

SCHEME OF NON—FORMAL EDUCATION

Scheme for Assistance to Voluntary Agencies
for Non-Formal Education for Elementary Age-Group
Children Under the Programme of Universalisation of
Elementary Education

&

Scheme for Assistance
for Experimental and Innovative
Programmes
for the Education at the Elementary
Stage
Including Non—Formal Education



NUEPA DC



G1585

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION
NEW DELHI
1988

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Safdarjung Marg, New Delhi-110016
DOC. No.....
Date.....

G/1585

CONTENTS

	PAGE
1. The Policy	1
2. Non-Formal Education	
3. Special Features of NFE	2
4. Financial Aspects of the Scheme	3
5. Parameters of the Revised Scheme	4
6. Reorganisation of NFE Scheme into Projects	5
7. Involvement of Voluntary Agencies and Panchayati Raj Institutions	6
8. Staff Selection and Training	7
9. Procedure for Sanction	
10. Monitoring System	10

List of Appendices

I. A list of NFE "Models"	12
II. Cost of a Non-Formal Education Centre & Project	13
III. Assistance to State Governments of the Ten Educationally Backward States for Strengthening of Administrative System for NFE	14
IV. Scheme for Assistance to Voluntary Agencies for Non-Formal Education for Elementary Age-Group Children Under the Programme of Universalisation of Elementary Education	15
IVA. Form for Release of Instalments of Grants-in-aid to Voluntary Agencies	

V.	Scheme for Assistance for Experimental and Innovative Programmes for Education at the Elementary Stage Including Non-Formal Education	44
VI.	Guidelines for Proposals to be Submitted for Assistance for NFE by State Governments	55
VIIA.	Quarterly Progress Report for the State Government Programme for NFE	57
VII B.	Quarterly Progress Report of the Voluntary Agencies for NFE Programme	59

SCHEME OF NON-FORMAL EDUCATION

The Policy

Universalisation of Elementary Education (UEE) has been one of the goals of educational development. It is a part of the Minimum Needs Programme as well as the 20-Point Programme, 1986. The National Policy on Education 1986 (NPE) also gives an unqualified priority to UEE. It resolves that it shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream, and likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age. The Policy further states that the National System of Education implies that upto a given level all students have access to education of a comparable quality.

Non-formal education

NPE and the Programme of Action (POA) envisage a large and systematic programme of Non-Formal Education (NFE) for habitations without schools, school dropouts, for working children and girls who cannot attend whole day schools. NFE is visualised as child-centered, environment oriented, flexible system to meet the educational needs of the comparatively deprived geographical areas and socio-economic sections of society. Stress is, therefore, laid in NPE/POA on provision of adequate facilities, including modern technological aids, for creation of an environment which would motivate children to participate in these programmes. Emphasis has also been laid on selection of dedicated persons from the local community to serve as instructors and on their training. Good quality learning material is to be developed and provided free of charge to all pupils in the non-formal centres. This programme assumes that, if the essential requirements for running a good programme are fulfilled, NFE can result in provision of education comparable in quality with formal schooling. The essential characteristics of NFE are organisational flexibility, relevance of curriculum, diversity in learning activities to relate them

to the learners' needs, and decentralisation of management. Efforts are to be made to evolve different models of non-formal education programmes and agencies implementing the programme are to be encouraged to evolve and adapt the most suitable model depending upon the requirements of their target groups. A write-up on the various extant models is attached as Appendix-II to this Scheme.

Special features of NFE

In addition to the above referred characteristics, NFE will have certain features which will help in maintenance of quality of the programme. These features include—

- (a) a learner-centered approach with the instructor as a facilitator;
- (b) emphasis on learning rather than teaching, and for this purpose the capability of the children to learn from each other needs to be highlighted;
- (c) organisation of activities so as to enable learners to progress at their own pace, but using efficient techniques to ensure fast pace of learning;
- (d) Stress on continuous learner evaluation and certification of learners;
- (e) provision of proper lighting arrangements at the NFE centres and necessary equipment;
- (f) in terms of scholastic achievements (particularly language and maths), following the norms set in the formal system, both because of its desirability per se and because it is essential for entry into the formal structures;
- (g) creation of participatory learning environment and treating the children with the regard they deserve as persons engaged in productive activities;
- (h) organisation of joyful extra-curricular activities including singing and dancing, plays and skits, games and sports, excursions, etc.;
- (i) ensuring that all facilities and incentives given to girls, children of SC//ST, and others in the formal system, are made available in the non-formal system as well in addition to provision of free textbooks and stationery to all pupils.

While NPE/POA have acknowledged the need for (i) above, the operational modalities for giving effect to this decision are yet to be worked out.

Financial aspects of the Scheme

Since the Sixth Plan there is a Central sponsored Scheme for running of non-formal education centres in the nine educationally backward States, viz. Uttar Pradesh, Jammu & Kashmir, Rajasthan, Madhya Pradesh, Andhra Pradesh, Bihar, Orissa, West Bengal and Assam. Under this scheme, assistance has been given to State Governments and voluntary agencies for setting up about 1.50 lakh centres. The pattern of central assistance during the Sixth Plan was as follows:—

i) General centres of NFE	50%
ii) NFE Centres for girls	90%
iii) Projects of voluntary agencies	100%
iv) Innovative Projects	100%

This pattern of assistance is intended to be continued. It has been decided to include Arunachal Pradesh also as an educationally backward State. In addition to the ten educationally backward States it is proposed to extend this scheme on the above pattern to all States in urban slums; hilly, desert and tribal areas; and in projects for education of working children. The expenditure pattern in the scheme has been revised keeping in view the emphasis in the Education Policy on upgradation of the quality of NFE and the deficiencies observed in the evaluation of the programme undertaken by the Ministry. Detailed calculations of the funding pattern for one NFE centre and the staffing pattern have been given in Appendix-II and III. It shall be essential for the State Governments to wholly adopt this pattern. States which pay less than the amount indicated in this scheme to the staff may not remain eligible for central assistance. These are approximate costs and variations may be made in the pay of whole-time workers placed in regular scales of pay. States deciding to adopt a "model" for which this pattern is not suitable may propose alternative pattern—ensuring that the quality of the programme is satisfactory and, by and large, the cost per unit does not exceed substantially unless there are some good reasons to justify it.

Similar consideration will apply in the case of voluntary agencies also. As far as innovative and experimental projects are concerned, the agencies undertaking those projects may prepare approximate financial requirements. Separate schemes have been formulated (i) for involvement of voluntary

agencies in NFE programmes; and (ii) for taking up innovative and experimental projects at the elementary stage, including NFE. Copies of these schemes are at Appendices IV and V

Parameters of revised Scheme

The basic parameters of the new scheme of Non-formal Education include the following:—

- (1) There is no insistence on adoption of what used to be known as the “MP model”, and each implementing agency can adopt a model which is suitable for the clientele, but there is insistence on incorporation of the core curriculum referred to in Section 3 of NFE. There is also insistence that the level to be achieved, particularly in language and mathematics, upon conclusion of the primary stage and the middle stage, should be comparable with the relevant stage in the formal system.
- (2) NFE centre should be a well lit and attractive place which should create a warm and welcoming atmosphere for children. Co-curricular and extra-curricular activities should supplement the usual instructional programme. This will include games and sports, cultural activities, scouting and guiding, excursion, etc.
- (3) Teaching/learning material of good quality should be provided to students free of charge. NCERT and SCERTs have initiated some action in this regard. State Resource Centres (under the Adult Education Programme) and some voluntary agencies have the capability to develop suitable instructional material, and their help may also be taken.
- (4) Greatest attention should be paid to the selection of instructors. The instructor should be a local person who is motivated to serve the community, particularly the weaker sections. Keeping in view the need for increasing the number of women instructors it would be advisable to give priority to women if they are available. Condensed courses should be organised for girls so that women NFE instructors can become available.
- (5) Funds for supervision in the revised Scheme have been provided at the rate of Rs. 400 per NFE centre. The supervisor should be a local person who must reside in close proximity of the centres he/she is expected to

supervise. The number of NFE centres to be supervised by a supervisor has been kept flexible—it can range from 5-6 to 10-12. The supervisor is envisaged as a part-time worker. Wherever feasible experienced instructors possessing qualifications such as matriculation may be appointed.

- (6) The past experience shows that training of instructors and supervisors was poor. Adequate funds have been provided under the scheme to organise an initial training of 30 days for all instructors, followed by about 20 days retraining every year. Divided training of 20 days in the second and subsequent years could be imparted in one session or broken into 2 sessions to be organised at different periods. Likewise special attention has to be paid to the training of supervisors. Separate funds for the training of supervisors have not been indicated in Appendix-II. It is proposed to provide funds for this purpose in the budget of District Institutes of Education & Training (DIETs). Till DIETs become operational, savings under any head in a project may be utilised for the training of supervisors.
- (7) Training of NFE instructors and supervisors will be one of the functions of the DIETs. However, till DIETs are established special improvisation has to be made for organisation of the training. This could be done through good teacher training institutions, voluntary agencies or by bringing together good trainers under the auspices of the project administration.
- (8) The management structure of NFE should be reorganised on project basis.

Reorganisation of NFE Scheme into projects

All expansion of the NFE programme will be in the form of projects. Approximately 100 NFE centres will comprise a project which would be taken up in a compact and contiguous area coterminous, as far as possible, with a CD Block. The main functions at the project level would be (i) to select the supervisors, (ii) to generally supervise the programme, (iii) to promote interagency linkages to give development orientation to the field programme, (iv) to monitor the programme, (v) to ensure provision of materials and supplies, etc. Strengthening is also envisaged at the district and State levels. Wherever

possible the administrative and supervisory structure for NFE and adult education will be amalgamated—including the programme to be taken up through panchayati raj bodies and voluntary agencies. It has been found that scattering NFE centres in a wide geographical area is not conducive to efficiency in management or academic output. On the other hand if the programme is run in a compact and contiguous area it facilitates supervision makes management a feasible task and can create a spirit of solidarity among the NFE workers.

As far as the old NFE centres are concerned, the following procedure may be adopted:—

- (a) On the basis of a review of the location of existing centres a project area may be defined.
- (b) NFE centres running outside the project area so defined should be shifted to the defined project area. The centres which have not been running efficiently and deserve to be closed down should be shifted immediately. Those which are in the midst of a two or three year course should be shifted after completion of the course.
- (c) No new centres should be opened except in accordance with the project approach.

Involvement of voluntary agencies and panchayati raj institutions

NPE clearly spells out that much of the work of running of NFE centres will be done through voluntary agencies and panchayati raj institutions. The Scheme of Assistance to Voluntary Agencies for Non-formal Education for Elementary Age-group children under the Programme of Universalisation of Elementary Education and the Scheme for Assistance for Experimental and Innovative Programmes for Education at the Elementary Stage, including NFE have recently been revised and communicated to the State Governments vide letter No. F.1-44/86-NFE dated, 12 February, 1987 (Appendices-IV and V). The Scheme requires that the State Governments should send their comments on the application of a voluntary agency within a period of 3 months, failing which the Central Government may entertain the application on merits. The Central Government would naturally like to avoid such a contingency. Hence it is necessary that the concerned authorities in the State Government pay immediate attention to the requests of voluntary agencies for taking up NFE

projects. Voluntary agencies should also be expected to take up their projects in a compact and contiguous area and there should be no overlap between the programmes of voluntary agencies and the State Government.

The Central Government has not prepared any separate scheme for financial support to panchayati raj institutions. If the panchayati raj system in the State is dynamic and already entrusted the responsibility for primary education, the State Governments may consider transferring implementation of NFE also to the panchayati raj institutions. Even where such a decision is not taken the State Governments may, on a selective basis, entrust the work of implementation of NFE projects to well-run panchayati raj institutions.

Staff selection and training

As indicated above, supervisors and instructors will be drawn from the local community and the main criteria for their selection would be their commitment to the cause of community service. As far as the project officers and District and State level officers are concerned, their selection should be made in such a manner that talented persons who have a commitment for non-formal education and have given evidence of achievement orientation are selected. This can be done by preparing rules for special selection, as has been done by Government of Rajasthan. In that State a certain multiple of the number of vacancies are included in the zone of consideration and the most suitable person is selected even if it means selection of a rather junior person.

Procedure for sanction

a) State Governments proposals

The scheme requires that the programme of Non-formal Education will be implemented in the project format with each project roughly coterminous with a development block. However, there are Non-formal Education Centres in operation since VI Plan period in the States. It may not be possible to bring all of the centres within one or the other project immediately, though they will get covered by one project or the other in next two years. The proposal for sanction of Government of India's share, therefore, should be in two parts, the first part should be for centres already in existence which are not covered by any project during the year. For these centres continuation cost will form the basis for grant from Government of India on the basis of unit costs applicable for a Centre in the earlier scheme. The second part should cover the centres under projects

While each project should ideally have 100 Non-formal Education Centres, depending upon the local requirement in view of the number of habitations in the project and the number of learners available, the number may vary say by 10 to 20% from the stipulated number of 100 centres. The proposals in this part should specify the assistance required for (a) staff in the directorate; (b) staff in the SCERTs; (c) staff in the district office and (d) project cost including the cost of the Centres. In addition, the proposal should mention in the third and fourth part, the arrangements made by the State Government for training of the instructors and supervisors and the programme for development of teaching-learning material for the learners/instructors. This could be in the nature of a description and may not necessarily be totally quantitative. Guidelines for submitting proposals to Govt. of India are at Appendix-VI. It may be noted that the scheme envisages roughly 25% of all the NFE Centres to be girls' centres and roughly 10% of all the centres to be upper primary centres. However, these should not be taken as strictly laid down and the States may make proposals as required for more or less than this proportion. Also the girls' centres could be a proportion of the total number of centres in a project or the State Government could have some projects wherein all the centres are for girls. To qualify as a girls' centre, it is not necessary that all the learners should be girls but at least 80% of the learners should be girls and as far as possible the instructor should preferably be a woman.

The proposals submitted by the State Governments should mention the unspent balance from the previous year. The proposals will be sanctioned by the Government of India and admissible grant under the scheme will be disbursed to the States soon thereafter. To avoid dislocation of the programme and to avoid hardship to learners/instructors, 20% of the previous year's grant would be released to the States in the beginning of the financial year to allow the earlier centres to run without difficulty. Another 50% of the grant will be released to the State Governments when proposal for the year has been received from the State Governments and sanctioned. The remaining grant for the year will be released on the basis of progress report from the State Government when it is able to report that 75% of the grant given by the Government of India for the year has been spent. For 1987-88, however, since the scheme came into operation in the middle of the year, the whole amount of the grant admissible for 1987-88 was released as soon as proposals for the year were received from the State Governments and were sanctioned.

(b) NFE Programme through Voluntary Agencies and Innovative Projects

The scheme for running of Non-formal Education Centres by voluntary agencies is at Appendix-IV. A voluntary agency desirous of taking up a project of NFE will be make an application for central assistance through the State Government, alongwith a copy to the Department of Education (Ministry of HRD) addressed to Under Secretary (VA), EE Division. Assistance to voluntary agencies would normally be sanctioned for the entire duration of the project proposed. However, the period for which such assistance would be sanctioned would not extend beyond a Five-Year Plan period. Voluntary agencies would be expected to make requests for release of instalments of grant-in-aid from year to year directly to the Ministry of HRD (Department of Education), with a copy to be sent by Registered A.D. post to the concerned official of the State Government. The project proposal for which assistance is requested should include details as in Appendix-IVA and should be appended to the application form to facilitate release of instalments of grant. For this purpose, all State Governments will be expected to designate an officer, either in the Secretariat or in the Directorate concerned. The State Governments would undertake evaluation and supervision of the work of the voluntary agencies and would apprise the Ministry from time to time of their views. Should the State Governments come to the conclusion that continuance of assistance to a voluntary agency is not appropriate, they would be expected to write to the Ministry giving details of the reasons for such advice. Assistance will be released to the VAs in two parts, 50% when the proposal of the VA is sanctioned and the remainder based on the progress in expenditure reported by the VA directly to the Government of India that 75% of the earlier grants have already been utilised. In 1987-88, however, because the scheme came into operation in the middle of the year, all the admissible grant for the year was released to the VA when its proposal was sanctioned.

As the entire NFE programme is now to be implemented in the project format, proposals of VAs should also be for one or more projects. The State Governments and voluntary agencies should arrive at an understanding to prevent overlap of project areas. The number of centres to be taken up by a VA would depend upon its capacity. By and large, projects of less than about 25 NFE centres would not be considered by the Ministry. The administrative

expenditure on smaller projects will need to be appropriately reduced and the VA will keep this in view while making the proposal. Other necessary details in respect of the procedures etc. have been given in the scheme itself.

The scheme for innovative projects is at Appendix-V. Eligible agencies can make proposals under this scheme for developing and implementing innovative programmes. The programme can be for a number of years preferably covering a plan period though the assessment of grant and its release will be on annual basis. The application can be made directly by the organisations to the Ministry. In the Ministry the proposal of each organisation will be scrutinised and grant assessed through a Grant-in-aid Committee. 50% of the grant for the year will be released soon after the assessment of the grant and the remainder when the organisation is able to report the progress of expenditure showing 75% of the earlier amount has been utilised.

(c) Non-formal Education Centres in non-educationally backward States

Unlike the earlier scheme, in this scheme assistance will be available for Non-formal Education Programme in the non-educationally backward States also for Non-formal Education Programme for children in the hilly, desert, tribal areas, urban slums and in places having concentration of working children. The programme will have to be in the project form in these States also and the programme can be either through the State Governments or through a Voluntary Agency. There will be no separate pattern of assistance apart from that mentioned above in this scheme but for these States assistance for staff will not be available at the State, SCERT or district level. In these States there can be as many projects as required. However, depending upon the size of the clientele, it would not always be feasible to have about 100 centres in a project. Therefore, in these States the number of NFE centres under a project can be comparatively less. The proposal submitted by the State Government or the Voluntary Agency will be examined in the Ministry according to the procedure mentioned at (a) and (b) above and grants will be released accordingly.

Monitoring system

The Ministry of Human Resource Development (Department of Education) will in due course lay down detailed guidelines for a Management Information System. Effort is also being made to involve some institutions of social science research and of higher education to undertake external evaluation on an

ngoing basis. However, the Ministry will monitor the progress of implementation of these schemes in a proforma to be submitted by the State Governments/VAs/educational institutions on a quarterly basis. The proforma for this purpose is at Appendices-VIIA & B. This should be submitted within 30 days of the end of the quarter under report.

A LIST OF NFE “MODELS”

- (a) The existing “MP Model” under which condensed courses are provided, making no change in syllabus, textbooks and the system of learner evaluation;
- (b) Part-time evening schools—which would be like the “MP Model” except that no condensation of course would be made;
- (c) “IIE (Pune) Model” in which syllabus as well as the instructional material are prepared with reference to the environment of the learners and the duration of the course is condensed. Special methods for learning at a fast pace are introduced, but scholastic achievement corresponds to the equivalent stage in the formal stream;
- (d) “Integrated Model” which lays emphasis on imparting skills in language and maths. of the V Standard level through use of integrated textbooks and other learning material—depending on the location of the programme (rural/urban) and the background of the learners (children working in factories, drop-outs, etc.) the primary education course could be of a duration of about two years;
- (e) “CAPE Model” which is based on decentralised development of syllabus and learning material with reference to the work and environment of the learners, duration of the course remaining flexible, depending on the regularity of the classes, length of instruction each day, background of learners, etc.
- (f) “Work-oriented Model”, appropriate mainly for children employed as wage-labour in the organised and semi-organised sectors, the emphasis here being on relating their learning to their work, improvement of skills, flexibility regarding the number of days on which classes would take place, etc.
- (g) “Awareness-based Model”, which would have a strong component of critical analysis of the social predicament of the children—syllabus, instructional materials and the learning process being organised around awareness-building.

COST OF A NON-FORMAL EDUCATION CENTRE AND PROJECT

1. Cost per Primary and Upper Primary Centre.

Sl. No.	Item	Rate Rs.	Primary Amount per annum	Upper Primary Amount (Rs.) per annum
				2@
1.	Honorarium of Instructor	105/- pm	1260	125/- pm 3000
2.	Lighting (fuel)	40/- pm	480	60/- pm 720
3.	Teaching material	36/-per student	900	72/-per student 1800
4.	Training of instructor		600	1200
5.	Supervision		400	400
6.	Equipment		360	720
7.	Petromax/Lanterns		150	150
	1 year total :		Rs. 4150	Rs. 7990

Cost in subsequent years (less
non-recurring items at No. 6 & 7 above)

Rs. 3640

Rs. 7120

2. Project Management Cost :

Sl. No.	Item	Rate (Rs.)	Numbers	Cost per Annum (Rs.)
1)	Project Officer	2600 pm	one	31,200
2)	Accounts Clerk	1500 pm	one	18,000
3)	LDC	1200 pm	one	14,400
4)	Peon	850 pm	one	10,200
5)	Motorcycle		one	15,000
6)	Petrol, Lubricants	500 pm		6,000
7)	Contingencies	2000 pa		2,000
			Total:	96,800

3. Cost of one Project (100 centres plus Project Management) 1 year

Rs. 4,53,400/- + Rs. 96,800/- = Rs. 5,50,200/-

Cost in subsequent year Rs. 3,98,800/- + Rs. 81,800/- = 4,80,600

**ASSISTANCE TO STATE GOVERNMENTS OF THE TEN EDUCATIONALLY
BACKWARD STATES FOR STRENGTHENING OF ADMINISTRATIVE
SYSTEM FOR NFE**

4) State Directorate

S.No.	Item	Rate (Rs.)	Number	Cost per annum (Rs.)
1.	Jt. Director	4,000 p.m.	One	48,000
2.	Personal Assistant	2,000 p.m.	One	24,000
3.	Assistant	2,000 p.m.	One	24,000
4.	Messenger	850 p.m.	One	10,200
Total:				1,06,200

5) State Council for Educational Research & Training (SCERT)

A. Administration

S. No.	Item	Rate (Rs.)	Number	Cost per annum (Rs.)
1.	Senior Consultant	4,000 p.m.	One	48,000
2.	Consultant	3,000 p.m.	Four	1,44,000
3.	Steno-typist	2,000 p.m.	One	24,000
4.	Typist/Clerk	1,500 p.m.	One	18,000
5.	Messenger	850 p.m.	One	10,200
Total :				2,44,200

B. Programmes

17,55,800
Total : 20,00,000

6) District Level

S. No.	Item	Rate (Rs.)	Number	Cost per annum (Rs.)
1.	Assistant Director	2,600 p.m.	One	31,200
2.	Computer/Upper Division Clerk	1,500 p.m.	One	18,000
3.	Accounts Clerk	1,500 p.m.	One	18,000
4.	Peon	850 p.m.	One	10,200
Total :				77,400

Note : Central Assistance will be limited to 50% of annual cost indicated above.

**SCHEME FOR ASSISTANCE TO VOLUNTARY AGENCIES FOR NON—
FORMAL EDUCATION FOR ELEMENTARY AGE-GROUP CHILDREN
UNDER THE PROGRAMME OF UNIVERSALISATION OF ELEMENTARY
EDUCATION**

(Revised—Jan. 1987)

The National Policy on Education 1986

In compliance of the Directive contained in Article 45 of the Constitution, the National Policy on Education 1986 (NPE) accords an unqualified priority to universalisation of elementary education (UEE). NPE declares that by 1990 all children who attain the age of about 11 years will have had five years of schooling, or its equivalent through the non-formal stream and, likewise, by 1995 all children upto 14 years of age will be provided free and compulsory education. Effort will be made to enrol children in 6-14 age-group in schools, but NPE acknowledges, it may not be possible to provide primary schools in all habitations, and it would also be unrealistic to expect working children and girls, who attend to their siblings and are engaged in other domestic chores, to attend whole-day schools. It is, therefore, envisaged that a large and systematic programme of non-formal education will be launched for these children. NPE goes on to say that while Government will take overall responsibility for planning and implementation of the non-formal education programme, much of the work of running of NFE centres will be done through voluntary agencies and panchayati raj institutions. Recognising that in the past voluntary agencies have not been able to play their due role, the NPE directs that obstacle to their participation will be removed.

2. The Programme of Action (POA) for implementation of NPE spells out, in a somewhat greater detail, the strategy to be adopted for implementation of the new programme of non-formal education. The relevant paragraphs of POA are

at Annex 1. The salient characteristics of non-formal education envisaged in POA are:

flexibility in regard to admission requirements, duration, timing, etc.

relevance of curriculum and instructional methods;

diversification in the type of course to be offered and its their supplementation by vocational education; and

decentralisation in management structure and financial powers.

3. The implications of the approach spelt out in NPE and POA on the curricular aspects of NFE have been further examined. Essential features of the curricula and teaching/learning materials proposed to be used by children will be their relevance to the needs, work life and environment of the learners. Curriculum and learning materials will, however, be developed keeping in view the expected learning outcomes and in particular, the required level of learning envisaged in NPE as a feature of National System of Education. The expected learning outcomes would serve as the reference points for the evaluation of learners enrolled in non-formal education centres. This would ensure that pupils in NFE system also get proper certification for their achievements and are enabled to take advantage of multi-point entry facilities in regular full-time schools at appropriate stages.

4. Under the new programme of NFE efforts will be made to evolve different models of non-formal education programmes. The agencies implementing the programme will be encouraged to design and adopt the most suitable model depending upon the requirements of the target groups, the kind of expertise available with them, the support system etc. An implementing agency could adopt any of the models given in Annex 2 or design a new model appropriate to the requirements. It needs to be made clear that the “models” in Annex 2 are only illustrative “models” and adherence to them is not essential. However, NFE programmes should be designed in such a way that they conform to the overall objectives spelt out in NPE and POA.

5. There is need for a substantial strengthening of the supervisory and administrative apparatus of NFE. Rather than depending on an urban-oriented, bureaucratic model, emphasis should be laid on taking up well designed projects, of approximately 100 NFE centres, to be taken up in a compact and

contiguous area. Supervisors should be selected from the local community, if possible an experienced and committed NFE Instructor. These persons should be intensively trained and where possible also involve an organisation of continuing education programme. Village Education Committees should be set up as envisaged in NPE/POA to involve the local community in the programme and also to make the NFE Centre incharge accountable to it.

Objectives

6. The broad aim of the scheme is to effectively involve voluntary agencies, public trusts, non-profit making companies, social activist groups, etc. in the implementation of non-formal education programme for the elementary age-group children. Within this overall aim, the specific objectives of the scheme are as follows:

- (a) To develop the programme of non-formal education for meeting the educational needs of out-of school children.
- (b) To establish a partnership between the government on the one hand and voluntary agencies, public trusts, non-profit making companies, social activist groups, etc. on the other, in the great task of provision of educational opportunities for children who cannot enrol themselves in whole-day schools;
- (c) To demonstrate through adoption in the field various alternative models that can be adopted for UEE;
- (d) To identify from the local community young persons and to train them as organisers of NFE centres and as community workers;
- (e) To give special attention to the training of women non-formal education organisers for furtherance of the objectives of women's development as envisaged in NPE; and
- (f) To evolve curricula, learning materials, instructional methods, evaluation techniques etc. relevant to the needs, environment and working life of the learners.

Eligibility

7. (a) Registered voluntary societies, public trusts and non-profit making companies would be eligible for assistance under this scheme. Ordinarily, agencies which are not legal entities would not be eligible. However, even agencies and social activist groups which are not legal entities may be

considered for assistance provided the Collector/Deputy Commissioner certifies regarding the practical difficulties owing to which they could not be registered and regarding the *bonafides* of such organisations. In respect of projects taken up for abolition of child labour or for amelioration of the condition of working children autonomous bodies set up by the Central or State Governments will also be eligible for assistance under this scheme.

(b) In exceptional cases a registered society or a public trust fulfilling requirements as an eligible agency may be given assistance for mobilisation involvement and provision of financial support to other voluntary agencies, social activist groups and individuals.

Note : The Grant-in-aid Committee should carefully examine the credentials of the "lead organisation" and satisfy itself as to its reliability and capability. The criteria for assistance by the "lead organisation" to other agencies, its responsibility for proper utilisation of funds by the implementing agencies, and the nature of its accountability should be clearly laid down in the sanction.

(c) In order to be eligible for financial assistance under this scheme an agency should

- (i) have a proper constitution or articles of association;
- (ii) have a properly constituted managing body with its powers and duties clearly defined in the constitution;
- (iii) be in a position to secure the involvement, on voluntary basis, of knowledgeable persons for furtherance of its programmes;
- (iv) not be run for the profit of any individual or a body of individuals;
- (v) not discriminate against any person or group of persons on the ground of sex, religion, caste or creed;
- (vi) not in any manner incite communal disharmony;
- (vii) not proselytise and
- (viii) eschew violence.

(d) Only those eligible agencies which have been in existence for 3 years would be considered for assistance under this scheme. This requirement may be waived in respect of agencies with specially qualified workers or which can be otherwise justify a special consideration.

Nature and extent of assistance

8. (a) Eligible agencies will be given grants on a cent per cent basis for non-formal education both at the primary and middle stages. Specific activities for which grants may be given would include

- (i) running of non-formal education centres in the field, along with costs involved in supervision and management;
- (ii) non-formalisation of the formal education system;
- (iii) activities to explore linkage between NFE and formal education;
- (iv) resource development, including development of curricula, teaching/learning material, development and production of instructional aids, development of evaluation techniques, etc.; and
- (v) management expenses, essential for action under paragraph 7 (b).

(b) Grants under this scheme will be given to voluntary agencies working in the educationally backward States, namely, Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. In the remaining States also eligible agencies would be provided assistance if their work is in

- hilly areas,
- predominantly tribal areas known for educational backwardness, and
- urban slums.

Eligible agencies and autonomous bodies set up by Government will also be eligible for assistance as described above in projects for working children in all parts of the country.

(c) Assistance may be sought for such duration as the applicant agency may consider appropriate. Ordinarily, such assistance will be provided on a long term basis, but not exceeding the balance of a Five Year Plan period at a time. Indication in regard to the period for which grant has been approved would normally be given in the letter of sanction.

The Procedure

9. (a) **Application** : Any agency eligible to receive assistance may make an application in the form appended hereto (Annex 3). The applications should be addressed to the Ministry of H.R.D. (Department of Education), Government of

India, New Delhi through the State Education Department (with a copy endorsed directly to the Ministry). The State Government should give its views, within a period of three months, regarding the agency's eligibility, suitability, relevance of the proposal and the capacity of the agency to implement it, etc. Comments should be sent by the State Government even if the proposal is not recommended, giving reasons therefor. Application for extension of the project will not be required to be sent through the State Government. It would, however, be necessary for the voluntary agency to send a copy of its request for extension of the project to the State Government *by Registered AD* post. All-India organisations may make applications directly to the Ministry.

(b) **Grant-in-aid Committee** : The applications for grant-in-aid would be considered by a Grant-in-Aid Committee to be appointed by the Ministry. Ordinarily, the Committee will go by the advice of the State Government. However, in the event of the State Government not making any recommendations, or while considering cases in departure from the advice of the State Government and, if necessary also of the agency making application, the representative of the state Govts. and/or Voluntary Agency will be invited to discuss the proposal with the Committee.

(c) **Release of Grant** : On approval of the Project the grant shall be released to the agency on an annual basis in two instalments—the first one shall be released immediately after the issue of the sanction. After the agency concerned has utilised 75% of an instalment it may make a request for release of the subsequent instalment along with a progress report and statement of expenditure. Release of grants in the second and subsequent years will be made on a similar basis, provided that before release of the second instalment in a particular financial year (beginning with the second year), the utilisation certificate and audited statement in respect of the grants released till the end of the preceding year shall be furnished.

(d) **Disbursement** : Grants for programmes undertaken by Government institutions will be provided to the State Government/Union Territory Administration according to the normal procedure. Grant payable to a voluntary agency, public trust, non-profit making company, etc., would be remitted to it directly by a demand draft/cheque drawn in its favour by the Ministry of Human Resource Development.

Conditions of Grant

(i) The grant-receiving agency will be required to execute a bond on a prescribed form (Annex 4). The bond should be supported by two sureties if the agency is not a legal entity.

(ii) An agency in receipt of financial assistance shall be open to inspection by an officer of the Union Ministry of Human Resource Development/or National Council of Educational Research and Training or the State Education Department.

(iii) The accounts of the project shall be maintained properly and separately and submitted as and when required. They should be open to check by an officer deputed by the Government of India or the State Government. They shall also be open to a test check by the Comptroller and Auditor General of India at his discretion.

(iv) The audited accounts together with the utilisation certificate in the prescribed form duly counter-signed by the Chartered Accountants are required to be furnished within six months in respect of a preceding year or after expiry of the duration for which grant is approved.

(v) The agency shall maintain a record of all assets acquired wholly or substantially out of Government grant and maintain a register of such assets in the prescribed proforma. Such assets shall not be disposed of, encumbered or utilised for purposes other than those for which the grant was given, without prior sanction of the Government of India. Should the agency cease to exist at any time, such properties shall revert to the Government of India.

(vi) When the State Government/Government of India have reasons to believe that the sanctioned money is not being utilised for approved purpose the payment of grant may be stopped and the earlier grants recovered.

(vii) The institution must exercise reasonable economy in the working of the approved project.

(viii) The grantee agency shall furnish to the Ministry of Human Resource Development reports as may be prescribed.

(ix) The decisions of the Secretary to the Government of India in the Ministry of Human Resource Development, Department of Education on the question whether there has been breach or violation of any of the terms and conditions mentioned in the sanction letter shall be final and binding on the grantee.

**EXCERPTS FROM THE PROGRAMME OF ACTION BROUGHT OUT IN
THE
CONTEXT OF NATIONAL POLICY ON EDUCATION 1986 BY THE
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DEPARTMENT OF EDUCATION) IN AUGUST, 1986**

The Present Situation

1. Provision of free and compulsory education to all the children until they complete the age of 14 years is a Directive Principle of the Constitution. Determined efforts have been made since independence towards the achievement of this goal. Between 1950-51 and 1984-85 the number of primary schools increased from approximately 2,10,000 to approximately 5,20,000 and the number of upper primary schools from 30,600 to 1,30,000. Even so, an acceptably large number of habitations are still without primary schools and nearly one-third of the schools in rural areas have only one teacher. The emphasis so far has been on enrolment of children—approximately 95% children in 6-11 age-group and 50% children in 11-14 age-group are enrolled in schools, the corresponding figure for girls being 77% and 36% respectively. However, nearly 60% children drop out between classes I-V and 75% between classes I-VIII. In urban areas there is overcrowding in schools and the condition of buildings, furniture, facilities and equipment is unsatisfactory in almost all parts of the country. Rapid expansion, which was not accompanied by sufficient investment of resources, has caused a deterioration in academic standards. A programme of non-formal education has been started but in terms of spread and quality it is rather unsatisfactory.

The Policy and Targets

2. NPE gives an unqualified priority to universalisation of elementary education (UEE). The thrust in elementary education emphasises (i) universal

enrolment and universal retention of children upto 14 years of age, and (ii) a substantial improvement in the quality of education.

3. The child-centred approach commended in NPE attempts to build the academic programme and school activities around the child. The Policy also recognises that unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material function as demotivating factors for children and their parents. The Policy, therefore, calls for a drive for a substantial improvement of primary schools and provision of support services. A variety of measures have been proposed for securing participation of girls and of children from the Scheduled Castes and Scheduled Tribes families, other educationally backward sections and minorities.

4. Conclusive data is not available regarding the number of working children. However, it has been assumed in the Policy that a large number of out-of-school children are unable to avail themselves of the benefits of schooling because they have to work to supplement family income or otherwise assist the family. NPE proposes taking up of a large and systematic programme of non-formal education, for these children and for children of habitations without schools. The emphasis in NPE is on organisation of flexible programmes which are relevant to the needs of the learners and the quality of which is comparable with the corresponding stages of formal education.

5. The measures proposed for improvement in quality of elementary education include reform of the content and process of education, improvement in school building and other facilities, provision of additional teachers and a comprehensive programme of teacher education. Minimum levels of learning are to be laid down for each stage, which would naturally include laying down such norms for the primary and upper primary stages.

6. In addition to UEE, NPE also envisages a common school structure throughout the country. Acknowledging that the 10+2+3 structure has now been accepted in all parts of the country, a suggestion has been made that the primary stage should consist of 5 years, followed by 3 years of upper primary.

7. In the past, the targets set for UEE have not corresponded to the investment required for achievement of the goal, nor has it been possible to create the mobilisation which is essential for this purpose. Taking a more practical view of the matter, NPE limits itself to proposing that all children by the

time they attain the age of about 11 years will have had five years of schooling, or its equivalent through the non-formal stream, and likewise it will be ensured that free and compulsory education upto 14 years of age is provided to all children by 1995.

Implementation strategies

8. The central feature of the implementation strategy will be area-specific and population-specific planning. About 75% of the out-of-school children are in nine States: Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. While these States have been treated as educationally backward, enough attention has not been paid in the past to educationally backward pockets and groups in other States. Even within the educationally backward States there are wide disparities which require special treatment. Sustained efforts will be made to revitalise the educational system of the backward States and effort will also be made to see that all backward areas and population pockets make progress to keep in step with others in their milieu.

The other elements of strategy will consist of the following:

- (a) Children of all families in the country will be provided access to elementary education of good quality.
- (b) In view of the role of education in removal of disparities, special measures will be taken to ensure that whatever the socio-economic background of the children, they get opportunity to achieve success of a level which approximates to the level of children from comparatively better-off sections of society, and the country moves apace in the direction of the Common-School System as spelt out in the 1968 Policy.
- (c) A nation-wide programme of school improvement, with required multi-level and multi-dimensional planning, will be launched to alter the present situation of institutional stagnation and social apathy. Reference has been made elsewhere about reform of the teacher education system for improvement of the quality of education.
- (d) The country's faith and its future generations will be exemplified in the system of elementary education, which will get geared around the centrality of the child.

- (e) For their healthy development and to ensure that they enjoy conditions of freedom and dignity, the education system will strive to have all children in whole-time schools of good quality, and till that becomes possible they will be provided opportunities of part-time non-formal education.
- (f) Since NPE lays down that children who complete a stage of education would have achieved certain prescribed skills and competencies, the emphasis will now shift from sheer enrolment to retention and quality of education.
- (g) Keeping in view the fact that the situation regarding elementary education varies from one part of the country to another, and sometimes within one district, and even one block, the process of planning will be decentralised and the teachers as well as the local community fully involved in this process.

* * * * *

15. A comprehensive system of incentives and support services will be provided for girls and children of the economically weaker sections of society. A reference to these has been made in the sections on the Scheduled Castes, Scheduled Tribes, Minorities, Education for Women's Equality, etc. The following items have special relevance to the new strategy of emphasis on retention.

- (a) Establishment of day-care centres for pre-school children and infants—as part of strengthening of ICDS, provision of adequate support to the ongoing programmes, and by establishment of a network of new centres;
- (b) Provision to the girls of all families below the poverty line two sets of free uniforms, free text-books and stationery, and attendance incentives;
- (c) Free transportation in State Roadways buses to Children attending elementary schools.

16. A comprehensive system of rewards and recognition will be created for individuals and institutions who contribute in a significant manner retention of children in primary schools/NFE centres. These rewards may be given to the villages, schools/NFE centres, and to the teachers/instructors concerned. The amount of reward will be enough to ensure that it serves as motivation.

Enrolment in 11—14 Age-Group

17. Keeping in view the high transition rate from primary to upper primary stage, enrolment in the 11—14 age-group will automatically increase after universalisation of primary education. This would be further strengthened as a result of universal provision of upper primary school facilities in the VII Plan and by creation of mechanisms for testing the children of non-formal stream for lateral entry into the formal system. These measures, will be supplemented by a system of compulsory education legislation. The States which have not enacted such law would be advised to do so and the existing laws in this behalf will be reviewed and modified on the following lines:

- (a) Requiring employers of working children to provide rest and nutrition as well as arrangements for part-time education of good quality, with provision for exemplary punitive action against employers who fail to do so;
- (b) Involving the local community and the parents in implementation of UEE and in ensuring that educational facilities are provided to their satisfaction.
- (c) Establishing schools and/or non-formal education centres of satisfactory quality within an easy reach of all children.
- (d) Creating necessary machinery for implementation of the Acts, emphasising the facilitating aspects rather than the punitive ones.

Common Structure

18. In the meetings of the CABE and NDC in May, 1986, a consensus has already been reached in regard to the need for switching over to a common structure for the first ten years of schooling.

19. The States where the first ten years are divided into four years of primary, three years of upper primary and three years of high school, will

attempt to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year for UEE. These States would need to build additional classrooms in primary schools and more teachers will also be needed. However, this would be partially set off by the savings of space and staff in high schools. It will be necessary for these States/UTs to do a detailed exercise to assess the requirement of classrooms, teachers and funds. Similarly, syllabi, textual materials and school facilities would have to be readjusted and the examination system would have to be reorganised.

Operation Blackboard (OB)

20. The purpose of OB is to ensure provision of minimum essential facilities in primary schools—material facilities as well as learning equipment. Use of the word 'Operation' implies that there is an urgency in this programme, that goals are clear and well-defined, and that Government and the people are determined to achieve those goals within a predetermined timeframe.

21. OB envisages (i) two reasonably large rooms that are useable in all weather; (ii) necessary toys and games material; (iii) blackboards; (iv) maps; (v) charts; and (vi) other learning materials. The specific items to be provided in each school under OB is given in the Annex. In regard to the buildings to be constructed the following points need to be mentioned

- Construction of essential buildings for primary schools will be the first charge on NREP and RLEGP funds. Those resources will be supplemented by other appropriate schemes.
- Village Education Committees will be required to give undertaking for maintenance and upkeep of buildings and other structures;
- Primary school-wise inventories of available structures will be prepared for systematic planning;
- Inexpensive building designs will be prepared keeping in view the agro-climatic conditions and utilising locally available materials.
- Steps will be taken for obtaining land for playgrounds.

22. It is proposed to take the CD block/municipal area as the unit and to prepare a project for it on the basis of survey of these facilities in each school in that block/municipal area. The Fifth Educational Survey has been completed by

the NCERT and its data has become available. To cover at least 10% blocks and urban schools in the same proportion under the programme in 1986-87 and 20% in 1987-88 it is proposed to conduct a quick survey in a specifically designed simple format in these blocks/municipal area by 30th September 1986 so that the data can be compiled and project reports prepared by 30-11-1986 and approval accorded by 31-12-1986. Empowered Committees will be set up at the district level to consider and approve the block/municipal area projects. The funds for Operation Blackboard would be provided by the Government of India to the State Governments on advance/reimbursement basis. The results of Fifth Educational Survey form the basis for block/municipal area projects for the remaining 30% blocks/municipal area in 1988-89 and 40% blocks/municipal area in 1989-90.

23. Procedures for procurement, supply and use of equipment envisaged under OB will have to be evolved keeping in view the special needs of primary schools and also ensuring that the costs are kept low. For this purpose specific norms will be laid down. The first thing will be to specify the various items so as to ensure quality. This work will be done by NCERT in association with State agencies. Particular attention will be paid to procurement procedures because the general system of purchase by tenders tends to lead to purchase of sub-standard materials. The capacity available in polytechnics, ITIs, secondary and higher secondary schools will be geared to produce the materials required by the school system, particularly under OB. Since unimaginative and rigid provisions of audit and supervision have deterred teachers in many places from using teaching aids at all, amendment of accounting procedures will also require to be worked out. Lastly, the teachers will have to be oriented and encouraged to use this material in day-to-day teaching. The mass training of teachers will include this aspect. This will be reinforced by supervision by District Boards of Education and DIETs.

24. There is a very large number of single teacher schools in the rural areas. It is obvious that a programme of quality improvement must include provision of at least one more teacher in these schools. This will be attempted during the Seventh Plan and a detailed programme prepared for providing one teacher per class during the Eighth Plan. Every effort will be made to ensure that one of the two teachers in every school is a woman, and for this purpose, depending on circumstances obtaining in different areas, local educated women may be

selected, provided special training and opportunities for improving their qualifications. Such a strategy may also become necessary for male teachers in remote rural areas.

The New Programme of Non-Formal Education

25. This programme assumes that NFE can result in provision of education comparable in quality with formal schooling.

Modern technological tools—such as solar packs for provision of power in NFE centres, audiovisual aids, radio-cassette player—will be used to improve the learning environment of NFE centres, and learning material of high quality will be developed taking into account the fact that children who work have several assets on which their education should be built. The essential characteristics of NFE are organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs, and decentralisation of management. Efforts will be made to evolve different models of non-formal education programmes and agencies implementing the programme will be encouraged to evolve and adopt the most suitable model depending upon the requirements of target groups.

26. Special features of NFE—In addition to these characteristics, NFE will have certain features which will help in maintenance of quality of the programme. These features include: (included in p-2)

- (a) a learner-centred approach with the instructor as a facilitator;
- (b) emphasis on learning rather than teaching, and for this purpose the capability of the children to learn from each other would be highlighted;
- (c) organisation of activities so as to enable learners to progress at their own pace;
- (d) use of efficient techniques to ensure fast pace of learning and provision of proper lighting arrangements at the NFE centres and necessary equipment;
- (e) stress on continuous learner evaluation and establishment of evaluation centres for evaluation and certification of learners;

- (f) in terms of scholastic achievements (particularly language and maths), following the norms set in the formal system, both because of its desirability *per se* and because it is essential for entry into the formal structures;
- (g) creation of participatory learning environment and treating the children with the regard they deserve as persons engaged in productive activities;
- (n) organisation of joyful extra-curricular activities including singing and dancing, plays and skits, games and sports, excursions, etc.;
- (i) ensuring that all facilities and incentives given to girls, children of SC/ST, and others in the formal system, are made available in the non-formal system as well, in addition to provision of free textbooks and stationery to all pupils.

27. Instructors and their training—The instructor is the most important factor in the implementation of NFE. The criteria for the selection of the instructor would include :

- being local,
- being already motivated,
- acceptable to the community,
- preferably from the weaker sections of society, should have given some evidence of work in the community.

28. Keeping in view the importance of enrolment of girls, and also the fact that NFE has the potentiality of developing into a major programme of women's development, wherever possible women will be appointed as instructors.

29. Training of non-formal education personnel, particularly the instructors, is the key to the success of the programme. Initial training as well as recurrent training are both crucial. By and large, training days for the instructors would be about 30 days in the first year and about 20 days in the subsequent years. The need for participatory training, based on the experiences of the participants, is now well recognised. Actualisation of such training will call for considerable planning and investment. A variety of agencies will be involved and help taken of diverse training aids and educational technology, including TV and VCR.

30. Supervision administration—In the administrative restructuring, the most important place belongs to the supervisor, on whom depends to a great extent the quality of the programme. The work of supervision may be entrusted to NFE supervisors with about 10-12 centres under her/his charge, or, preferably to trained local youth.

31. Approximately 100 NFE Centres will comprise a project which would be taken up in a compact and contiguous area coterminous, as far as possible, with a CD Block. The main functions at the project level would be (i) to select the supervisors, (ii) to generally supervise the programme, (iii) to promote interagency linkages to give development orientation to the field programme, (iv) to monitor the programme, (v) to ensure provision of materials and supplies, etc. Strengthening is also envisaged at the district and State levels. Wherever possible the administrative and supervisory structure for NFE and adult education will be amalgamated—including the programmes to be taken up through panchayati raj bodies and voluntary agencies.

32. Involvement of voluntary agencies—and panchayati raj institutions—Several voluntary agencies have, in the past successfully organised NFE programmes. Very often voluntary agencies have bands of committed workers who have the capability to establish rapport with the local community and they can also function with flexibility and dynamism. Several panchayati raj institutions have also shown keen interest in NFE and they have the capability to run such programmes. It is proposed to take positive measures to involve in NFE as many voluntary agencies and panchayati raj institutions as possible, which can suitably take up this programme. It is also proposed to improve the existing administrative arrangements for support to VAs. Proposals will be examined by a grant-in-aid committee and where necessary a representative of the voluntary agency would be invited for discussion with the Committee. Projects of voluntary agencies will be entertained for a period of 3-4 years. They would be required to send the initial proposals through the State Government but at the subsequent stages the voluntary agencies will directly approach the Ministry for release of grants-in-aid. The State Governments would, of course, be expected to oversee the implementation of voluntary agencies' projects.

33. Continuing education—Scope for continuing their education is important for all learners. The strength of NFE will depend to a considerable extent on our being able to link the initial programmes of NFE with effective programmes

of continuing education. This has several implications for NFE. (a) Arrangements will be made for testing of children in NFE stream with reference to an equivalent stage in the formal system and specific instructions issued to facilitate lateral entry into the formal system for students of non-formal education stream. (b) Non-formal education centres would insist on children completing education at least upto V class level, and arrangements of non-formal education upto class VIII would be provided wherever necessary. Effort would also be made to link non-formal courses with the Open Schools. (c) Scholarships to the needy children, particularly working children, will be provided to enable them to continue education in the formal system. (d) NFE programme would also be linked with the schemes of public libraries, Jana Shikshan Nilayams, etc. (e) Vocational and technical courses of a wide variety would be provided for children and youth who come out of the non-formal stream.

34. Financial pattern and flexibility regarding application—It is proposed that in the Seventh Plan, as in the Sixth Plan, there will be the following components of the non-formal education programme, to be applied in the 9 educationally backward States :

- (a) Assistance to State Governments for setting up and running non-formal centres (boys and girls both) on 50 : 50 basis;
- (b) Assistance to State Governments for setting up and running non-formal education centres exclusively for girls on 90 : 10 basis;
- (c) Assistance to voluntary agencies for setting up and running non-formal education centres on 100% basis;
- (d) Assistance to academic institutions for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis.

Even in the educationally advanced States there are several regions and client-groups which call for special support. These include :

- the hilly tracts,
- predominantly tribal areas known for educational backwardness,
- urban slums,
- projects for education of working children, etc.

It is proposed to extend these schemes to these areas also. Extension of these schemes to other regions and client-groups may also be considered

Evaluation and Monitoring

35. The present system of evaluation and monitoring will not suffice for the new strategies of UEE. In the new evaluation and monitoring system the main features will be as follows :

- (a) A critical point of evaluation in the educational system is the progress of the learners. Hence, as mentioned elsewhere in this section as well as in the section on examination, reform, the greatest attention will be paid to creating a scientific system of evaluation of learners, which would serve both as the basis for improvement of the academic programme and as the measure of the overall quality of elementary education system.
- (b) Since the principal accountability of the primary/upper primary school system and NFE programmes is to the local community, the latter will also be mainly responsible for monitoring these programmes and for taking necessary corrective steps
- (c) Just as the teachers/NFE Instructors are to be involved in the planning and implementing of UEE, they will also be involved in concurrent, participatory evaluation.
- (d) The emphasis in the monitoring system will shift from collection of information on enrolment to retention of children, regularity of attendance and levels of achievement. All instrumentabilities of MIS will be changed accordingly.
- (e) The main responsibility for implementation of OB will rest with the District Board of Education, likewise the monitoring and evaluation responsibility would also rest with it. In doing so DBE will take the assistance of DIET
- (f) The evaluation would be built into the NFE programme as an integral part and the instructors and supervisors will undertake these exercises on a continuing basis. The basic unit for collection of MIS data in NFE programme will be the project.

- (g) The State Advisory Boards of Education and CAGE will set up separate committees to review the progress of UEE. For this purpose they will be assisted by NIEPA, NCERT SCERT and other suitable national and State level agencies of education and of social science research.

NFE MODELS

- (a) The existing “MP Model” under which condensed courses provided, making no change in syllabus, textbooks and the system of learner evaluation.
- (b) Part-time evening schools—which would be like the “MP Model” except that no condensation of course would be made.
- (c) “IIE (Pune) Model” in which syllabus as well as the instructional material are prepared with reference to the environment of the learners, the duration of the course is condensed. Special methods for learning at a fast pace are introduced, but scholastic achievement corresponds to the equivalent stage in formal stream.
- (d) “Integrated Model” which lays emphasis on imparting skills in language and mathematics of the V Standard level through use of integrated textbooks and other learning material—depending on the location of the programme (rural/urban) and the background of the learners (children working in factories, drop-outs, etc.), the primary education course could be a duration of about two years.
- (e) “CAPE Model” which is based on decentralised development of syllabus and learning material with reference to the work and environment of the learners, duration of the course remaining flexible, depending on the regularity of the classes, length of instruction each day, background of learners, etc.
- (f) “Work-oriented Model”, appropriate mainly for children employed as wage-labour in the organised and semi-organised sectors, the emphasis here being on relating their learning to their work, improvement of skills, flexibility regarding the number of days on which classes would take place, etc.
- (g) “Awareness-based Model”, which would have a strong component of critical analysis of the social predicament of the children—the syllabus, instructional materials and the learning process being organised around awareness-building.

(To be submitted in duplicate)

Scheme for assistance to voluntary agencies for non-formal education for elementary age-group children under the programme of universalization of elementary education

APPLICATION FORM

PART-I

(To be filled by applicant)

1. Name of the Agency
2. Its objects and activities
(give brief history)
3. Whether registered under Indian Societies' Registration Act, 1860 (Act. XXI of 1860) public trust or non-profit-making company? Give number and attach copy the relevant document.
4. Whether the organization has any experience in non-formal education for children? If so, a brief mention may be made indicating the years, type, size and location of the programmes organized.
5. Whether the office of the Organization is located in its own or rented building?

6. Is the assistance applied for intended for running non-formal education centres; If so
- (a) Brief description of the operational model, including some features;
 - (b) the area where the project will be taken up (give a map of the area indicating the manner in which it would be covered by NFE centres;
 - (c) number of centres to be run;
 - (d) supervisory arrangements envisaged;
 - (e) type of learning/teaching material to be used; and
 - (f) the duration of the project;
 - (g) other details as may be relevant.

Note : Attach Project description on separate sheets.

7. If the project does not relate to running of NFE centres, give brief details of the project, including the proposed duration.

8. Whether any part of the expenditure on the project is being or is likely to be provided by some other official, non-official or foreign source? If so, indicate the extent and the name of agency.

9. Total estimated expenditure on the project

Rs. _____

(i) Non-Recurring

Rs. _____

(ii) Recurring

Rs. _____

10. Amount of grant requested:

Rs. _____

(i) Non-Recurring

Rs. _____

(ii) Recurring

Rs. _____

11. Whether the institution has adequate personnel to look after the project? If so, indicate brief information about them.
12. List of Papers/Statements to be attached:
 - (a) Constitution of the Agency
 - (b) Constitution of the Board of Management with particulars of each member.
 - (c) Latest available annual report
 - (d) Details regarding the selection of instructors and supervisors.
 - (e) Arrangements regarding training—give details regarding the number of days of training to be provided to instructors, supervisors and other staff.
 - (f) Audited accounts for the last three years along with a copy of the certified balance sheet for the previous year.
13. List of additional papers, if any
14. Additional information, if any

Signature of the authorised person

Designation and stamp

PART-II

RECOMMENDATION OF THE STATE GOVERNMENT

The application has been examined and it is certified that the organisation is eligible for assistance and has the capability to take up the project applied for.

Signature _____

Designation _____

Office Stamp

(The officer signing this should not be below the rank of Under Secretary)

BOND

KNOW ALL MEN BY THESE PRESENTS THAT We the _____

an Association registered under the Societies Registration Act, 1860 (21 of 1860) and having its office _____ in the state of _____ (hereinafter called the obligors) are held and firmly bound to the President of India (hereinafter called the Government) in the sum of Rs. _____ (Rupees _____ only) well and truly to be paid to the President on Demand and without a demur for which payment we bind ourselves and our successors and assigns by these presents.

2. SIGNED this _____ day of _____ in the year one thousand nine hundred and eighty _____

3. WHEREAS on the obligors request, the Government has as per Union Ministry of Human Resource Development (Deptt. of Education's) letter ___ dated _____ (hereinafter referred to as the 'Letter of Sanction' which forms an integral part of these presents and a copy whereof is annexed hereto as Annexure-A) agreed to make favour of the obligors a grant of Rs. ____ (Rupees _____ only) out of which Rs. _____ have already been received by the obligors on condition of the obligors executing a bond in the terms and manner contained hereinafter and which the obligors have agreed to do.

4. Now the condition of the above written obligation is such that if the obligors duly fulfil and comply with all the conditions mentioned in the letter of sanction the above written bond or obligation shall be void and of no effect. But otherwise it shall remain in full force and virtue. If a part of the grant is left unspent after the expiry of the period within which it is required to be spent the obligors to refund the unspent balance alongwith interest @6% per annum unless it is agreed to be carried over.

5. The Society/Trust agrees and undertakes to surrender/pay to Government the monetary value of all such pecuniary or other benefits which it may receive

or derive/have received or derived through/an unauthorised use such as letting out the premises for adequate or less than adequate consideration or use of the premises for any purpose other than that for which the grant was intended, of the property/building created/acquired/constructed largely from out of Government Grant. The decision of the Secretary to Government of India in the Ministry of Human Resource Development (Deptt. of Education) or the Administrative Head of the Department concerned as regards the monetary value aforementioned to be surrendered/paid to the Government will be final and binding on the Society/Trust.

6. AND THESE PRESENTS ALSO WITNESS THAT

- (i) The decision of the Secretary to the Government of India in the Ministry of Human Resource Development (Deptt. of Education) on the question whether there has been breach or violation of any of the terms or conditions mentioned in the sanction letter shall be final and binding on the obligors, and
- (ii) The Government shall bear the stamp duty payable on these presents.

7. In witness whereof these presents have been executed as under on behalf of the obligors the day herein above written in pursuance of the Resolution No. _____ dated _____ passed by the Governing Body of the Obligor, as copy whereof is annexed hereto as Annex-B, and by _____ for and on behalf of the President of India on the date appearing below.

Signed for and on behalf of
(Name of the Obligor Association)

In the presence of

(1)

(2)

Witness Name and Address _____

Accepted for and on behalf of the President of India.

Witness _____
Name & Address _____ Date _____
Enclsoures: A&B (Designation) _____

STATEMENT SHOWING COST OF NON-FORMAL EDUCATION CENTRE AND PROJECT

(1) Cost per Primary and Upper Primary Centre

Sl. No.	Item	Primary		Upper Primary	
		Rate Rs.	Amount per annum	Rate Rs.	Amount per annum
				2@	
1.	Honorarium of Instructor	105/- p.m.	1260	125 p.m.	3000
2.	Lighting (fuel)	40/- p.m.	480	60 p.m.	720
3.	Teaching material	36/- p.a. per student	900	72 p.a. per student	1800
4.	Training of Instructor		600		1200
5.	Supervision		400		400
6.	Equipment		360		720
7.	Patromax/Lanterns		150		150
	1 year total :		Rs. 4150		Rs. 7990
	Cost in subsequent years (Less non-recurring items at No. 6 & 7 above)		Rs. 3640		Rs. 7120

2. Project Management Cost :

Sl. No.	Item	Numbers
(1)	Project Officer	one
(2)	Accounts Clerk	one
(3)	LDC	one
(4)	Peon	one
(5)	Motorcycle	one
(6)	Petrol, Lubricant	
(7)	Contingencies	

A project will consist of 90 primary and 10 upper primary centres.

**FORM FOR RELEASE OF INSTALMENTS OF GRANTS-IN—AID
TO VOLUNTARY AGENCIES**

1. Unspent balance:
2. Details of the expenditure incurred :
 - (i) On running of NFE Centres —
 - (ii) Project Management cost —
3. No. of NFE centres running :
 - (i) General —
 - (ii) For girls —
4. No. of new centres to be opened—
5. Staff appointed (give designation-wise in (i) and numbers in (ii) and (iii)
 - (i) Whole-time staff for project management
 - (ii) Supervisors/Preraks
 - (iii) Instructors
6. Training arrangements :
 - (i) No. and duration of training of Supervisors/Preraks
 - (ii) No. and duration of training of Instructors
7. Teaching/learning material used
8. Amount of Grant-in-aid requested

SCHEME FOR ASSISTANCE FOR EXPERIMENTAL AND INNOVATIVE PROGRAMMES FOR THE EDUCATION AT THE ELEMENTARY STAGE INCLUDING NON-FORMAL EDUCATION

(Revised—Jan. 1987)

The background

The National Policy on Education (NPE) was approved by Parliament in May, 1986 and the Programme of Action (POA) for its implementation in August 1986. These documents spell out the immediate, medium-term as well as long-term goals of educational development, and also the strategies to be adopted for the achievement of these goals.

2. NPE aims at universalisation of elementary education (UEE) by 1995, the targets by 1990 being confined to provision of five years of education to all children through formal schooling or the non-formal stream. The strategy for implementation of UEE has three inter-related components: (i) adoption of child-centred and activity-based learning system; (ii) a thorough reform of the content and process of education, including emphasis on values referred to in para 3.4 of NPE; and (iii) a large and systematic programme of non-formal education for children of habitations without schools, working children and girls who cannot attend whole-day schools. While POA sets out some of the aspects of the action plan; it makes clear that a variety of experimental and innovative programmes will be taken up to explore, further parameters and techniques suited in the various situations and contexts. Creation of mechanisms for supporting experimentation and innovation, particularly for UFE, is implicit in NPE and POA.

Objectives

3. The overall aim of this scheme is to promote experimentation and innovation for the achievement of goals spelt out in NPE for UEE. Within this overall aim, the specific objectives of the scheme are as follows:

- (a) to identify agencies which can take up experimental and/or innovative programmes in furtherance of the goals set out in NPE/POA;
- (b) To provide financial and administrative support to the selected agencies for the activities taken by them;
- (c) To review and evaluate the work of the agencies taking up experimental and/or innovative programme; and
- (d) To disseminate the findings in respect of methods, processes and outcomes in respect of the various programmes of experimentation and/or innovation.

Eligibility

4. (a) Government agencies, educational institutions, panchayati raj institutions, registered societies, public trusts and non-profit making companies would be eligible for assistance under this scheme. Ordinarily, agencies which are not legal entities would not be eligible;
- (b) As far as the voluntary agencies, public trusts and non-profit making companies are concerned, in order to be eligible for financial assistance under this scheme they should;
 - (i) have a proper constitution or articles of association;
 - (ii) have a properly constituted managing body with its powers and duties clearly defined in the constitution;
 - (iii) be in a position to secure the involvement on voluntary basis, of knowledgeable persons for furtherance of their programmes;
 - (iv) not be run for profit of any individual or a body of individuals;
 - (v) not discriminate against any person or group of persons on the ground of sex, religion, caste or creed;
 - (vi) not directly function for the furtherance of the interests of any political party;
 - (vii) not in any manner incite communal disharmony;
 - (viii) not proselytise; and
 - (ix) eschew violence.
- (c) In exceptional cases a registered society or a public trust fulfilling requirements spelt out in (b) above may be given assistance for mobilisation, involvement and provision of financial support to other voluntary agencies, social activist groups and individuals;

- (d) Only those eligible agencies which have been in existence for 3 years would be considered for assistance under this scheme. This requirement may be waived in respect of agencies with specially qualified workers or which can otherwise justify a special consideration.

Note : The Grant-in-aid Committee should carefully examine the credentials of the "lead organisation" and satisfy itself as to its reliability and capability. The criteria for assistance by the "lead organisation" to other agencies, its responsibility for proper utilisation of funds by the implementing agencies and the nature of its accountability should be clearly laid down in the sanction.

Nature of assistance

5. (a) taking up well-designed field projects;
- (b) development of learning materials, instructional/learning aids, and other aspects of technical resource development;
- (c) training;
- (d) creation of infra-structure for taking up experimental/innovative programmes;
- (e) meetings, conferences, seminars to promote innovation and experimentation;
- (f) management expenses essential for action under paragraph 5(c);
- (g) evaluation of experimental/innovative programmes;
- (h) activities for dissemination of the outcome of experimental/innovative programmes and their adoption, including visits to experimental innovative projects, publications, etc.
6. If any agency is already receiving or expecting to receive grant from some other official source for a project for which application is made under this scheme, the assistance under this scheme will be made after taking into consideration the grant received, or likely to be received from such other official source. It should also be ensured that an agency already in receipt of a recurring grant from any other official source, Central or a State, should not transfer any part of that liability to a grant to be sanctioned under this scheme.

7. Assistance may be sought for such duration as the applicant agency may consider appropriate. Ordinarily, such assistance will be provided for the period necessary for the position of the experimental/innovative programme proposed to be taken up, but not exceeding the balance of a Five Year Plan period at a time. Indication in regard to the period for which grant has been approved would be given in the letter of sanction.

8. Assistance under this scheme will ordinarily be 100%. However, where the Grant-in-Aid Committee considers it necessary it may require the agency concerned to make a contribution.

The procedure

9. (a) *Application*:—Any agency eligible to receive assistance may make an application in the form appended hereto. The applications should be addressed to the Ministry of H.R.D. (Department of Education), Government of India, New Delhi through the State Education Department (with a copy endorsed directly to the Ministry).

The State Government should give its views, within a period of three months, regarding the agency's eligibility, suitability, relevance of the proposal and the capacity of the agency to implement it, etc. Comments should be sent by the State Government even if the proposal is not recommended, giving reasons therefor. Applications for extension of the project will not be required to be sent through the State Government. It would, however be necessary for the voluntary agency to send a copy of its request for extension of the project to the State Government by Registered AD post. All India organisations may make applications directly to the Ministry.

(b) *Grant-in-Aid Committee*:—The applications for grant-in-aid would be considered by a Grant-in-Aid Committee to be appointed by the Ministry. Ordinarily, the Committee will go by the advice of the State Government. However, in the event of the State Government not making any recommendations or while considering cases in departure from the advice of the State Government, a representative of the State Government and, if necessary also of the agency making application, will be invited to discuss the proposal with the Committee.

(c) *Release of grant*:—On approval of the project the grant shall be released to the agency on an annual basis in two instalments—the first one shall be

released immediately after the issue of the sanction. After the agency concerned has utilised 75% of an instalment it may make a request for release of the subsequent instalment along with a progress report and statement of expenditure. Release of grants in the second and subsequent years will be made on a similar basis, provided that before release of the second instalment in a particular financial year (beginning with the second year) the utilisation certificate and audited statement in respect of the grant released till the end of the preceding year shall be furnished.

(d) *Disbursement*:—Grant for programmes undertaken by Government institutions will be provided to the State Government/Union Territory Administration according to the normal procedure. Grant payable to a voluntary agency, public trust, non-profit making company, etc. would be remitted to it directly, by a demand draft/cheque drawn in its favour by the Ministry of Human Resource Development.

Conditions of Grant

10. (i) The grant receiving agency will be required to execute a bond on a prescribed form (appended). The bond should be supported by two sureties if the agency is not a legal entity.

(ii) An agency in receipt of financial assistance shall be open to inspection by an officer of the Union Ministry of Human Resource Development/or National Council of Educational Research and Training or the State Education Department.

(iii) The accounts of the project shall be maintained properly and separately and submitted as and when required. They should be open to check by an officer deputed by the Government of India or the State Government. They shall also be open to a test check by the Comptroller and Auditor General of India at his discretion.

(iv) The audited accounts together with utilisation certificate in the prescribed form duly countersigned by the Chartered Accountants are required to be furnished within six months in respect of a preceding year or after expiry of the duration for which grant is approved.

(v) The agency shall maintain a record of all assets acquired wholly or substantially out of Government grant and maintain a register of such assets in

the prescribed proforma. Such assets shall not be disposed of, encumbered or utilised for purpose other than those for which the grant was given, without prior sanction of the Government of India. Should the agency cease to exist at any time, such properties shall revert to the Government of India.

(vi) When the State Government/Government of India has reason to believe that the sanctioned money is not being utilised for the approved purpose the payment of grant may be stopped and the earlier grants recovered.

(vii) The institution must exercise reasonable economy in the working of the approved project.

(viii) The grantee agency shall furnish to the Ministry of Human Resource Development reports as may be prescribed.

(ix) The decisions of the Secretary to the Government of India in the Ministry of Human Resource Development, Department of Education, on the question whether there has been breach or violation of any of the terms and conditions mentioned in the sanction letter shall be final and binding on the grantee.

(To be submitted in duplicate)

Scheme for assistance for experimental and innovative programmes, for the education at the elementary stage including non-formal education

APPLICATION FORM

Part—I

(To be filled by the applicant)

1. Name of the agency _____

2. Its objects and activities (give brief history) _____

3. Whether registered under Indian Societies Registration Act, 1860, (Act XXI of 1860), public trust or non-profit making company? Give number and attach copy of the relevant document.

4. Whether the organization has any experience in elementary or non-formal education for children? If so, a brief mention may be made indicating the type, size and location of the programmes organised.

5. Whether the office of the organisation is located in its own or rented building?

6. The title of the experimental and innovative project for which the grant is

applied for and the details of the project including highlights of innovative/experimental features, (Attach extra sheets).

7. The duration of the project:

8. Whether any part of the expenditure on the projects is being or is likely to be provided by some other official, non-official or foreign source? If so, indicate the extent and the name of agency.

9. Total estimated expenditure on the project
(Year-wise details to be attached).

Rs. _____

(i) Non-recurring

Rs. _____

(ii) Recurring

Rs. _____

10. Amount of grant requested

Rs. _____

(i) Non-recurring

Rs. _____

(ii) Recurring

Rs. _____

11. Whether the institution has adequate personnel to look after the project? If so, indicate details.

12. List of papers/statements to be attached:

(a) Constitution/Trust Deed of the Agency.

(b) Constitution of the Board of Management with particulars of each member.

(c) Latest available annual report.

(d) Audited accounts for the last three years along with a copy of the certified balance sheet for the preceding year.

13. List of additional papers, if any.

14. Additional information, if any.

Signature of the authorised person with
Designation and Stamp

Part—II

RECOMMENDATION OF THE STATE GOVERNMENT

The application has been examined and it is certified that the organisation is eligible for assistance and has the capability of taking up the programme applied for.

Signature _____

Designation & Office stamp _____

The officer signing this should not be below the rank of Under Secretary

BOND

KNOW ALL MEN BY THESE PRESENTS THAT We the _____

an Association registered under the Societies Registration Act, 1860 (21 of 1860) and having its office _____ in the state of _____ (hereinafter called the obligors) are held and firmly bound to the President of India (hereinafter called the Government) in the sum of Rs. _____ (Rupees _____ only) well and truly to be paid to the President on Demand and without a demur for which payment we bind ourselves and our succesors and assigns by these presents.

2. SIGNED this _____ day of _____ in the year one thousand nine hundred and eighty _____

3. WHEREAS on the obligors request, the Government has as per Union Ministry of Human Resource Development (Deptt. of Education's) letter ___ dated _____ (hereinafter referred to as the 'Letter of Sanction' which forms an integral part of these presents and a copy whereof is annexed hereto as Annexure-A) agreed to make favour of the obligors a grant of Rs. ____ (Rupees _____ only) out of which Rs. _____ have already been received by the obligors on condition of the obligors executing a bond in the terms and manner contained hereinafter and which the obligors have agreed to do.

4. Now the condition of the above written obligation is such that if the obligors duly fulfil and comply with all the conditions mentioned in the letter of sanction the above written bond or obligation shall be void and of no effect. But otherwise it shall remain in full force and virtue. If a part of the grant is left unspent after the expiry of the period within which it is required to be spent the obligors to refund the unspent balance alongwith interest @6% per annum unless it is agreed to be carried over.

5. The Society/Trust agrees and undertakes to surrender/pay to Government the monetary value of all such pecuniary or other benefits which it may receive or derive/have received or derived through/an unauthorised use such as letting

out the premises for adequate or less than adequate consideration or use of the premises for any purpose other than that for which the grant was intended, of the property/building created/acquired/constructed largely from out of Government Grant. The decision of the Secretary to Government of India in the Ministry of Human Resource Development (Deptt. of Education) or the Administrative Head of the Department concerned as regards the monetary value aforementioned to be surrendered/paid to the Government will be final and binding on the Society/Trust.

6. AND THESE PRESENTS ALSO WITNESS THAT

- (i) The decision of the Secretary to the Government of India in the Ministry of Human Resource Development (Deptt. of Education) on the question whether there has been breach or violation of any of the terms or conditions mentioned in the sanction letter shall be final and binding on the obligors, and
- (ii) The Government shall bear the stamp duty payable on these presents.

7. In witness whereof these presents have been executed as under on behalf of the obligors the day herein above written in pursuance of the Resolution No. _____ dated _____ passed by the Governing Body of the Obligor, as copy whereof is annexed hereto as Annex-B, and by _____ for and on behalf of the President of India on the date appearing below.

Signed for and on behalf of
(Name of the Obligor Association)

In the presence of

- (1)
- (2)

Witness Name and Address _____

Accepted for and on behalf of the President of India.

Witness _____
Name & Address _____ Date _____
Enclsoures: A&B (Designation) _____

GUIDELINES FOR PROPOSALS TO BE SUBMITTED FOR ASSISTANCE FOR NFE BY STATE GOVERNMENTS

1. Unspent Balance at the beginning of the year (Rs.) _____
2. Number of centres and Amount required for those not covered by any project.

	Primary	Upper Primary	Central Share
	(no.)	(no.)	(Rs.)
50 : 50			
90 : 10			

3. No. of Projects proposed _____ No. of districts in the State _____ No. of districts having one or more/projects _____
4. No. of Centres under the Projects and Amount Required:—

* Continuing Centres covered by projects		New Centres under proposed projects	
No. of Centres	Amount Required	No. of Centres	Amount Required
Primary/ Upper Primary		Primary/ Upper Primary	
50 : 50			
90 : 10			

* Only continuation cost will be calculated

5. Staff	Sl. No.	Post No.	Monthly Pay	Cost for the year	Central Share
(a) Project Level					
(b) District Level					
(c) State Directorate Level					
(d) SCERT					
6. Arrangements for Instructors'/Supervisors' Training (Mention the number of courses for instructors, supervisors and Management Level Staff planned. the Institutes identified for their training and a brief description of training)					
7. Development of Teaching learning Material (Mention what materials are to be developed, and Institutions identified for developing those materials and strategy/process proposed to be adopted.					

**QUARTERLY PROGRESS REPORT FOR THE STATE GOVERNMENT
PROGRAMME FOR NFE**

Report for the quarter ending year

I. Financial:

- (i) Unspent Balance at the beginning of the year.
- (ii) Grants received from Central Government during the year
 - (a) For Centres not covered by Projects (Rs.)
 - (b) For Projects (both NFE Centres and Project Staff (Rs.)
.....
 - (c) For Staff at
 - (i) State Directorate Level (Rs.) _____
 - (ii) SCERT (Rs.) _____
 - (iii) District Level (Rs.) _____
 - (d) For programme and Other miscellaneous items. (Rs.) _____
- (iii) Expenditure:

	Expenditure incurred during the quarter	Expenditure during the year till the end of the quarter
--	---	---

II. Management:

No. of NFE centres existing at the end of previous year	90 : 10	50 : 50
No. of NFE centres to be opened during the year	-do-	-do-
No. of NFE centres opened till the end of the quarter	-do-	-do-

(b) Projects:

Number of Projects

- (i) to be opened in the year
- (ii) Opened till the end of the quarter.

- (c) Appointment of instructors:
 - (i) To be appointed in the year
 - (ii) Appointed till the end of the quarter
- (d) Appointment of Supervisors:
 - (i) To be appointed in the year
 - (ii) Appointed till the end of the quarter
- (e) Staff No.Sanctioned No. in position
 - I. At Directorate Level
 - Posts
 - (i)
 - (ii)
 - (iii)
 - II. At SCERT Level
 - Posts
 - (i)
 - (ii)
 - (iii)
 - III. At District Level
 - Posts
 - (i)
 - (ii)
 - (iii)
 - IV. At Project Level
 - Posts
 - (i)
 - (ii)
 - (iii)

III. Training:	During the	
	Quarter	Year
(a) No. of instructors trained	—	—
(b) No. of Supervisors trained	—	—

- IV. Material Development:
 - Teaching-learning material
 - (a) Taken up for development during the year
 - (b) Developed.
- (Enumerate the items of Teaching Learning Material)

**QUARTERLY PROGRESS REPORT FOR THE VOLUNTARY AGENCIES FOR
NFE PROGRAMME**

Report for the quarter ending year

1. FINANCIAL:

(i)	Unspent balance at the beginning of the year		
(ii)	Grant received from Central Government during the year.		
			Amount (Rs.)
	(a)	For centres not covered by Projects	_____
	(b)	For Projects (both NFE Centres and Project Staff)	_____
	(c)	Any other item	_____
(iii)	Expenditure:	Expenditure incurred during the quarter	Cumulative Expenditure during the year
		_____	_____
		(Col. 1)	(Col. 2)

II. MANAGEMENT

- (a) No. of centres for which grant was released
 No. of new centres to be opened in the year
 No. of centres opened during the quarter
- (b) Number of NFE Centres functioning
- | | | |
|---------|---------------|-------|
| Number | Coeducational | Girls |
| Primary | | |
| Upper | | |

Note: This statement is meant to monitor progress quarterly. Data for the quarter should relate only to the quarter under report. Data regarding cumulative progress during the year should relate to the progress from the beginning of the year to the end of the quarter under report.

- (c) Projects:
 - Number of Projects
 - (i) To be opened in the year
 - (ii) Opened during the year.
 - (iii) Opened during the quarter.
- (d) Appointment of Instructors:
 - (i) To be appointed in the year
 - (ii) Appointed so far
 - (iii) Yet to be Appointed
- (e) Appointment of Supervisors:
 - (i) To be appointed in the year
 - (ii) Appointed so far
 - (iii) Yet to be Appointed

Training:

- | | During the quarter | During the year |
|-----------------------------------|--------------------|-----------------|
| (a) Number of instructors trained | | |
| (b) Number of Supervisors trained | | |

Inspection:

- | | During the Quarter | During the year |
|--------------------------------|--------------------|-----------------|
| Number of centres inspected by | | |
| (a) NCERT Officials | | |
| (b) State Agencies | | |

National Council of Educational Research and Training
 Ministry of Education
 Government of India
 New Delhi-110 011



PUBLICATION NUMBER 1629
