of restricting SIDA's support to financing of only paper originated from the Government of India whereas SIDA had initially taken a more open view as to the components in the programme which could be supported it was felt by the Swedish team that such a de-linking might be acceptable to SIDA. It was agreed that the Government of India would explore the de-linking proposal further before a request to SIDA for a suitable revision of the Agreement be considered.

6 THE NON-FORMAL EDUCATION PROGRAMME - QUALITATIVE PERFORMANCE ASPECTS

As evidenced by what has been reported in the chapter on quantitative programme performance, the actual NFE enrolment so far has not reached the target figures set in the Sixth Five-Year Plan. In view of the complexity of the undertaking to cater for the out-of-school children and drop-outs by means of NFE the delay is a rather natural one. The building up of the various meta-systems (curriculum development, textbook production, training and recruitment of instructors, administration and supervision etc) surrounding the activities in the centres is a time-consuming activity. The following remarks and conclusions blending positive and negative points-of-view should be seen against that background. They are based on contacts with administrators at national, state and district levels, on interviews with field personnel and teachers, and on direct observations during visits to 24 centers in Andhra Pradesh, Uttar Pradesh and Madhya Pradesh. No doubt it can be discussed how representative our observations are. As regards at least the two first mentioned states where we spent most of our 11-day itinerary we think, however, that we have got a rather clear and detailed picture of the present state of affairs and of the development potentials of the NFE Programme.

6.1 Remarks and Conclusions

1. The planning of curriculum development and the production of prototypes for ruralized and locally more relevant curricula and syllabi are impressive and well conceived parts of the drive on universalization of elementary education. The academic/planning side of these innovations, however, appears to run away from the practical/implementation side. Part of this problem seems to be reflected in the slow progress in building up Block Level/Village Level Decentralized Resource Centers. The net-work now mainly consists in a ambitious and knowledgable Central Resource Center, Regional Decentralized Resource Centers and Third Level Decentralized Resource Centers linked with the Teacher Training Institute. Then at local level there is almost nothing.

The Block Level/Village Level Decentralized Resource Centre do not exist, which makes it difficult to get hold of and develop further educationally constructive ideas and small scale production of teaching material at the grass-root level.

2. Another time-lag is represented in the delay in enrolment. Although there have been a gradual decrease in the magnitude of target figures laid down in successive official documents and master plans since the programme first was pondered, the present targets for the 1980-85 period seem unrealistically high. The heavy time pressure that these imposes are, among other things, manifested in the very high ambition as regards the flow of children through the programme. On the average, it is envisaged, a NFE child should pass through in two years whereas a child admitted into the formal education (FE) system is given five years to complete his primary school training. Taken into account that a NFE child gets about half as many weekly hours as a FE child, the NFE should outweigh the FE system by an efficiency factor of five. It may be doubted, that this can be the case.

3. The general notion that two years should be enough may have other unwanted consequences. It may jeopardize the central idea that the NFE should be something else than just a condensed form of the FE. It may lead to a highly result-oriented and examination-oriented type of training.

4. Rural children and children from scheduled tribes and casts constitute particularly central target groups. In those respects the programme seems to persue its objective in a rather successful way. When such project as the CAPE later on will be introduced on a full-scale basis, then this tendency will be even stronger.

5. Another important target group is represented by the girls. Here it seems that the efforts and results are not yet up to the standard expected. Possibly it is due to the fact that so far one has not managed to get female teachers recruited to a satisfactory degree. Most of the instructors are taken from the group of male in-service teachers or retired teachers. Since this group represent about 70 per cent of the total primary school teacher supply the lop-sidedness may depend on the preference for having in-service or retired teachers. Here also the CAPE and similar schemes probably will have a positive effect, as well as a broadening of the teacher recruitment basis and an intensifying of the training programmes for instructors. Besides such improvements of the educational system per se, also other measures must be taken, e g establishing of child-care centres where the girls can leave their small siblings when they themselves attend classes.

6. At district level and under the District Education Officer the main links down to the local Centres are represented by field advisors, field coordinators and supervisors. Being far from complete the system here, among other things, often suffers from understaffing, shortage of transportation vehicles etc. Due to such and other drawbacks the administrative monitoring of the programme risks to be erractic. Supervision might become irregularly inspection rather than continous advisory service. If specific priority should be given to some of the improvements needed as regards the administrative machinery, then an expansion and a qualitative strengthening of the supervision system from district to centre/village level seems to be one of the most urgent issues. In that context it might be worthwhile to consider also the possibility of establishing combined posts as supervisors for both formal and non-formal education.

7. Another reason why there are organizational and administrative drawbacks at local level seems to be that little of the plans to establish village school committees representing a broad spectrum of the people concerned and directly involved has materialized. The steering agent is rather bureaucracy than grass-root democracy. This weakness is, however, to a vast extent compensated for by the surge for education exibited by the village people. Nevertheless, to guarantee the progress and successful carrying through of already the 1980-85 phase of the programme the idea of local committees deserves serious consideration.

8. According to what has been planned for non-Government organizations should be given opportunities to take part in the drive to universalize primary education by means of NFE programmes. No doubt the engagement of such bodies and their political or religious leaders would give further momentum to the campaign. To judge from our observations such additional resources have not yet been capitalized upon to more than a marginal extent.

9. In general, there seems to exist a rather sharp line of demarcation at all levels between educationists ('qualitative aspects' personnel) and administrators ('quantitative aspects' personnel). The NCERT as well as the SCERTs attempt, however, to bridge that gap by means of seminars and training courses for both types of staff. These activities seem to deserve to be further developed and made more frequent.

10. A similar sharp line of demarcation seems to exist between the NFE Centres and the adult education centres. Taking into consideration the fact that the majority of students passing through the non-formal system probably will not continue into the formal system but will be satisfied with having got functional literacy, the linking of various follow-up activities for them to corresponding activities for adult neolitterates seems necessary.

11. Regular meetings where the responsible officers of the nine educationally backward States can exchange views and experiences seem to be rare. Meetings of that type deserve to be seriously contemplated.

12. The instructors are recruited from various categories of professionals: in-service teachers, unemployed teachers, retired teachers, unemployed educated youth etc. As examplified in Madhya Pradesh and Uttar Pradesh the majority comes from the first mentioned group, from teachers who during day-time are also active as ordinary primary school teachers. There also seems to be a preference among high-up administrators at state level for the just mentioned group, whereas many officials at NCERT level rather advocate the advisability of posting instructors especially trained for the non-formal programme but not burdened by the traditional methods of the formal school system.

As a rule the instructors should attend a short introductory course on objectives, contents and methods of the non-formal programme. So far only a minority has been given such opportunities, let alone the fact that the follow-up courses also planned for has materialized to an even more marginal extent. The introductory courses among other thing aims at familiarizing the instructors with what could be called a direct method of teaching reading and writing, based upon the spoken word and concepts which are well-known to the child. The corresponding method used in the formal school is a more analytic one, staring with learning letters and putting them together to words and phrases.

In spite of considerable efforts, the last mentioned method seems to dominate the non-formal programme.

In the view of what has been said above the need for a strengthening of the instructor training programmes must be given high priority.

13. Each instructor teaches a group of some 25 children. Sessions are held during the evenings and usually last two hours, six times per week. Remuneration is either paid on a monthly basis or given as honoraria in accordance with the number of children who successfully have passed the Primary School examination (at the end of Grade V) or the Middle School examination (at the end of Grade VIII). If an instructor manages to get a child through the first mentioned examination Rs 50 will be given, the corresponding figure for a Middle School examination pass is Rs 100. In Madhya Pradesh where the last mentioned remuneration mode is practised, an in-between mode may be adopted on an experimental basis to the effect that a certain part

of the remuneration will be given monthly and the remaining amount reserved as an incentive for the instructor to work hard on getting the children up to Grade V and Grade VIII standard. This seems to be a better way of paying the instructors than the present one, which undoubtly means a heavy emphasis on examination oriented methods and knowledge and a risk for negligence of the slow learner. At the same time the present way can be seen as a reflection of the high ambition to give credibility to the non-formal system and to avoid the risk of having it looked upon as a second-rate programme. Weighing the pros and cons against each other most educationists would, however, probably like to see remuneration solely based on monthly payments as the most advantageous one. To add a further point of view on the salary system, the present magnitude of Rs 50-100 per month corresponds badly with the important tasks incumbent upon the instructor. As stated by many, not only the instructors themselves, an increase deserves to be seriously contemplated.

14. Many of the schools are located in regular school, other ones in temples, private homes or in open court yards . The regular school location have obvious advantages but there may be difficulties in respect of such villages where the school is situated outside the village habitation; long distance to go, weak contact between school and homes and between instructors and parents etc. It may, therefore, be necessary to consider to a larger extent the possibilities of establishing centres in places other than school premises.

Lighting is no doubt a serious problem; a few hurricane lamps, sometimes a petro-max lamp or a faint electric bulb. Towards that background one can judge the advisability of the present text book design: small-size letters, crammed pages, illustrations often drawn in thin lines and filled with details. The recommendation here can be just one: better light and larger text (at least 18 points, instead of common 14 point-print).

As regards textbooks many centres still await the readers and maths books especially produced for the non-formal programme. Irrespective of type (traditional or non-traditional ones) there also seems to be a scarcity of books to the effect that many children have to share with his/hers class-mate sitting near by.

15. The successful experiment in Madhya Pradesh on introducing the Earn-While-You-Learn system as an incentive for the children to enrol in the NFE should be extended and introduced also in other states.

In most states the necessity of earning money and contribute to the daily living of the family creates nearly unsurmountable obstacles for enrolment. Every attempt to combine education and gainful activities therefore should be encouraged.

Continous evaluation of the NFE programme has been the object of elaborate planning and most possible a well-conceived scheme will be implemented later on. It seems, however, necessary to introduce as soon as possible, an effective system for registering drop-outs from the programme. For the time being no such data are available. The demand on a better check on drop-out rate can be particularly stressed by referring to the fact that wastage of that type is one of the main reasons for the low efficiency of the formal system. The non-formal system should not be allowed to be plagued by the same weakness.

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16. The Swedish team considers it sufficient, as far as monitoring is concerned if in 1985 reporting is undertaken in accordance with the principles laid down in the 1980 Specific Agreement on SIDA support to the Non-Formal Education Programme. The team suggest, however, that in 1984 (during the first quarter of the year) a final project consultation should take place, along lines as those guiding the 1982 mid-term consultations. This proposal was brought up in the concluding meeting with the Joint Secretary (Schools) who welcomed such a consultation in early 1984.

17. The Swedish team also suggests subject to Government of India's formal request for such a revision, that the Swedish support to the Non-Formal Education Programme be de-linked from the supply of required amounts of printing paper and instead would take the form of plain financial support to the programme as a whole. It would be easier to monitor such a support and it is the view of the team that a number of misconceptions, on the Indian as well as the Swedish side, regarding the kind of assistance provided could be avoided if such a de-linking took place. It is proposed that the financial support to the NFE programme would remain at the same levels as envisaged in the Project Description annexed to the 1980 Specific Agreement (cf Section 6.2)

6.2 Summary Conclusion

In a condensed form the conclusions given in the previous section can be listed as follows:

- better coordination of planning and implementation,

- extension of the Resource Centre net-work to include also Block/Village level Resource Centres,

- more realistic target figures,

- the idea of getting a NFE child through Primary School in two years may lead to a highly result-oriented type of education; more flexible timing of the flow,

- further focusing on the necessity of enroling girls in the NFE programme,

- strengthening of the administrative machinery, particularly the one linking district level to centre/village level,

- establishment of village school committees,

- engagement of Non-Government organizations in the universalization drive to a larger extent than at present,

- further measures necessary to bring together administrators and educationist (by means of common seminars, training courses etc),

- better coordination between NFE activities and Adult Education activities,

- more frequent meetings where the education officers in charge of the NFE programme can come together and exchange views and experiences,

- better preparatory and follow-up training of the instructors,

- remuneration to instructors to be paid on a monthly basis; the possibility of increasing the salaries must be seriously contemplated,

- better lighting, larger print in and sufficient supply of text books necessary if the centres should have a chance to function properly,

- schemes of the Earn-While-You-Learn type to be encouraged,

- introduction as soon as possible of an evaluation system to make possible checking on drop-out rate;

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- a final project consultation to take place in 1984, along the same lines as those guiding the present 1982 mid-term consultation,

- the possibilities to delink the Swedish support from supply of printing papers to imply, instead, plain financial support to the NFE programme as a whole to be negotiated by the authorities concerned.

6.3 Final Remark

The Swedish team is convinced that the NFE programme represents a most worthwhile undertaking. Although characterized to a certain extent by delay and shortcomings, it has already ment that a plentitude of children are given a chance to develop basic academic skills and knowledge. It raises the awareness of the value of education. It also contributes to a de-mystifying of the written word and to an unmasking of its exploiters.

NON-FORMAL EDUCATION PROGRAMME FOR CHILDREN IN THE AGE-GROUP 9-14 YEARS, INDIA.
TERMS OF REFERENCE FOR MID-TERM CONSULTATION

BACKGROUND

In January 1980, an agreement was signed between Sweden and the Government of India, represented by the Ministry of Education. Under this Agreement, the Government of Sweden through the Swedish International Development Authority (SIDA) made available, on grant basis, a total amount of 75 million Swedish kronor for the period 1979-1984, as a support to India's programme of Non-Formal Education for the Age-Group 9-14 years, the NFE-programme. In view of the large quantity of paper required for the production of text-books, the Government of India is utilizing this cash assistance for import of about 20 000 metric tonnes of paper.

During the 1981 Indo-Swedish consultations it was agreed inprinciple that a SIDA mission should visit India in March-April 1982 for a mid-term consultation. At a meeting between SIDA, State Trading Corporation, Department of Economic Affairs and the Ministry of Education on December 7, 1981, this tentative agreement was confirmed.

Purpose of the study

The purpose of the consultation is to study the development of and the plans for further implementation of the Non-Formal Education programme for the Age-Group 9-14. The team should also study the distribution and utilization of the paper imported under financial assistance by Sweden.

Duties

Through visits to educational institutions, discussions with the Indian authorities concerned, as well as study of relevant documents, the mission should

a) summarize the development of the NFE-programme 1980 and 1981 in relation to the plans;

b) look into the present situation of the NFE-programme as regards teaching premises and education material;

c) look into the availability of instructors for the NFE-programme as well as their qualifications;

d) study the recruitment of students with special reference to age, sex, social group, distance to school and educational background, as well as their achievements;

e) identify p9ssible constraints in the NFE-programme;

f) look into the process of procurement, distribution and utilization of the paper financed by Sweden. Discuss the utilization of Swedish funds 1982-84, and suggest a system of follow-up and evaluation of the programme.

A final report written in English should be completed not later than April 30, 1982.

Members of the team

The team will consist of Dr Olle Österling, Chancellor of Stockholm School of Education, and Mr Jörgen Persson, Economist, DCO, New Delhi.

Duration

Three weeks, during the period 22 March-12 April 1982.

Costs

The costs for the mid-term consultation will be borne by SIDA.

PROGRAMME FOR CONSULTATION: SWEDISH SUPPORT TO THE NON-FORMAL EDUCATION PROGRAMME (9-14 YEARS), 22 MARCH - 9 APRIL 1982

	Forenoon	Afternoon/evening
Monday 22 March	Arrival of Dr Österling: transport to hotel	Discussions Swedish Embassy
Tuesday 23 March	Ministry of Education: Initial meeting with Jf Secretary (schools) and other officials	State Trading Corp's: Meeting with Mr K C Ananth, Group Executive and others
Wednesday 24 March	Reading of background notes	Reading of background notes
Thursday 25 March	Flight IC 439 to Hyderabad 0620 - 0815; Meeting with Special Secretary (Education) Gov't of Andhra Pradesh and other officials	Meeting with Head of SCERT, Hyderabad and other SCERT officials; Visit to godown and the stock of printing paper; Visits to 3 NFE Centres in Hyderabad city
Friday 26 March	Preparation of notes and visit to Golconda	Travel by road to Nagarjunasagar; Visit to one NFE Centre in Guntur District
Ssturday 27 March	Preparation of notes and visit to Nagarjuna konda	Travel by road to Vijayawada; Visits to three NFE Centres in Krishna District; Night train to Tirupati
Sunday 28 March	Discussions with educationists from Chittoor District and visit to Tirumala Temple	Visits to three NFE Centres in Chittor District
Monday 29 March	Visit to Karvetinjgar Teacher Training Institute	Flight IC 519 to Hyderabad 1630-1805; Meeting with Special Sec'y (Education); Flight IC 515 to Delhi 1915 - 2220
Tuesday 30 March	Flight IC 489 to Lucknow 0900-0955; Meeting with Education Secretary, Gov't of Uttar Pradesh and other officials	Travel by road to Dudhuwa; Visits to two NFE Centres in Kheri District
Wednesday 31 March	Travel to Lucknow by road; Meeting at Lakhimpur with Mr I P Panday, Deputy Commissioner, Kheri Distr.	Meeting with Director, SCERT and other SCERT officials; Meeting with text book printers; Visit to godown and the stock of printing paper; Visit to text book printing press
Thursday 1 April	Travel by road to Allahabad; Meeting at State Inst. of Education, Allahabad	Meeting with NCERT Field Advisor, Allahabad; travel by road to Varanasi; visits to three NFE Centres in Varanasi District.

Programme for Consultation (continued)

	Forenoon	Afternoon/evening
Friday 2 April	Boat tour on the Ganga; Visit to Sarnath	Flight IC 408 to Khajuraho 1250 - 1330; Meeting with Ass. Director of Public Instruction; Gov't of Andhra Pradesh; Visits to three NFE Centres in Chattarpur Distr.
Saturday 3 April	Visit to temples: Preparation of notes	Flight IC 408 to Agra 1400-1440; Visits to three NFE Centres in Agra District
Sunday 4 April	Sight-seeing in Agra	Flight IC 408 to Delhi 1520-1550
Monday 5 April	Preparation of mission report	Preparation of mission report
Tuesday 6 April	Preparation of mission report	Preparation of mission report
Wednesday 7 April	Ministry of Education: concluding meeting with Jt.Secr.(Schools) and other officials	Visit to NCERT
Thursday 8 April	Preparatiosn of mission report	Preparation of mission report
Friday 9 April	Departure of Dr Österling from Delhi	

The Education Division at SIDA initiates and implements a large number of studies regarding education and training, especially in SIDA's programme countries.

In order to make these studies more readily available, they will be published in a series called "Education Division documents". This series will also include earlier studies considered to be of current and general interest.

Included in this series:
No.1: "Education and training in Sri Lanka" by O.Engquist, L,Jivén, K.Nyström.
No.2: "Education and training in Botswana 1974-80" by J.O.Agrell, I.Fägerlind, I.Gustafsson.

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