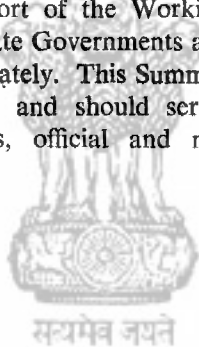

**SUMMARY OF THE REPORT
OF THE WORKING GROUP
ON ADULT EDUCATION FOR
MEDIUM TERM PLAN 1978-83**



MINISTRY OF EDUCATION AND SOCIAL WELFARE
GOVERNMENT OF INDIA
NEW DELHI 1978

PREFACE

The Ministry has already published the Policy Statement on Adult Education and an Outline of the National Adult Education Programme. Keeping in view the highest priority accorded to adult education, in addition to universalisation of elementary education, in the Medium-Term Plan 1978—83 of Education sector, a Working Group was appointed to delineate the operational details for implementation of the National Adult Education Programme. The Report of the Working Group, as approved by representatives of State Governments and U.T. Administrations is being published separately. This Summary of the Report brings out its salient features and should serve as the blueprint for action by all agencies, official and non-official, involved in NAEP.



New Delhi
17th July, 1978

P. Sabanayagam
Secretary to the Government of India
Ministry of Education and Social Welfare

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I

ADULT EDUCATION AND DEVELOPMENT

The draft Five Year Plan 1978—83 emphasises removal of unemployment, an appreciable rise in the standard of living of the poorest sections of the population and provision by the State of the basic needs of the people, including clean drinking water, adult literacy, elementary education, health care, rural roads and rural housing. Highest priority is to be given to Area Planning for Integrated Rural Development in which agricultural production and cottage and small scale industries find a place of importance. Distributive justice is also given priority and it is stated that it is only the vigilance of the poor which will ensure that the benefits of various laws, policies and schemes designed to benefit them produce their intended effect.

2. Adult education—looked upon as a method of human resource development, including literacy, functional development and creation of awareness among the poor regarding their inherent power to determine their destinies—should become the method in the new development process. It can contribute to the new development strategy in three significant ways : Firstly, by making a substantial part of the work-force literate and better skilled; secondly, by involvement of people in various development programmes which would make it possible to achieve optimum potential and minimise wastage; and thirdly, by creation of awareness among the poor regarding the laws and policies of Government whereby it would be possible to implement the strategy of redistributive justice.

II

THE PERSPECTIVE AND THE STRATEGY

3. The attention paid in the successive five year plans in the past has shown a declining awareness towards this sector of education.

4. *The literacy scene* : An analysis of the literacy scene for age-group above 14 years shows that while the percentage of literacy has increased in 1951, 1961, 1971 and 1977 from 19.26, 27.76, 34.08 to 38.00 the number of illiterate persons has also increased during this period from 17.39, 18.70, 20.95 to 22.66 crores. The segmental dimension of the problem is even more serious. In 15—35 age-group, out of a total of 9.71 crores of illiterate persons the rate of literacy among rural females is only 18.80 per cent and there are vast variations between rural and urban and between scheduled castes and scheduled tribes on the one hand and the remaining population on the other. These disparities will continue to rise unless arrangements are made to bridge this gap.

5. *The operational strategy* : The National Adult Education Programme recognises the importance of giving special priority to these segments of society, and lays importance on the 15—35 age-group because it is during this phase in life that people make families and have to upgrade their skills and understanding in the socio-economic perspective. In the first couple of years, rather than organising programmes on a massive scale, programmes of smaller size which are carefully planned would be taken up. Adult education programmes would be implemented through a network of projects. Every agency intending to take up the programme would determine the area which would be covered by it. As far as possible the project area would coincide with CD blocks, or in tribal areas with integrated tribal development projects. The effort would be to take up a contiguous compact area and to organise as many adult education centres as feasible.

III

SPECIAL PRIORITY

6. *Women* : Women form a substantial and integral segment of the labour force. An understanding about the role and status of women in society will, therefore, be an essential part of all programmes organised under NAEP. Adult education programmes for women may also have to be separately organised and, as a part of the post-literacy and follow-up programme, they may have to be encouraged to form their own groups for learning and to strengthen their participation and voice in the developmental process. As far as instructional responsibility is concerned it shall have to be borne by women teachers and other educated women in rural areas. A large programme of condensed courses and training shall have to be organised.

7. *Scheduled Tribes* : Elimination of exploitation of the tribal people is an important task of development and this can be achieved only by building up the inner strength of those communities. Only education can provide this crucial inputs. In the organisation of adult education programmes for the tribals, the special characteristic of their society must be kept in mind. These programmes should (a) help them to acquire skills so that they may be able to negotiate effectively with the world around them and compete with outsiders in job situation and business dealings; (b) it should assist them in acquiring appreciation of their vibrant culture and conserve their environment; and (c) be interwoven with the rest of the developmental programmes being organised through integrated tribal development projects. Within the vast tribal areas there are some to which higher priority needs to be given : the regions where industrial and mining activity is increasing, the pockets of particularly low levels of illiteracy and areas with large population of landless labourers.

8. *Scheduled Castes* : Persons belonging to the scheduled castes are scattered through the length and breadth of the country. Some of the issues in connection with organisation of adult education programmes are as follows :

- (a) Though not desirable, it may be necessary to organise separate classes for these persons.

- (b) As far as possible, if there is only one adult education centre in a village, it should be for persons belonging to the Scheduled Castes.
- (c) Even if the enrolment in a Scheduled Caste centre is thin, a centre should be organised for them making an effort to bring enrolment to an optimum level as soon as possible.
- (d) Efforts should be made to improve their skills and techniques and if possible enable them to rise above their traditional occupations.
- (e) Programmes of occupational diversification should be organised, such as poultry farming, plantation of fruit trees, animal and sheep husbandry, khādi and village industries.
- (f) In the course of the adult education programmes as well as follow-up, organisations with fair representation of persons belonging to Scheduled Castes should be created. Where mixed organisations are not feasible, separate organisations should be set up.
- (g) In regions where organisations of persons belonging to Scheduled Castes can lead to serious social tensions, the district authorities should be kept well informed about it so that creation of such organisations may not lead to conflicts resulting in further deterioration of the condition of these people.

IV

THE ORGANISATIONAL AND PROMOTIONAL AGENCIES

9. *The Central Government* : As a part of its responsibility for social and economic planning the Central Government has naturally to provide leadership in NAEP. It should have special responsibility for involvement of the various agencies, particularly the voluntary organisations and universities/colleges, and taking up of programmes such as training, production of teaching and learning materials and evaluation. The Ministries and the Departments of the Central Government, as well as their various autonomous organisations and other agencies, should explore ways to relate their programmes with NAEP.

10. *The State Governments* : In planning and implementation of NAEP the States have a pivotal role to play. Integration of adult education with development can take place only by a firm resolve of the State Governments. The State Governments will also have to take responsibility for identification of various agencies and creation of appropriate administrative and managerial structures. As in the case of Central Government, NAEP in the States also cannot be the concern only of one department : all departments who organise programmes in which the involvement of beneficiaries is crucial to the success of the programme ought to look upon adult education as a method for such involvement.

11. *Political parties and other associations* : No account of promotional agencies can be complete without a mention of the importance of

- the leadership of political parties and their mass organisations of women, youth, workers and peasants;
- all-India cultural, religious and youth organisations;
- federations/associations of teachers, employees and of trade and industry :

These agencies can help in transformation of NAEP into a mass programme and they can also create the environment which would motivate the functionaries as well as the learners. The role

expected from these agencies is to catalyse their members and affiliates, rather than taking up the field programmes themselves.

12. *Voluntary organisations* : They have a place of precedence among the organisational agencies. These agencies should organise field adult education programmes, including post-literacy and follow-up programmes. Voluntary agencies also have special responsibility in resource development, particularly training, production of teaching and learning materials and evaluation. The all-India voluntary organisations should be encouraged to organise orientation programmes for voluntary agencies. Agencies entering the field of adult education for the first time should ordinarily begin with a small programme which might be enlarged after an evaluation of their work. The Government must also replace the mechanisms which obstruct involvement of voluntary agencies by enabling mechanisms. Voluntary organisations should be non-political and non-communal in nature in order to become eligible for assistance to implement programmes.

13. *Educational institutions* : Introduction of national and social service at all stages of education is now the accepted policy. Involvement of educational institutions in NAEP would provide to them a well-defined means to interest students in service; it would also provide to NAEP a large number of dedicated workers. Although it needs to be emphasised that educational institutions should organise field adult education including literacy programmes, there are a large number of other things which also they can do. These would include :

- (a) creation of an environment;
- (b) surveys;
- (c) preparation of curriculum, teaching/learning materials and organisation of training etc.;
- (d) supplemental programme of instruction through audio-visual means, cultural programmes, sports and games etc.;
- (e) facilitating women participants by taking care of their children;
- (f) post-literacy and follow-up programmes;

(g) construction of adult education huts in villages where facilities for organisation of adult education activities are not enough; and

(h) evaluation and research.

14. *The employers* : In respect of all their employees all employers should be expected to organise adult education programmes including literacy, skill training, etc. Government being the biggest employer has a special responsibility. In large construction works, such as railways, irrigation dams, scarcity relief operations, roads, etc. arrangements of adult education should be provided for the workers. Apart from Government, the organised sector including factories, mines, plantation, etc. engage very large sized work-force. It should be the responsibility of the employers, in cooperation with the Central Board of Workers Education or other concerned agencies of labour welfare, to organise adult education and literacy programmes. Employers in the semi-organised sector also should be encouraged to organise such programmes.

15. *The local bodies* : Municipalities and the panchayati raj institutions can also play an important role in the organisation of adult education programmes in their areas. In particular the municipalities will have to take full responsibility for post-literacy and follow-up programmes in cities.

V

THE INSTRUCTIONAL AGENCIES

16. *Considerations in selection* : In the past there has been excessive reliance on elementary school teachers to function as instructors in adult education centres. This happened not because there was a deliberate decision regarding their suitability but by a force of habit. This uncritical method must be replaced by well-considered decisions, keeping in view the various possibilities and considerations, which would include :

- *voluntariness* : all persons to be involved as instructional agencies should participate on a purely voluntary basis;
- *motivation* : motivation among the instructors is a precondition of motivation among the learners;
- *communication* : the potential instructors should have the linguistic capability to communicate as well as an attitude of equality towards the learners.

17. *Village youth* : Owing to the possibility of natural communication, existence of unemployment and under-employment among the villagers and the possibility of creation of a new kind of rural leadership, the village youth need to be preferred as the instructional agents. A majority of the village youth would prefer to work on full-time basis, it would be worth while to continue the part-time adult education work with either the non-formal elementary education work or as a part of the various programmes of rural development.

18. *School teachers* : Although school teachers have some advantages, such as being accustomed to organisation of educational programmes and their training in handling of teaching and learning materials, the formal system of education has become a part of their lives. They tend to be authoritarian and rigid and are seldom able to deal with villagers in a spirit of equality. Yet, such of the teachers as volunteer to participate in the programme should be welcomed. Besides, it should be possible to appoint unemployed persons who have had teacher training. They could be paid a meagre subsistence allowance, and can be entrusted

responsibility for organisation of nonformal educational programmes for children and for adults for a well defined community.

19. *Students* : Students at +2 stage and in institutions of higher education should be encouraged to take responsibility for organisation of adult education centres, including literacy. This would necessitate continuous work for 200 to 350 hours a year, depending on the type of programme organised. It would be necessary for teachers to involve themselves in NAEP if students are to be so involved. Representative organisations of students can also play a vital role in this connection.

20. *Developmental functionaries* : It would be of immense advantage if village level development functionaries could take responsibility for organisation of adult education programme. While this would be good for adult education, it would also facilitate the work of those functionaries. Even when development functionaries do not themselves organise adult education centres they should contribute to the programme as a part of a team. Keeping in view the importance of village revenue record keepers (Patwari, lekhpal) and their role in land reforms, their participation in the programme would be of immense value.

21. *Retired personnel* : A large number of ex-servicemen are discharged every year and can function as adult education instructors. In addition to ex-servicemen there are several other categories of retired personnel who can take instructional responsibility.

VI

RESOURCE DEVELOPMENT

22. In the context of NAEP, resource development is intended to mean the instrumentality for transforming the concept and the objectives of the Programme into a learning system. Its elements include curriculum development, preparation of teaching/learning materials, training, and evaluation. Resource methodology has to be based on the principles of :

- flexibility and openness;
- devolution; and
- efficiency.

23. *Curriculum development* : Curriculum in NAEP has to be related to the identifiable needs of the groups of learners, and, therefore, would ordinarily be preceded by a survey of such needs. The curriculum :

- should enable the learners to get a basic understanding of the social and physical environment in which they live,
- should develop an attitude of self-reliance and initiative,
- should encourage them to constructive action,
- should prepare them for parenthood and family life,
- should enable them to realise their rights and responsibilities, and
- should impart skills in literacy and numeracy so that self-reliant learning may take place. The duration of the adult education programme, including literacy, should be of 300 to 350 hours.

24. *Teaching/learning material and training* : Teaching and learning materials, based on the curriculum, should help participants in entering into dialogue and mutual communication. The

language to be used in the materials should be the spoken language of the participants and special material should be prepared for linguistic minorities. The size and diversity of NAEP will necessitate well-organised training for all functionaries. The training of instructors should be organised by the project agency using locally available resource persons. Training of district adult education officers, project officers and supervisors should be the responsibility of a specially designated training institution, which would generally be established with a voluntary agency or an autonomous organisation. The training of State-level functionaries, heads of major voluntary agencies and other key personnel would be the responsibility of the Directorate of Adult Education.

25. *The resource structure* : At the apex of the resource structure is the Directorate of Adult Education, the National Resource Centre. In each State there is to be a State Resource Centre, which is a critical level in resource development. A SRC is not expected to be a large unwieldy institute, it should use available resources within the State and make effort to devolutionise resource capability at the district and project levels. A district resource consortium should be organised to support the project agencies, which themselves would have substantial resource capability. Ultimately each village where there is to be an adult education centre will have to develop its resource system, so that the programmes are related to the local needs and problems.

VII

POST-LITERACY AND FOLLOW-UP PROGRAMMES

26. *The educational continuum* : If adult education and literacy have to play a germinal role, then the programme cannot be a one-time programme of 8 or 10 months, or 300 or 350 hours. It must be a part of a continuous process of education leading to action and action needing further education. The post-literacy and follow-up programmes will mean that the learners will reinforce their literacy, will gain a more critical understanding of the environment and will become more aware of the impediments which are blocking their way. At the same time they will have a clearer idea about what economic programmes can be taken up, how to utilise different Government and non-government schemes, how to grasp effectively the facilities which are provided by banks and other institutions, how to organise cooperative societies and how to form and upgrade relevant skills.

27. *Organisation of continuing education centres* : The responsibility of organisation of post-literacy and follow-up programmes will rest with the project agency. Each project will have a Project Library Centre and a network of village continuing education centres would be created. In the urban areas the responsibility for organisation of continuing education would rest with municipalities and educational institutions. A continuing education centre would also serve as the focus for creation of village organisations. Besides, short duration training courses and condensed courses could be organised to raise understanding and levels of skills in regard to the occupational, health and civic issues. Mass media and folk culture can provide valuable means of recreation and learning.

VIII

MONITORING, EVALUATION AND RESEARCH

28. *Central level* : The past experience leads us to the realisation that the system of monitoring, evaluation and applied research should aim at improvement of the management of the programme at all levels. Besides, evaluation of training outcomes, monitoring of progress and impact studies are special areas to which all exercises at evaluation must apply themselves. In organisation of evaluation and monitoring, the Directorate of Adult Education will play an important role, on the one hand establishing cooperative relationship with a number of appropriate management and research agencies as well as institutions of higher education and on the other hand, preparing agencies in the States and districts to develop capability for evaluation and applied research.

29. *Field level* : It is important that the progress of the programme, with reference to specific determinant points, is regularly and systematically reported. This shall be the responsibility of the adult education instructor and the project agency. The second aspect of monitoring and evaluation would be a system of data audit, through creation of parties in practically every district who would draw samples in a prescribed manner and would undertake a check of the information furnished. The district parties could comprise teachers in universities, colleges and higher secondary schools or research workers. The third aspect is an examination regarding the extent to which the programme conforms to the objectives, its impact in the field and the reaction among the participants and other members of the community. Finally, on the basis of study of impact, measures for improvement of the programmes will have to be identified and disseminated to the implementation agencies.

IX

PLANNING AND ADMINISTRATIVE STRUCTURES

30. *Project level* : NAEP is to be implemented through projects, which are visualised as the key unit for planning and implementation of the Programme. Ordinarily the area of a project would be coterminus with one or two CD blocks and the number of adult education centres to be organised per project would vary from 100 to 500. Agencies taking up the programme for the first time could take up smaller projects also, but generally not less than 30 centres. There should be close and dynamic link between the project and the various development programmes in a project area. A project is visualised in a spirit of autonomy, and the project administration should have not only sufficient financial powers and power to appoint instructors, but it should also organise training of instructors, prepare or moderate teaching/learning materials and organise evaluation and monitoring. Post-literacy and follow-up activities would be an essential part of the project activity. The administrative structure of a project would comprise a project officer, in the case of large project generally assisted by an assistant project officer and a continuing education organiser, a certain number of supervisors and instructors.

31. *District level* : At the district level the primary responsibility for the programme shall rest with the Collector/Chief Executive Officer. The Government project agencies would be supervised by the district Collector and he would also organise coordination, monitoring and general supervision over all agencies in the district. The Collector/CEO would be assisted by a district adult education officer. There would be a district adult education board/committee, presided over by the district Collector/CEO, of which all project officers would be members, in addition to district-level development officers, public workers etc. The district level agency would normally examine the proposal of a voluntary agency and would make suitable recommendation to the State Government. The committee would also oversee the work of all projects running in the district.

32. *State level* : At the apex in each State would be the State Board of Adult Education, presided over by the Chief Minister or the Education Minister. The State Board would

provide policy guidelines and would periodically appraise the progress of implementation. For ensuring coordination between the development programmes and adult education, to oversee programme formulation and to receive periodic reports regarding implementation, a Steering Committee would be set up under the Chairmanship of the Chief Secretary. A State adult education office shall have to be set up in each State. The office would be headed by a senior official who should be a head of the department, either working under the director of the department dealing with adult education or independently.

33. *Personnel policy*: In appointment of personnel at various levels—project, district and State—certain general considerations should be kept in view. The scales of pay of staff working in adult education should normally be comparable with appropriate levels in education or development departments. Rather than appointing persons by routine promotions or non-selective transfer, suitable selection should be made from any department the staff of which can have experience or expertise in the field of adult education. Preference in appointment should be given to women and to persons belonging to Scheduled Castes and Scheduled Tribes. Arrangements should be made to retain good workers, and when promotions become due to them, they should be provided opportunity within the sphere of adult education.

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X

PROGRAMME PLANNING

34. *Objective* : The ultimate aim of programme planning process is to create village and mohalla adult education units which would take their own decisions regarding duration of programmes, persons, to be entrusted instructional responsibility, teaching/learning material to be used, post-literacy and follow-up programmes etc. Right from the beginning, effort should be made to create such units.

35. *Project as the level of programme planning* : The vital level of programme planning would be the project level. The programme planning at this level can be divided into (i) preparation for starting of the programme, (ii) organisation of adult education centres, and (iii) post-literacy and follow-up activities.

36. *Preparatory action* : Preparatory action should begin with appointment of project officers and supervisors, which would take place about three months before the centres are to be established. Their first month would be spent in training. The instructors would ordinarily be appointed a month after the appointment of project officers and supervisors and a training would be organised for them in the second month. The third month, which would be the month preceding establishment of adult education centres, would be spent on survey, identification of places for establishment of adult education centres, securing of supplies including teaching/learning materials, creation of environment and establishing communication with the people of the community where the centres are to be established.

37. *Implementation stage* : With the starting of the adult education centre, systematic enrolment of learners should be made and no adult, whatever his age, who wishes to participate in the programme, should be refused enrolment. Simultaneous steps should be taken to involve the development and revenue functionaries and a beginning should be made with discussion around problems of land, production programmes, health and child-care etc. There is need to create a special consciousness among the instructors and supervisors regarding the measures to be taken

to sustain the interest of the learners. Accurate progress reporting measures of self-evaluation in which learners might also be involved, and systematic supervision have to be ensured. Preparatory action for the next batch should start a couple of months before conclusion of a particular batch.

38. *Follow-up : concurrent action* : Action for post-literacy and follow-up programmes should also start before conclusion of the first batch. This would involve establishment of a village Continuing Education Centre, identification and training of continuing education worker and involvement of a large number of agencies for organisation of short-duration training programmes, cultural and recreational activities and formation and strengthening of village organisations.



XI

FINANCIAL ARRANGEMENTS AND PHASING

39. *Central responsibility* : The responsibility of the Central Government in financing of NAEP should be for involvement of voluntary agencies and youth, taking up of model pace-setter projects (the on-going Farmers' Functional Literacy Programme and Non-formal Education for 15-35 age-group-to be merged from 1979-80) and for establishment of institutional structures for training and resource development. Besides, funds for strengthening of planning and administrative structures may also be provided by the Central Government. The rest of the financial responsibility must rest with the State Government and, speaking of the overall five year outlays, the expenditure to be incurred through the States should match the expenditure to be incurred by the Central Government.

40. *Costing* : The cost per person enrolled in adult education programme has been calculated at the rate of Rs. 60. Since approximately one-third of the participants may drop out, the effective cost per learner comes to Rs. 90. However, as the duration of some of the programmes may be shorter, and some voluntary contribution may also be made, the effective cost per learner has been assumed at Rs. 80. This, however, does not include the expenditure on planning and administrative structures, on evaluation and monitoring and on post-literacy and follow-up activities. Assuming that the effective target for the Five Year Plan period would be 650 lakhs, as indicated in the Draft Five Year Plan document, the requirement of funds for the period 1978—83 would work out as follows :

6.50 crores × Rs. 80.00	. . . . .	Rs. 520 crores
Add 10% (Administrative cost)	. . . . .	Rs. 52 crores
TOTAL	. . . . .	Rs. 572 crores
Add 20% (follow-up cost)	. . . . .	Rs. 114.4 crores
GRAND TOTAL :	. . . . .	Rs. 686.4 crores
		or say
		Rs. 686 crores

The yearwise phasing of this target would be as follows:

Year	Annual coverage (in millions)	Cumulative coverage (in millions)	Cost (Rupees in crores)
1978-79 (year of preparation)	1.5	1.5	15.84
1979-80	4.5	6.0	48.52
1980-81	9.0	15.0	95.04
1981-82	18.0	33.0	190.05
1982-83	32.0	65.0	336.95
TOTAL COST :		Rs. 686.40 crores	or say
		Rs. 686	crores

41. *Multiple agency funding* : Only Rs. 200 crores have been provided for this programme in the Five Year Plan 1978—83. In this context, it may be mentioned that the Planning Commission has observed that this provision is only one source of funds for programme of adult education and that funds for this purpose would also become available in other developmental sectors such as tribal development plans, rural development programmes and programmes of agricultural development. The Planning Commission has also stated that the present outlay indicated will be stepped up if necessary on the basis of the experience gained in the year to year implementation of the programme.

XII

THE INTERNATIONAL DIMENSION

42. *The International Dimension* : Keen interest has been evinced by a number of international agencies and other countries in supporting NAEP as well as in obtaining the services of Indian experts in the programmes being organised by other developing countries. While appreciating the offers made in this behalf, it would be advisable to base NAEP on country's own financial resources. Some of the areas in which the Indian search and experimentation needs to be supplemented include (i) integration of adult education and development; (ii) functionality of adult literacy; (iii) problems of linguistics; (iv) the manner in which programmes oriented towards liberation of the illiterate and poor persons are to be organised; and (v) evaluation and applied research. The countries from which we should seek short-duration experts would be mostly developing countries. It might be of greater advantage for Indian field workers and experts to visit foreign countries and observe their experiences and learn from them. There may be need to secure support from international agencies or on bilateral basis for training and audio-visual equipment and paper. At the initial stages it would be desirable to channelise international cooperation through UN agencies. Close contact should also be established with international and regional non-government organisations such as the International Council of Adult Education, directly by Government as well as through all-India voluntary agencies.

**TERMS OF REFERENCE OF THE WORKING GROUP ON
ADULT EDUCATION AND ITS MEMBERSHIP**

(Appointed in August 1977)

Terms of reference

- (a) to review the developments in the field of adult education;
- (b) to advise on the approach and priorities for the Sixth Plan 1978-83;
- (c) to formulate concrete proposals indicating financial implications and structural arrangements; and
- (d) to apportion the areas of responsibility among the Centre, States and voluntary agencies.

Membership

Chairman

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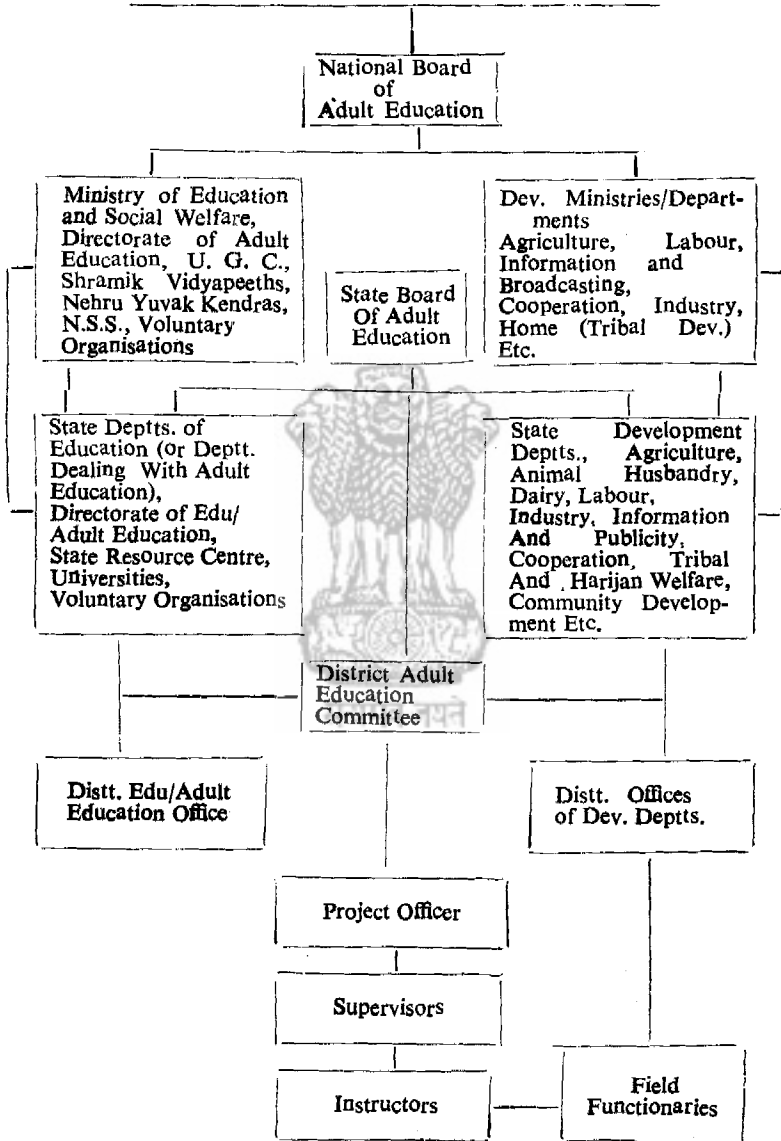
Member-Secretary

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FUNCTIONAL CHART—I

NATIONAL ADULT EDUCATION PROGRAMME



FUNCTIONAL CHART—II

STATE LEVEL AGENCIES

1. State Board of Adult Education

- (a) Laying down of policy guidelines.
- (b) Creation of environment.
- (c) Periodic appraisal of the Programme.

2. Steering Committee

- (a) Plan formulation.
- (b) Coordination between adult education and various sectors of development.
- (c) Coordination among various implementation agencies—Government, voluntary agencies, educational institutions, employers, etc.
- (d) Monitoring of the programme.
- (e) Advising the State Board.

3. Education Department or any other Department dealing with Adult Education in Secretariat

- (a) Establishment of management system.
- (b) Laying down of financial pattern—delegation of financial powers.
- (c) Coordination between adult education and formal system of education—involvement of universities, colleges and schools.

4. State Adult Education Office

- (a) Preparation of plans, project formats, methodological guidelines.
- (b) Encouraging voluntary agencies to participate.
- (c) Direction and overall supervision over Government programmes.
- (d) Overseeing and coordination of programmes taken up by various agencies other than Government.
- (e) Selection and placement of personnel.
- (f) Monitoring and evaluation.

5. State Resource Centre

- (a) Organisation of seminars, symposia etc. for wide understanding of the concept and objectives of NAEP.
- (b) Development of methodological guidelines for curriculum preparation.
- (c) Preparation of teaching/learning materials, and devolution of this capability.
- (d) Training support to the Programme.
- (e) Preparation of guidelines for post-literacy and follow-up action, production of material for neo-literates.
- (f) Evaluation, research and innovation.
- (g) Publications.



FUNCTIONAL CHART—III

DISTRICT LEVEL AGENCIES

Collector/Chief Executive Officer

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District Adult
Education Committee/Board

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District Adult
Education Officer

(a) Coordination

- (i) between adult education and development agencies,
- (ii) between adult education and formal system of education,
- (iii) between adult education and revenue and law & order agencies,
- (iv) among various adult education agencies—earmarking of area of operation and creating a consortium for resource development.

(b) Training

- (i) training of instructors—in projects where the project officer and supervisor need supplementation of their capability,
- (ii) inter-learning among project officers and supervisors of various agencies in the district through seminars, workshops.

(c) Control over Government agencies—allowing as much autonomy to them as feasible.

(d) Processing of the applications of voluntary agencies for financial assistance, periodic appraisal of the progress of their work.

(e) Monitoring and evaluation.

(f) Conduct of enquiries necessitated by the direction of State-level or national-level agencies.

FUNCTIONAL CHART—IV

PROJECT LEVEL

1. Project Officer

(with the assistance of Assistant Project Officer and Community Education Organiser)

- (a) Identification and appointment of instructors.
- (b) Training of instructors.
- (c) Securing supplies for instructional arrangements.
- (d) Preparatory action for starting of adult education centres curriculum, teaching/learning materials.
- (e) Establishment of contact with the field.
- (f) Supervision over and guidance to supervisors, and instructors wherever possible.
- (g) Contact with district level agencies.
- (h) Contact and liaison with block level development revenue and law and order functionaries.
- (i) Management of office, maintenance of accounts etc.
- (j) Monitoring and evaluation.
- (k) Planning and organisation of post-literacy and follow-up activities, including setting up of a project library centre.
- (l) Preparation of periodical project reports.

2. Supervisors

- (a) Assistance of project officer in resource development, particularly training—recurrent training of instructors in monthly meetings.
- (b) Supervision over and guidance to instructors.
- (c) Establishing a living rapport with the people of the area where adult education centres are being run.
- (d) Liaison with local development functionaries extension officers—and institutional structures such as youth clubs, Mahila Mandals, cooperative societies, panchayats, schools etc.
- (e) Ensuring payment to instructors and availability of supplies.
- (f) Ensuring that timely returns are submitted by instructors.
- (g) Post-literacy and follow-up activities.

3. Instructors

- (a) Survey.
- (b) Organisation of instructional arrangements.
- (c) Acquiring capability to organise adult education centre.
- (d) Organisation of cooperation with various village level development functionaries—creation of a team of instructors.
- (e) Establishing rapport with villagers.
- (f) Ensuring minimum drop out.
- (g) Sending periodic returns.

