

**Meeting of Experts on New Phase of AJP Programme  
for Model NFE Materials Development and Utilization in Asia and the Pacific  
Tokyo, 26-30 July 2004**

## Country Report

India

### **Mr. Roongta Anil Kumar**

Director

State Resource Centre for Adult Education, Rajasthan Adult Education Association  
(LRC Jaipur, India)

### **PART I. AJP Programme**

#### **A. Local and Utilization of AJP in India**

##### **a) Strength:**

- Realistic/specific target based on local realities,
- Disadvantaged group addressed,
- Time bound target (quantitative),
- FE & NFE linkage and coordination emphasized,
- Diversity in opportunities (use of infrastructure ),
- Partnership with civil society, NGO, Community-based Organizations (CBO) and private-sector,
- Collaboration and partnership among different stakeholders (public/private participation).

##### **b) Weakness:**

- Community participation is generally poor (lack of structure for participation),
- Weak database and monitoring mechanism,
- Some disadvantaged groups are not targeted (e.g. street children),
- Quality of the quantified target is not clear,
- Proportionate financial allocation for NEF is much less than FE,
- Weak advocacy, lack of political will/determination,
- Need for 100% involvement of stakeholders in all steps of programme planning,
- Lack of proper monitoring mechanism,
- Compromise of quantity over quality,
- Generalization at the global and regional level,
- Lack of sustainability (continuity) of the programs.

##### **c) Impact:**

- The AJP programme has greatly influenced the NFE production in India.
- The impact is visible and positive.
- The quality and content has improved and it has helped in introducing diversified subjects in NFE material.
- It has also contributed in improving the teaching methods.

#### **B. Suggestions for New Phase of AJP Programme**

While the AJP programme has definitely made an impact in the NFE material development, there is a need to introduce a few areas. There is a greatly felt need to incorporate Life Skill Education curriculum in NFE with a focus on reproductive health issues. Livelihood issues are also very

important especially in a country like India where the literacy activities are in Continuing Education phase. The AJP programme has also to focus on Quality Education including the infrastructure, curriculum, teaching-learning process, learning achievements etc.

One very crucial area of NFE is the Equivalency programme. It is one programme which will help the learners to join the main-stream formal education. The AJP can develop some strategy on the equivalency programme. In India the National Institute of Open Schooling (NIOS) is conducting these courses through out the country. Another important area is developing material for female literacy, covering those females who were left out in the initial literacy campaigns. Action research activities can be undertaken for innovations in material development.

One weak area which needs to be improved is the distribution process of NFE material. At present it is very irregular and erratic. Capacity building exercises to create understanding of importance of distribution needs to be organized.

## **PART II. Part II. Non Formal Education (NFE)**

The matrix of programmes which constitute the Scheme of Continuing Education is both a stage in the educational journey of a learner and progression towards the ideal state of a society. It constitutes a milestone in educational attainment because a non-literate person passes through the phases of basic literacy and post literacy and develops a strong demand for further learning inputs. It is also an ideal state because ultimately, what all of us seek, is a social environment in which knowledge and information are important determinants of human development.

The sheer complexity and contextual specificity of the scheme and concept of Continuing Education (CE) make any attempt to define it in strait jacket terms an extremely difficult exercise. Even if a definition is attempted the results are not uniformly and similarly intelligible. Even within a single country, various programmers, academicians and literacy activists have their own understanding of continuing education. Similarly a particular country understands the concept based on its own vision and particular requirements. There are two primary reasons for this multiplicity of views. The first can be called normative, in as much as the area of Continuing Education is inchoate. Thinking in this relatively new field is flexible and open to several interpretations. The second is formal, in the sense that the content and style of the programme is determined by the context of its implementation.

The whole idea predicates itself on the concept of a 'learning society'. The idea was first advanced by UNESCO in its famous 1972 report, titled "Learning to Be". According to this UNESCO report, a learning society is one in which all agencies of a society are educational providers, not just those, whose primary responsibility is education. Similarly, all citizens should be engaged in learning, taking full advantage of the opportunities provided by the learning society.

Such an analysis inevitably leads us to two very important conceptual parameters. Firstly, any continuing education programme has to cater to a larger variety of learner groups in an integrated and sustainable way relevant to the learners' actual living concerns. Secondly, continuing education programmes need to be designed within the contextual peculiarities of the learner. This would mean cross-support to the programme at the grassroots level from the formal, non-formal and informal sub-sectors of education, as well as various other development schemes. It would also entail strong local participation and socioeconomic data collection to make the programme effective and responsive to actual requirements.

When the National Policy of Education in India was formulated in 1986, considerable attention was given to the need for creation of satisfactory arrangements for post literacy and continuing education. The need to establish continuing education centres for adults; promotion of the reading habit through libraries and reading rooms; use of audio-visual media; programmes of distance education and provision of skill-up gradation and technical skills were regarded as critical factors for a useful post-literacy and continuing education programme.

The Revised Plan of Action formulated as a sequel to the National Policy on Education stated that our adult education programme should include:

"Self-directed continuing education in the perspective of lifelong learning through library service, newspapers for neo-literates, Charcha Mandals (discussion groups) and such other activities. This may also include skill development programmes for personal, social and occupational development."

## **A. Legal definition of NFE in India**

### **a) Article 41:**

- "State shall within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want".

### **b) Article 45:**

- "The State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age 3ffourteen years".
- The Constitution (86th Amendment) Act, 2002, to make education for children in the age group 6-14 years a Fundamental Right has been enacted by the parliament and the Act has received President's Assent on 12.12.2003. The Act has been notified in the Gazette of India on 13.12.2002.

### **c) The main features of the Act:**

- Insertion of Article 21 A to provide for free and compulsory education to all children of the age of 6-14 years in such manner as the State may, by law, determine.
- Substitution of the existing Article 45 of the Constitution with the following: "The State shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years."
- Insertion of the following new Clause in Article of 51(A) of the Constitution relating to Fundamental Duties of the citizens: "(k) who is a parent or guardian to provide opportunities for education to his child or, as case may be, ward between the ages of 6-14 years.

## **B. Overview of NFE in India**

### **a) Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE):**

- The Education Guarantee Scheme and Alternative and Innovative Education programme for children in the age group of 6-14 years was operationalised from 1st April 2001.
- The scheme, applicable throughout the country, is flexible and operationally proactive and would support the following broad strategies: (1) setting up of schools in school-less habitations (EGS); (2) interventions for mainstreaming of "out-of-school" children viz. bridge courses, back-to-school camps etc.; (3) strategies for very specific, difficult groups of children who cannot be mainstreamed.
- The EGS & AIE programme envisages flexible strategies including schools in school-less habitations or condensed courses for migrating children, bridge courses, residential camps, drop in centres for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps etc.

### **b) Early Childhood Care and Education (ECCE):**

- *Integrated Child Development Scheme (ICDS)* programme of the Department of Women & Child Development is the largest early childhood education programme in the country. ICDS was started in 1975 to provide health, nutrition, Early Childhood Education (ECE) and convergence

services. It also provides support to the national efforts for universalization of primary education, through increased opportunities for promoting early development, associated with improved cognitive and social skills, enrolment and retention in the early primary stage.

**c) Shiksha Karmi Project (SKP):**

- The Shiksha Karmi Project aims at universalisation and qualitative improvement of primary' education in remote, arid and socio-economically backward villages of Rajasthan with primary' attention given to girls. Under the SKP, regular teachers are replaced by local teachers who are less qualified but specially trained to solve the problem of shortage of teachers in remote villages. A Siksha Karmi is a local person with a minimum educational qualification. To overcome the basic lack of qualification Siksha Karmis are given intensive training through induction programme as well as periodic refresher courses.

**d) Mahila Samakhya:**

- The Mahila Samakhya Programme was started in 1989 to translate the goals mentioned in the NPE into action. Mahila Samakhya has adopted an innovative approach which emphasizes the process rather than mere fulfillment of the targets. It seeks to bring about a change in women perception about themselves and the perception of society with regard to women's traditional roles. The Mahila Samakhya endeavors to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices.
- The women's group (Sangha) at village level is the nodal point where all activities are planned. The Sahayogini the leader is the key link as well as motivator, supporter and guide for 10 villages. The Mahila Samakhya Programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village level education process.

**e) National Literacy Mission (NLM):**

- The National Literacy Mission (NLM) was launched in pursuance of National Policy on Education (NPE) 1986, and its programme of action, for eradication of adult illiteracy. It was conceived as a societal mission employing political will at all levels for the achievement of Mission's goals to be achieved in a time bound manner. By the time the World Conference on EFA at Jomtien in 1990 began to survey the literacy efforts, India had already embarked on a programme of eradication of illiteracy in a mission mode.
- A mass campaign approach emerged as the main strategy to tackle the problem of adult illiteracy. By the time the "year 2000 Assessment of Education for All" was undertaken, NLM had traversed a long distance covering most parts of India by the Total Literacy Campaigns (TLCs) while also fine tuning the strategies for linking literacy with skill up gradation, quality of life improvement etc., under the Post Literacy (PL) and Continuing Education (CE) programmes. Simultaneously, NLM also began to address specific issues like community involvement and NGO partnership. Thus, by virtue of constantly bench marking its strategies in relation to the EFA concerns, NLM was able to keep the target fulfillment far ahead of the dates set by the Dakar Framework for Action.
- The goal of the NLM goes beyond the simple achievement of self-reliance in literacy and in numeral to functional literacy. The achievement of functional literacy implies imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Thus, literacy as enunciated in the NLM is not an end in itself but has to be an active and a potent instrument of change ensuring achievement of these social objectives and creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure the participation of the masses in sharing the benefits of the information era.
- Improved Pace and Content of Learning (IPCL) is a pedagogical concept, an outcome of decade-long thinking and experience in the field of adult education in India. Its impact has been most noteworthy on development of basic literacy material.

- An analysis of the adult education programme in the country as well as in other developing countries in the past would reveal that the success of any literacy movement largely depends on the following crucial factors: (1) high personal motivation of learners and instructors; (2) systematic teaching and learning; (3) high quality of programme content; (4) visibility of success in learning; (5) optimum programme duration.

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## Country Report

India

**Ms. Nishat Farooq**

Director

State Resource Centre, Jamia Millia Islamia University

### PART I. AJP Programme

#### **A. Local Production and Utilization of AJP India**

The Directorate of Adult Education, Dept. of Elementary Education & Literacy, Ministry of Human Resource Development, Govt. of India decides the agency to be entrusted with the adaptation of AJP material each year. The State Resource Centres (SRCs) are the main agency to adapt the AJP materials. The State Resource Centres of A.P., Bihar, Rajasthan, Haryana, Delhi, Maharashtra, H.P. etc. have adapted several AJP materials at local level.

Even DAE, itself has adapted some AJP material. Usually the materials selected, by the SRCs for adaptation, are books and flip charts. Format of the flip chart (useful and simple knowledge for everyday living) has been found to be very popular, as it has been used by several SRCs for their regular programmes.

#### a) Strength:

- Very attractive material has been produced at local level.
- Information has been presented in clear, direct and interesting manner.
- It has given direction to the SRCs and other agencies to produce effective, attractive and innovative materials.
- Standardized material has been produced.
- Material is for free distribution; therefore, it has reached to the learners/neo-literates.
- Agencies concerned receive regular feedback about material utilization from the field as per ACCU requirements.

#### b) Weakness:

- Prototype material is not very cost effective, thus for sale purposes quality of production has to be reduced.
- Usually the agencies adapt the material as a whole. Before adaptation some research on the subject is required.
- Illustrations are heavier than the text, and it is printed in small fonts. Thus readability of material becomes low.
- Numeric and writing skills have not been taken care of in most of the materials. Only few materials provide scope for strengthening of numeric skills.
- As limited number of copies is produced, its reach is limited to small number of learners/neo-literates/area.
- Only few agencies have shared adapted versions with other material producing agencies.
- Material is usually meant for level – I neo-literates as it has very little literacy input.
- Sharing of experiences among agencies at national level is missing.

## B. AJP Programme as Asia – Pacific Regional Co-operation

### **a) Strengths:**

- Very attractive and innovative material has been produced under the programme.
- Language of material is simple.
- There is vast opportunity to learn from experiences of other countries.
- For material production participatory approach is adopted which is very effective.
- AJP material presents example and guidance for production of effective and innovative materials.
- Co-operative efforts of experts from various countries provide synergy and help in development of quality material.
- Variety of material has been produced under AJP programme. There is diversity in the format and subject.
- Many games produced, provide opportunity for self learning.
- Materials are learner centered which provide opportunity for learning by doing.

### **b) Weakness:**

- Coverage of subject is limited. Not much material has been developed on subjects like legal literacy and human right, local self government, vocational development, harmony, AIDS, MCH, RH, Women empowerment, adolescent education, social issues, child labour, common diseases etc.
- Most of the material is meant for level-I neo-literates only.
- Only few materials have numeric input.
- At local level production cost of materials in the prototype quality becomes quite high.
- Format of some prototype material is very expensive for adaptation e.g. games.
- In some prototype material very quick and easy solutions have been given to the difficult and dogging problems.
- No prototype material has been developed which could be read just for pleasure and joy.
- Agencies like SRCs are not able to adapt choicest AJP material due to shortage of funds.
- Experience sharing about AJP material at local level is missing.
- No database of adapted material is available at national level.
- The participants trained by ACCU are not able to do follow-up activities due to absence of funds.

### **c) Impact:**

- The SRCs and other agencies have improved the production quality of their materials.
- A vast number of AJP materials are available for adaptation. There are many agencies who have taken guidance for production of material from AJP materials.
- The AJP has presented an example for production of need-based material which is although loaded with messages, is interesting and effective. Technical subjects have been treated in a very simple and interesting manner.
- Material producers have understood the importance of need identification and pre-testing of material for production of successful material.
- Learners like to use the material as they find illustrations and text quite interesting. It motivates learners to continue learning.
- The format of flip chart on 'Useful and Simple Knowledge for every day living' has been found very effective. Many SRCs have adapted the format for information on other subjects like health, legal information etc.
- Material developers/producers have learnt techniques of producing relevant, effective and interesting material.

## **C. Suggestion for New Phase of AJP Programmes**

The new millennium has brought in new perspectives at national and international levels. The Framework of Action for EFA adapted by the Global Conference of 2000 in Dakar presented a renewed focus for action to provide education for all. Simultaneously, nearly all the countries have taken major initiatives for strengthening policies and programmes related to EFA. Some countries have revised their national frameworks to achieve higher literacy rates.

Most of the member states have entered into continuing stage. Focus is on reaching the un-reached through innovative and alternative modes of education. The local Self Government Bodies are also being involved in education process. Eradication of illiteracy is attempted through mass literacy campaigns. Some member states are still depending on NGOs for literacy programme. In short every one is working towards achievement of sustainable threshold level literacy for a certain percentage of learners in a specified period.

In such scenario AJP programmes must have broader horizon. It must review the Dakar Goals and the policies of various states and define target groups and chalk out programmes accordingly.

**a) Target Groups:**

There is a need to identify target group. The main target groups which still need regular AJP material are as follows:

- Adolescent girls and women
- Working children
- Minority groups
- Population below poverty line
- Other hard to reach groups – e.g. Tribal, Landless Labourers, Migrant Population, sex workers etc.
- Children and adults with special needs.
- Population of Urban Slums.

**b) Continuing Education Programmes:**

In case of countries that have entered into continuing education phase there is a need to develop material for following target-oriented programmes:

- Post Literacy Programmes
- Quality of Life Improvement Programmes
- Income Generation Programmes
- Equivalency Programmes
- Individual Interest Promotion Programmes
- Future Oriented Programmes

There is a dearth of material for such programmes. The AJP must focus on exemplar material for these programmes which must be simple, relevant, interesting and useful. For these programmes special and technical materials are required. Moreover, resource material for teachers and managers of continuing education centres may be developed also.

**c) Multimedia Support:**

Expansion and diversification of education programmes through open and distance learning and use of multimedia has come to occupy a significant place in education. Capacity of material producers may be built in production of multimedia packages e.g.

- Self-instruction print material
- Video programmes (broadcast & non-broadcast)
- Computer, Audio, Teleconferencing
- Programme for Radio and TV
- Multimedia Learning Packages

**d) Preparation of Material at Local Level:**

There are certain member states where literacy rate is still low & there is need to work in remote areas, villages and slums. In such areas effectiveness of transaction will depend on variety of teaching learning material and special emphasis must be given to produce material by the instructors. Such instructors will need special training in preparation of local need based material.

**PART II. Part II. Non Formal Education (NFE)**

A vast programme of Continuing Education, with focus on creation of a Learning Society is being implemented by the National Literacy Mission. In the post literacy and continuing education stages, greater emphasis is being placed on skill development and acquisition of new learning. Efforts are being made to link the basic literacy skills, acquired by the neo-literates, more intricately with their lives. The continuing education scheme in India is postulated on the principles of: treating basic literacy, post literacy and continuing education as one sustained, coherent learning process.

- Establishing a responsive and alternative structure for life-long learning.
- Responding to the needs of all sections of society.
- Learning not to be seen as a function of alphabets, but as all modes of human capacity building.
- Addressing the socio-economic situations of the community to provide infrastructure for larger development initiatives.

The principal mode of implementing continuing education is through Continuing Education Centres and Nodal Continuing Education Centres. The centres follow an area specific, community based approach. Each centre serves around 500 neo-literates in a population of 1500 – 2000. The important component of the continuing education centres is establishment of libraries and reading rooms, equipped with number of books suitable for neo-literates and other community members. Moreover, the stress on imparting literacy skills to non-literates is sustained. Neo-literates abilities are not uniform. Their needs and interest also differ considerably. Therefore, preparation of books becomes a very technical job, which has to be done with well-conceived criteria and plan.

The National Literacy Mission has well defined criteria for development of books, reasonable pricing policy and book selection and distribution scheme which is being followed by the concerned material producer and programme implementing agencies. The State Literacy Missions, Directorates of Adult Education, State Resource Centres and Zila Saksharta Samitites (District Education Committee) are oriented in book policy from time-to-time. Besides, potential and willing writers are oriented in writing books of desirable quality. Standard of books is regularly updated on the basis of studies and researches. In this way the preparation, dissemination and utilization of neo-literates material become a joint venture of policy makers, administrators and publishers.

The NLM has decentralized the Material Production. Even the Zila Saksharta Samities are encouraged to develop their own material at district level in local languages. In every state the State Resource Centres produce material at state level. National Book Trust, Indian Adult Education Association, Urdu Academies in every State, Department of Adult and Continuing Education of some Universities, Bharat Gyan Vigyan Samities and private publishers also produce material for post literacy and continuing education.

The State Resource Centre, Jamia Millia Islamia, New Delhi produce material for National Capital Territory of Delhi. However on demand it has developed material for other states also e.g. Jammu & Kashmir, districts of Rajasthan, Madhya-Pradesh etc. Materials produced by the SRC Jamia have been utilized by nearly all the states of country. The SRC Jamia follows the guidelines prepared by the National Literacy Mission.

**A. Out-reach of Material**

Following categories of Readers Utilize the CEC Material:

- Those who complete the basic literacy/post-literacy courses under total literacy campaign/post-literacy campaign or other adult literacy programme;
- School drop-outs;
- Pass-outs of non-formal education programme;
- Pass-out of primary schools; and
- All other members of the community interested in availing opportunities of life-long learning;
- Illiterates.

## **B. Overview of Material Development**

The SRC Jamia adopts participatory approach for material production. The first step is to select the suitable topic, and content, which would arouse interest of learners to the material. This requires an intimate and objective understanding of the background and environment of the neo-literates. The needs and interests of learners are identified as follows:

- During field visit observations are made.
- Discussions are held with the learners, neo-literates in the classrooms, libraries and reading rooms.
- The readers are invited to the State Resource Centre for formal discussion.
- During interaction with learners, functionaries and community people.
- Identification of specific vocational skills of learners.
- Organization of innovative activities e.g. learners conference, poster competition, writing competition, baby shows, mothers meeting, youth convention etc. where learners/neo-literates express themselves.
- Review of issue register of the CECs to find out the learners interest.
- Review of existing material.
- N. P. method with field workers and learners.

Based on the identified needs, topics and contents are decided by the experts of the SRC/core group specially formed for the purpose. However, while selecting the theme the NLM objectives and national concerns, especially issues of women empowerment, small family norm, national integration and environment conservation are given due weight age.

For development of script any of the following methodology may be adopted: (1) Organization of workshop for material production; (2) Assignment to writers; (3) SRC staff writers; (4) Assignment to subject experts; (5) Writing by the neo-literates/learners (learners generated material). The scripts/materials developed are reviewed by a core group, consisting of language experts, adult educationist, subject experts and field workers. As per need neo-literates and learners are also invited. The developed materials are pre-tested in the field, directly having interaction with the learners, functionaries. Special meets namely 'Lekhak – Navsakshar Sakshatkar (writers and learners interface) are also organized where renowned writers directly get feedback about their books from neo-literates. At National Level a 'Book Promotion Committee' has been formed by the NLM which reviews the books before printing. The Director SRC Jamia is one of the members of the committee.

While producing books the SRC keeps in view the: (1) information, development and entertainment needs of spectrum of reader of CECs, as conceived by the NLM; (2) retention and development of literacy skills; (3) clarity of messages; (4) include issues related to empowerment of women; (5) gender sensitive material; (6) entertainment need of readers is given due weight age; (7) avoid simplistic solutions to learners problems; (8) avoid sympathetic attitude; (9) graded material.

The SRC Jamia has published special material for rural development, consumer education, health, communal harmony and MCH on demand from various agencies, which has been used all over the

country. Legal literacy package including a complete set on women issues has been developed by the SRC Jamia. Health packages on common ailments, reproductive health (RH) and Mother & Child Health (MCH), skill development packages, material on gender issues, environment, have also been developed. A curriculum grid has been developed for the purpose.

### **C. Scope and Format of Material**

587 out of 600 districts in the country have been covered under literacy campaigns in which more than 98 million people have been made literate. More than 60 per cent of them are women. Moreover, over 200 districts have moved to continuing education stage. The 98 million people, who have crossed threshold literacy and the others who are expected to be made literate require continuing education material. For the neo-literates, various types of materials are being produced. However, it has been observed that most popular materials are – books, comic books, newsletters and broad-sheets. The electronic material, although very much liked by the learners, is not very popular due to non-availability of electricity and inadequate technical knowledge of computer etc. in the villages.

### **D. Languages**

Although primers are developed in local dialects also, for continuing education, regional languages are preferred as it facilitates wider communication and application of literacy skills acquired at the initial stages of literacy programme and formal and non-formal education. But the regional languages used are in spoken standard variety. However, for remote areas material continues to be produced in more widely used dialect and prominent tribal languages. Idioms, proverbs and local saying are included to give spice to the language. The SRC Jamia develops material in Urdu and Hindi languages. Recently, on demand an English primer has been published for workers of a software company.

### **E. Graded Material**

Graded Materials are produced to facilitate the neo-literates to move from lower to upper level of information, knowledge, skills and literacy skills smoothly and gradually. The books are prepared for at least 3 levels of neo-literates. The level I should be at par with the primer II, because there is a large dropout of learners at this stage. Criteria for each level has been developed by the NLM based on the concepts, sentence length, paragraph length, text length, style/format, presentation and illustration.

### **F. Books Norms**

The SRC follows certain book norms, considering the fact that the neo-literates/learners having limited literacy skills have to read under dim lights. Moreover, the books should have a longer shelf-life, at least for five years. Moreover, these will be studied by first-time users. Therefore, prescribed norms of NLM for type size, book size, paper quality and binding of book are adopted.

### **G. Pricing Policy**

Materials are produced by the SRCs, District Resource Units, District Institutes of Education and Training and other similar agencies as well as private publishers. Printing policy has been identified for both types of publishers by the NLM.

### **H. Dissemination and Utilization of Material**

The material produced by the SRC Jamia has practically reached every nook and corner of the country. It is being used by GOs as well as NGOs. The main consumers are Zila Saksharta Samities of various states of the country. Following strategy is adapted for the purpose: (1) Materials produced by the SRCs are shared between various SRCs; (2) Materials are sent to Zila Saksharta Samities of Hindi speaking states, who have utilized the basic literacy material produced by the SRC Jamia; (3) Book

fairs are organized at state level; (4) Consumer agencies especially State Directorates advertise their demands in newspapers/send letter to SRC; (5) During training programmes and other such activities material is explained to the participants; (6) Field functionaries are trained in utilization of material.

### **J. Process of Capacity Building**

The Directorate of Adult Education, Dept. of Elementary Education & Literacy, Ministry of Human Resource Development, Govt. of India and State Resource Centres are main capacity building organization at national and state level respectively. The DAE organizes Regional Level training-cum-workshops to train writers, SRC personal etc. in material development.

The SRC Jamia has oriented Writers, Journalists, and Illustrators of Delhi. A unique feature of the SRC Jamia has been to provide technical assistance to other states (Rajasthan, Jammu & Kashmir, M.P. etc.) in production of Urdu material. Another innovation of the SRC Jamia is to train community level literacy activists in performing arts like Street Corner Play and Puppet Play. After receiving training they form their own groups and stage plays in the community, which has benefited thousands of people.

### **K. Procedure for Selection of Material**

The NGOs are free to select their material. However, at state level 'State Book Screening Committees' have been formed to screen and select the material for ZSS. At district level Selection-cum-Purchase Committee' selects the material for purchase. The ZSS sends the material to Blocks, which is further distributed to the CECs by literacy workers. Members of Local Self Government help the works in distribution of materials.

### **L. Utilization of Material**

The Preraks (managers) of the CECs are specially trained in bookkeeping and utilization of materials. They help learners in identifying the required material & develop reading habits in them by organizing various activities like story telling, reading the books to the neo-literates, discussion on books/material, radio-drama, organization of play, writing competition, story telling competition etc.

### **M. Adaptation of Material**

Material produced by the SRCs may be adapted by other SRC/ZSS/DRU with prior permission. The legal literacy material produced by the SRC Jamia has been adapted by the SRC Orissa and few other SRCs.

#### **a) Quality Improvement Strategy:**

- Improving the number and quality of Non-Formal Education (NFE) Personal (Supervisors, Tutors, Facilities)
- Strengthening Community Learning Centers' (CLCs) institutional capabilities in organizing learning activities for their community.
- Increasing the number and quality of services of Community Library in order to promote life-long learning/continuing education according to community interests and needs.
- Strengthening various NFE institutions such as community vocational training, learning groups, CLC and others by providing program based block grant fund.
- Developing standards, norms and procedures for each type of learning programmes.
- Developing study programmes that are based on community needs and have life-skills orientation.
- Improving coverage and quality of NFE learning materials.
- Developing cooperation with community social organizations & NGOs in executing NFE projects according to their interests and competencies.

- Improving coverage, quality, and speed of services related to the planning, execution, and evaluation of National Examination of the equivalency programmes (Package A, B and C).

**b) NEF Institutions and Human Resources:**

- Private Vocational Training Centers: 22,510 (131 kinds of vocational trainings).
- National Curriculum: 60 types, 56 types of national examinations, 23 types are standardized.
- Sub Consortium: 30 types
- CLCs:  $\pm 1,500$
- Regional Development Centers for Community Education: 5
- Provincial Development Centers for Community Education: 24
- District Development Centers for Community Education: 265
- Continuing Education (CE) Supervisors:  $\pm 3,246$
- NFE Field personnel:  $\pm 4,800$
- Supporting Staff: NFE Managers at Central, Provincial, Regency/City Levels
- Tutors:  $\pm 120,000$  (Source: PLSP data 2001)