CHAPTER-IV

ANALYSIS OF ADMINISTRATORS' RESPONSES

The researcher has analysed the responses of various administrators, who were involved in the implementation of continuing education scheme, in this chapter. These administrators include:

(I) Assistant Project Officers (APOs) / Supervisors
(II) Deputy Education Officer (CE), Ahmednagar District
(III) Deputy Education Officer (CE) and District Education Officer (CE), Satara District.
(IV) District Education Officer (CE) Ahmednagar District
(V) Chief Executive Officer, Ahmednagar District
(VI) Deputy Director, Directorate of Education (CE), Pune.
(VII) Director, Directorate of Education (CE), Pune (is also the Secretary, Maharashtra Rajya Saksharata Parishad).

The researcher interviewed the administrators on the following aspects:

(i) Reasons for delay in the sanction of the CE project and the actual implementation of the centres.
(ii) Appointments of the preraks.
(iii) Training of the functionaries and core staff.
(iv) Funding pattern.
(v) Troubles faced in the administration of CE scheme.
(vi) Strengths of the CE scheme.
(vii) Areas to be improved.
(viii) Future plans

The CEO, District Education Officers (CE), Deputy Education Officer (CE), APOs/Supervisors are responsible for the implementation of CE in their respective districts
The Secretary, MRSP and Dy. Director, Directorate of Education (CE), are responsible for the management and execution of CE scheme in the whole State of Maharashtra.

These interviews were unstructured and open-ended questions were asked. Analysis of these interviews is given in the following section.

The analysis of the responses given by the total sample of APOs/Supervisors to various questions related to the organisation of AWPs and QLIPs, and implementation of NCECs and CECs is discussed in following section. The researcher has expressed these responses in terms of percentages of the total sample.

For a few questions, the APOs and supervisors have responded to more than one option. In such cases, the percentage is computed, using the total number of respondents, namely four APOs and/or supervisors from each district.

(I) RESPONSES OF THE APOs/SUPERVISORS

Following are the responses of the APOs and supervisors to the various questions included in the interview schedule.

(1) Gender of the APOs/Supervisors

Following table shows the gender-wise distribution of the APOs/supervisors.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Gender</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>4 (100%)</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>-</td>
<td>1 (25%)</td>
</tr>
</tbody>
</table>

The preceding table 4.1 and figure 4.1 show gender-wise distribution of the APOs/supervisors in the selected sample of the two districts.
FIG. 4.1

BAR DIAGRAM OF GENDER OF APOs/SUPERVISORS

AHMEDNAGAR DIST.

SATARA DIST.

%0000%

%00-9Z

%Q0'9Z

%0000%

%00-9Z

%Q0'9Z

MALE • FEMALE
In Satara district, all the APOs/supervisors were male.

A majority (75%) of the APOs/supervisors in Ahmednagar district was also male.

There was a small percentage of the sample (25%) of APOs/supervisors, who were female, in Ahmednagar district.

It is possible that, the job of APOs/supervisors requires a lot of travelling for monitoring purpose. This might be one of the reasons for having less number of females, as APOs/supervisors, in both the districts.

(2) Age-group of the APOs/Supervisors

The APOs/supervisors belonging to different age groups is shown in table 4.2. The same is also shown diagrammatically in figure 4.2.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Age-Group</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25-30 years</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>31-35 years</td>
<td>-</td>
<td>1 (25%)</td>
<td>(12.5%)</td>
</tr>
<tr>
<td>3</td>
<td>36-40 years</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>41-45 years</td>
<td>1 (25%)</td>
<td>1 (25%)</td>
<td>2 (25%)</td>
</tr>
<tr>
<td>5</td>
<td>46-50 years</td>
<td>3 (75%)</td>
<td>2 (50%)</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>6</td>
<td>51 years and above</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.2 and figure 4.2 show the different age groups to which the total sample of the APOs/supervisors belong.
BAR DIAGRAM OF APOs/SUPERVISORS' AGE

- 31-35 YRS: 25%
- 41-45 YRS: 25% each
- 46-50 YRS: 75% (Satara District), 50% (Ahmednagar District)

FIG. 4.2
A majority (62.5%) of the APOs/supervisors belonged to the 46-50 years of age group. However, a small percentage (12.5%) of the APOs/supervisors was in the age group of 31-35 years.

Satara district has a majority (75%) of APOs/supervisors belonging to the age group of 46-50 years.

In Ahmednagar district too, majority of the APOs/supervisors were in the age group of 46-50 years.

There was equal percentage (25%) of the APOs/supervisors in Ahmednagar district, who belonged to the age-groups of 31-35 years and 41-45 years.

This shows that the age of the APOs/supervisors ranges between 31 to 50 years.

(3) **Religion of the APOs/Supervisors**

All the APOs/supervisors were Hindus in both the districts. The interviews of APOs/supervisors revealed that, the majority (62.5%) of the APOs/supervisors is working in the District Adult Education Office (DAEO) since 1985-86. A very small percentage (12.5%) of APOs/supervisors is working in the DAEO since 1990.

Another small percentage (25%) of the sample of the APOs/supervisors is working in DAEO since 1980.

This shows that, all the APOs/supervisors' posts were filled in during or before 1990's. The minimum educational qualification for the post of APO/supervisor is graduation.
The sample of APOs/supervisors is from four talukas of each selected district. However, it is possible that, other talukas of the district not included in the sample could have APOs/Supervisors belonging to other religions.

(4) **Caste of the APOs/Supervisors**

The following table shows the caste-wise distribution of APOs/Supervisors:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Castes</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scheduled Caste</td>
<td>-</td>
<td>3 (75%)</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>2</td>
<td>Scheduled Tribe</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Nomadic Tribes</td>
<td>1 (25%)</td>
<td>-</td>
<td>1 (12.5%)</td>
</tr>
<tr>
<td>4</td>
<td>Vimukta Jamati</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Special Backward Caste</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Other Backward Caste</td>
<td>2 (50%)</td>
<td>-</td>
<td>2 (25%)</td>
</tr>
<tr>
<td>7</td>
<td>Open</td>
<td>1 (25%)</td>
<td>1 (25%)</td>
<td>2 (25%)</td>
</tr>
</tbody>
</table>

The preceding table 4.3 and also the figure 4.3 show that, the sample of the APOs/supervisors belonged to the Scheduled Caste, Nomadic Tribes, Other Backward Caste and open castes.

The percentage of the APOs/supervisors belonging to Scheduled Caste was the highest (37.5%) followed by OBC (25%) and open category (25%). Also, a small percentage (12.5%) of the APOs/supervisors belonged to the Nomadic Tribes.

The Satara district had more APOs/supervisors from the reserved category as compared to open category.
BAR DIAGRAM OF CASTE OF APOs/SUPERVISORS

SATARA DIST

AHMEDNAGAR DIST

FIG. 4.3
In Satara district, there was equal percentage of APOs/supervisors belonging to the Nomadic Tribes and open category. However, half of the sample of the APOs/supervisors belonged to the Other Backward Class.

The APOs/supervisors of the Ahmednagar district belonged either to Scheduled Caste (75%) or open category (25%).

Table 4.3 shows that the representation of reserved category is more as compared to the open category.

(5) **Qualification of the APOs/Supervisors**

The following table shows the educational qualification of the APOs/supervisors in the sample districts.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Qualifications</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.A.</td>
<td>-</td>
<td>1 (25%)</td>
<td>1 (12.5%)</td>
</tr>
<tr>
<td>2</td>
<td>B.A., B.Ed.</td>
<td>2 (50%)</td>
<td>1 (25%)</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>3</td>
<td>B.A., B.P.Ed</td>
<td>-</td>
<td>2 (50%)</td>
<td>2 (25%)</td>
</tr>
<tr>
<td>4</td>
<td>M.A., B.Ed.</td>
<td>2 (50%)</td>
<td>-</td>
<td>2 (25%)</td>
</tr>
</tbody>
</table>

All the APOs/supervisors were educated. They had a minimum education upto graduation. However, with an exception of a very small percentage of the sample of APOs, others had additional degree either in education or physical education.

In Satara district, half of the sample of APOs/supervisors had a post-graduate degree.
(6) **Experience of the APOs/Supervisors**

In both the districts, the APOs/supervisors were associated with the District Education Office (CE), formerly known as District Adult Education Office, for more than sixteen years.

This shows that, the APOs/supervisors were experienced and acquainted with the literacy programme.

In Satara district, all the talukas included in the sample had APOs.

In Ahmednagar district, fifty per cent of functionaries were APOs and fifty per cent were supervisors.

(7) **Training of APOs/Supervisors for Implementation of Continuing Education Scheme**

With an exception of one APO from Ahmednagar district, all the APOs/supervisors had undergone training in continuing education. One eighth of the sample of APOs joined the District Education Office (CE) after July 2003, before which the training was over.

For both the districts, State Resource Centre, Pune, had organised a four days residential training programme for APOs/supervisors. In addition, a small percentage (25%) APOs of Satara district had an opportunity to attend a regional training programme organised by the Directorate of Education (CE), Pune at Maharashtra Rajya Proudhya Shikshan Sanstha, Aurangabad.

The curriculum of these training programmes included details about CE scheme, such as its need, objectives, implementation strategies, participants, different roles and responsibility of functionaries of CE and collaboration with other governmental and non-governmental departments/agencies.
(8) **Date of Sanctioning and Actual Implementation of the CE Scheme**

In both the districts, the APOs/supervisors were unable to state the exact date or month of the sanctioning of the CE project in their district.

However, on inquiring with the District Education Officers (CE), in both the districts, the researcher could collect the information.

Satara district received the sanction for the CE project on 14-1-2002 from the NLM, Directorate of Adult Education, New Delhi.

Ahmednagar district received the sanction for the CE project on 4-1-2002 from the NLM, Directorate of Adult Education, New Delhi, and it received a sanction letter from Maharashtra Rajya Saksharata Parishad on 6-4-2002.

The actual implementation of the CE scheme, that is, functioning of continuing education centres (both NCECs and CECs) commenced on 1-3-2003 in Satara district and on 15-8-2003 in Ahmednagar district.

The interviews of the District Education Officers (CE) in both the districts revealed that, the gap between sanction of the project and actual implementation was due to the time required for preparatory work. This included selection of the places for NCECs and CECs, selection and training of the preraks and assistant preraks of NCECs and CECs, training of other functionaries like KRPs, APOs/supervisors, orientation of representatives of GSSs, and purchase of material.

(9) **Number of Talukas under Monitoring**

A large majority of the APOs/supervisors was responsible for monitoring only one taluka. One fourth of the APOs from Ahmednagar district had the responsibility of
monitoring two talukas. This is because of the transfer of one APO. Since, Rahuri and Shrirampur talukas are adjacent talukas, the APOs of Rahuri were given an additional charge of Shrirampur taluka for monitoring purpose since 21-11-2003.

(10) **Number of Centres Sanctioned and Actually Functioning**

The following table shows the number of centres in each district.

**TABLE 4.5**

**TALUKAWISE DISTRIBUTION OF NCECs and CECs**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Taluka</th>
<th>Number of Centres Sanctioned</th>
<th>Number of Centres Actually Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NCEC</td>
<td>CEC</td>
</tr>
<tr>
<td>(I)</td>
<td>Satara district</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>Patan</td>
<td>10</td>
<td>95</td>
</tr>
<tr>
<td>(2)</td>
<td>Khatav</td>
<td>07</td>
<td>61</td>
</tr>
<tr>
<td>(3)</td>
<td>Phalatan</td>
<td>07</td>
<td>67</td>
</tr>
<tr>
<td>(4)</td>
<td>Koregaon</td>
<td>06</td>
<td>50</td>
</tr>
<tr>
<td>(II)</td>
<td>Ahmednagar district</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>Parner</td>
<td>04</td>
<td>37</td>
</tr>
<tr>
<td>(2)</td>
<td>Rahuri</td>
<td>05</td>
<td>47</td>
</tr>
<tr>
<td>(3)</td>
<td>Newasa</td>
<td>05</td>
<td>54</td>
</tr>
<tr>
<td>(4)</td>
<td>Ahmednagar</td>
<td>06</td>
<td>55</td>
</tr>
</tbody>
</table>

In both the districts, all the sanctioned NCECs and CECs had started functioning.

In Koregaon taluka of Satara district, two centres were closed down after four months of functioning. The reason for closing down these two centres was unsatisfactory work of the prerak and assistant prerak.
(11) **Centres having Preraks and Assistant Preraks**

The following table shows the number of centres where preraks and assistant preraks were appointed.

**TABLE 4.6**

**DISTRIBUTION OF PRERAKS AND ASSISTANT PRERAKS**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Taluka</th>
<th>NLECs</th>
<th>CECs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number sanctioned</td>
<td>Having preraks</td>
</tr>
<tr>
<td>(I)</td>
<td>Satara district</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>Patan</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>(2)</td>
<td>Khatav</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>(3)</td>
<td>Phalatan</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>(4)</td>
<td>Koregaon</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>(II)</td>
<td>Ahmednagar district</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>Parner</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>(2)</td>
<td>Rahuri</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>(3)</td>
<td>Newasa</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>(4)</td>
<td>Ahmednagar</td>
<td>06</td>
<td>06</td>
</tr>
</tbody>
</table>

A large majority of the NCECs and CECs had preraks and assistant preraks in both the districts.

In Satara district, one taluka, namely Koregaon, did not have preraks and assistant preraks in some centres. One of the CEC of this taluka did not have a prerak and in another CEC assistant prerak was not selected till the time of data collection.

In Ahmednagar district, two talukas, namely Rahuri and Ahmednagar, did not have preraks and assistant preraks in some of the CECs. In Rahuri taluka, two CECs did not have preraks whereas another two CECs did not have assistant preraks. In Ahmednagar taluka,
few centres have given to NGOs for implementation of CE programmes. One of the CECs, run by NGOs, did not have an assistant prerak.

In the absence of a prerak, the assistant prerak looks after the functioning of the NCECs and CECs. The researcher is of the opinion that, the absence of preraks and/or assistant preraks may hinder the functioning of the centre. Hence, necessary steps should be taken to appoint the preraks and assistant preraks.

All the NCECs in both the districts had preraks and assistant preraks.

(12)(a) Difficulties in Recruitment of Preraks and Assistant Preraks

The following table shows the opinion of the APOs concerning problems associated with recruitment of preraks.

**TABLE 4.7**

**PROBLEMS IN RECRUITING PRERAKS AND ASSISTANT PRERAKS**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Opinions</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>1 (25%)</td>
<td>1 (25%)</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>3 (75%)</td>
<td>3 (75%)</td>
</tr>
</tbody>
</table>

A large majority of the talukas (75%) did not face any problem in the recruitment of the preraks and assistant preraks in both the districts.

Around one out of four talukas in each district reported the following problems faced by them in recruiting preraks and/or assistant preraks:

(a) Inactive Gram Shikshan Samiti (GSS) and no response from the GSSs.

(b) Local political pressure.
As per the guidelines issued by the Directorate of Education (CE), Pune, the GSSs should take initiative in the process of selection of the preraks and assistant preraks. However, in Koregaon taluka of Satara district, a few GSSs did not take any initiative/active role in the selection of preraks. A number of circulars from the district authorities were sent to these GSSs, but they were ignored.

Local political pressure was the biggest hurdle in the selection of the preraks and assistant preraks in Parner taluka of Ahmednagar district. There was political pressure to select and appoint a non-resident person as a prerak and/or assistant prerak for NCEC and CEC.

Though NLM-guidelines require that a local person should be appointed as a prerak and assistant prerak in NCECs and CECs, in a few villages non-resident persons were appointed as preraks and assistant preraks. These persons belonged to adjacent villages.

The selection of preraks and assistant preraks was through written examination and interview. Though local persons were available, in a few villages, non-residents were selected.

(12)(b) **Ways of Overcoming Difficulties**

The APO of Koregaon talukas personally took initiative and motivated the members of GSSs. This step helped avoiding further delay in the selection of the preraks and assistant preraks.

Selection of preraks and assistant preraks was done through written examination and interviews in Parner taluka in particular and in Ahmednagar district in general.
Criteria Used for the Selection of Preraks and Assistant Preraks

In both the districts, selection of preraks and assistant preraks was done on the basis of guidelines sent by the Directorate of Education (CE), Pune. As per these guidelines, the prerak should be-

- A local community person
- Between the age group of 20-35 years
- Minimum 10\textsuperscript{th} std. pass. For hilly, tribal and interior parts of villages, it is relaxed to 8\textsuperscript{th} std.
- Preference to be given to volunteers who have worked as VTs in TLC and PLP.
- The nodal prerak should be a graduate
- Wherever a graduate person is not available, considering the local situations, the District Literacy Committee can exempt this clause.

In Satara district, the responsibility of selection of the preraks and assistant preraks was given to Gram Shikshan Samities (GSSs). Accordingly, the GSSs were asked to appeal the local people to apply for the said posts. This appeal was made by writing a notice on the notice board of the Gram Panchayat Office (GPO) and through dawandi. Interested candidates applied. After the scrutiny, the GSS selected four applications—two for the post of prerak and two for the post of assistant prerak. With the recommendations of GSS, these four applications were forwarded to Taluka Saksharata Samiti (TSS). Based on the experiences of the candidates in the field of literacy and recommendations of GSS, the TSS selected two applications—one for the post of prerak and other for assistant prerak.

These two selected applications along with the recommendations of TSS, were forwarded to ZSS. Then, the ZSS confirmed the selection of these preraks and assistant preraks.

A more systematic procedure was followed in Ahmednagar district. The posts of preraks and assistant preraks were advertised in national as well as local newspapers. At
village level, announcement was made through dawandi and notice was put on the notice board. Interested candidates applied for these posts.

The District Education Office (CE) sent a directive to GSS on how to conduct the interview of the candidates. The interview carried 20 marks. The GSSs conducted the interviews of the candidates. The application forms along with the interview marks were forwarded to TSS. At taluka level, a written examination of 80 marks was conducted, which was followed by an interview. Based on this, a merit list was prepared. Those who scored highest were selected as preraks and the next as assistant preraks.

Selection procedure for nodal preraks was little different. A written examination was conducted at the district level. This was followed by an interview. A special committee comprising Collector, Chief Executive Officer, Education Officer (Primary and In-charge of CE). Education Officer (Secondary), Principal of District Institute of Education and Training (DIET) was formulated, who conducted the interviews of candidates for the posts of nodal preraks and assistant preraks. Those who scored the highest marks both in written examination and interviews were selected as prerak of NCECs and the next as assistant prerak of NCECs

Confidentiality was maintained throughout the selection process.

(14)(a) **The Background of the Preraks**

The following table shows the prior experience of the preraks with literacy campaigns.
Table 4.8 shows the earlier working experience of the preraks in the area of literacy.

In both the districts, a small number of preraks had an earlier experience of working in the field of adult education/literacy.

There were only 17.55% of total sample of the preraks in Satara district, who had worked as volunteer teachers (VTs) in TLC.

A marginal percentage (1.99%) of preraks had worked as a prerak in JSN.

The Ahmednagar district had only 4.74% preraks who had earlier experience of working in the literacy programme.

A large number of the preraks in both the districts were unemployed youth. A small percentage of the preraks consisted of housewives, vastishala teachers and persons working in co-operatives (Patpedhi).

Though the guidelines of NLM and Directorate of Education (CE) states that, experienced persons are preferable, in reality the picture is different.

In TLCs, thousands of persons worked as VTs without any remuneration. It is possible that, perhaps these persons did not get a chance to work in the CE scheme, as this
scheme provides remuneration for the work and someone else, who had not worked in TLCs or PLPs, were selected as preraks and assistants. (It could be due to political pressure as expressed earlier by the APOs.)

(14)(b) The Background of Assistant Preraks

A large number of assistant preraks in both the districts were unemployed youth. The others included:

- College students
- Housewives
- Persons working in co-operatives
- Part-time teachers (vastishala teachers)
- Peons of Gram Panchayat Office
- In-charge of savings groups
- Free-lance journalists
- Widows, especially belong to the backward classes
- Sarpanchs
- A few VTs who had worked in the TLCs.

(15) Training of Preraks

The following table shows the number of preraks trained in the selected districts.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Training</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trained</td>
<td>298 (98.68%)</td>
<td>209 (99.05%)</td>
<td>507 (98.83)</td>
</tr>
<tr>
<td>2</td>
<td>Untrained</td>
<td>4 (1.32%)</td>
<td>2 (0.95%)</td>
<td>6 (1.17)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>303</td>
<td>211</td>
<td>513</td>
</tr>
</tbody>
</table>

A very high percentage (98.83%) of the preraks was trained for continuing education programmes.
A small percentage (1.17%) of the preraks was not trained. The reason provided by the APOs was: their late appointment. A few preraks who were appointed at the beginning of CE project had left their jobs and new preraks had to be appointed. These replacements (preraks) were not trained till the time of data collection.

In Ahmednagar district, preraks who were appointed in the beginning of the project, that is, in the month of August 2003, were trained. Those preraks, who were appointed in the month of December 2003, were not trained till the time of data collection.

It is possible that, the running of NCECs and CECs by untrained preraks could affect the quality of the continuing education programmes and the overall functioning of the NCECs and CECs.

(16) Details of Training of Preraks

The Satara district conducted four-day taluka level residential training programme for the preraks. These training programmes were conducted/guided by trained Key Resource Persons (KRPs) and the concerned taluka APOs/supervisors. Depending on the total number of preraks in each taluka, training was organised simultaneously in two to three batches. Each batch had 50-60 participants. Training was conducted in two phases. Those who could not attend the training in the first phase, could attend in the second phase. The content of the training included details about continuing education scheme, i.e., the need, objectives, implementation strategies, roles and responsibilities of preraks, assistant preraks, GSS, involvement of other departments and report writing.

Ahmednagar district had conducted separate training programmes for the nodal preraks and preraks of CECs. Four-day training for nodal preraks was organised at the district
level. Resource persons for this training programme were invited from State Resource Centre, Pune.

A three-day training programme for preraks was organised at taluka level. Training was conducted in batches, depending upon the total number of preraks. These training programmes were guided by trained KRP, taluka level development officers, Kendra Pramukhs and APOs/supervisors. The content of the training was same as Satara district.

The interview of the Deputy Education Officer (CE), Ahmednagar revealed that the duration of training of CEC preraks was reduced due to the paucity of funds.

(17) **Attrition Rate Among Preraks**

The following table shows the number of preraks, who left their jobs and their reasons for leaving the job.

**TABLE 4.10**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Taluka</th>
<th>No. of Preraks</th>
<th>Got another job (%)</th>
<th>Marriage (%)</th>
<th>Migration (%)</th>
<th>Child birth (%)</th>
<th>Clashes with GSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) Satara District</td>
<td>Patan</td>
<td>13 (12.38%)</td>
<td>05 (38.46%)</td>
<td>03 (23.08%)</td>
<td>05 (38.46%)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Khatav</td>
<td>11 (16.18%)</td>
<td>03 (27.27%)</td>
<td>04 (36.36%)</td>
<td>04 (36.36%)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Phalatan</td>
<td>12 (16.22%)</td>
<td>06 (50%)</td>
<td>03 (25%)</td>
<td>03 (25%)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Koregaon</td>
<td>03 (5.36%)</td>
<td>01 (33.33%)</td>
<td>-</td>
<td>-</td>
<td>01 (33.33%)</td>
<td>01 (33.33%)</td>
</tr>
<tr>
<td>(II) Ahmednagar District</td>
<td>Parner</td>
<td>04 (9.76%)</td>
<td>02 (50%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>02 (50%)</td>
</tr>
<tr>
<td></td>
<td>Rahuri</td>
<td>04 (7.09%)</td>
<td>04 (100%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Newasa</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Ahmednagar</td>
<td>01 (1.64%)</td>
<td>01 (100%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
A small percentage of the sample of preraks had discontinued their jobs due to their personal reasons in all the talukas under study, in both the districts, except in Newasa taluka of Ahmednagar district.

Continuing education scheme is funded by the Government for five years only. This is the major reason for preraks' leaving the job. As soon as the preraks see some better opportunities somewhere else, they leave the job.

Other major reasons for leaving jobs by preraks were migration and marriage.

There was a small percentage (33.33% in Satara district and 50% in Ahmednagar district) of the total sample of the preraks, who left the job due to clashes with the GSS.

A small percentage (33.33%) of preraks discontinued their jobs due to child bearing.

The preceding table also shows that the number of preraks from Satara district, who left the jobs, was more as compared to the Ahmednagar district. It may be perhaps because more people from Satara district migrate to other parts of Maharashtra compared to those from Ahmednagar district.

(18) **Training Organised for Newly Appointed Preraks**

The following table gives details about the training programme organised for the newly appointed preraks in both the districts.
TABLE 4.11
TRAINING OF NEWLY APPOINTED PRERAks

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Training</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of Talukas</td>
<td>No. of Talukas</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Training organized</td>
<td>1 (25%)</td>
<td>1 (33.33%)</td>
<td>2 (28.57%)</td>
</tr>
<tr>
<td>2</td>
<td>Training not organized</td>
<td>3 (75%)</td>
<td>2 (66.66%)</td>
<td>5 (71.43%)</td>
</tr>
</tbody>
</table>

For a large percentage (71.43%) of newly joined preraks in both the districts, training programme was not organized.

One fourth of the sample (25%) of the talukas in Satara district had organised training for the newly joined preraks (Patan taluka). A large percentage of talukas did not organise training for newly appointed preraks.

In Khatav taluka, an orientation of all newly appointed preraks was organised.

A small percentage (33.33%) of the talukas of Ahmednagar district (Ahmednagar taluka) had organised a training programme for the newly joined preraks from 29th – 31st October, 2003.

A majority (66.66%) of the newly appointed preraks of Ahmednagar district was not trained.

This implies that, the running of NCECs/CECs by an untrained person may hamper the quality of the programmes.

For a large percentage (71.43%) of newly joined preraks in both the districts, training programme was not organised.
(19) **Opinion of APOs/Supervisors About Usefulness of Training to Preraks**

The following table shows the opinions of the APOs/Supervisors about usefulness of the training to preraks.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Opinions</th>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Satara District</td>
<td>Ahmednagar District</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>To a great extent</td>
<td>3 (75%)</td>
<td>1 (25%)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To some extent</td>
<td>1 (25%)</td>
<td>3 (75%)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Not at all</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

A large majority (75%) of the APOs of the Satara district opined that, the training programme attended by the preraks was useful to a great extent. It helped them in running NCECs and CECs smoothly.

Only a small percentage (25%) of the APOs of Satara district felt that, the training was useful to some extent to run the NCECs/CECs. They opined that there was a need to conduct refresher training for preraks. These APOs expressed the opinion that the preraks should be trained in organizing different continuing education programmes.

On the other hand, the APOs/ supervisors of Ahmednagar district had a different opinion. A majority (75%) of the APOs/ supervisors opined that the training of preraks was useful to some extent. They expressed a need for refresher programme. The refresher training of preraks should stress more on the mobilization of resources and information about different government schemes.
(20) APOs/Supervisors' Opinions About Problems Faced by the Preraks

According to the APOs/supervisors, the problems of preraks in organizing different activities at the NCECS and CECs were as follows.

(a) Satara District:

- Books were not supplied to NCECs and CECs. At a few centres, the preraks have collected books through ‘Pustak-Dan’ drive. But the number of books was not yet sufficient. The non-availability of books in the library demotivated the participants to attend the centre regularly.

- Under residual literacy programme, survey of illiterates was conducted and the learners were enrolled. But literacy kits were not available. Each centre was given a set or two sets of kits; which was quite very inadequate. Like TLC, each learner should get a separate kit. Non-availability of sufficient number of kits, pencils and slates also demotivated the learners to learn.

- In rainy season, the participants had to do agricultural work. This hampered the attendance of the participants.

- Paucity of funds for organizing different programmes at the centres was one of the reasons in a few centres for not conducting more number of programmes. A large number of preraks have conducted programmes from their own money.

- Motivation level of participants especially neo-literates was very low.

- Collecting people together for programmes was a big problem in many villages.

- Community participation and/or co-operation was low in a few villages.

- There was either no response or poor response from the gram panchayats and GSSs in a few villages.

(b) Ahmednagar District

- Survey for the residual illiterates was not conducted before starting the NCECS/CECs or immediately after the commencement of the centres. Recently,
the preraks have received directives from the district to conduct survey for enrolment of illiterates. Preraks do not have sufficient time on their hand. This was also one of the problems in conducting the survey.

- Local experts for vocational training programmes were not easily available.

- Many centres were conducted in the premises of primary schools, which are located outside the village. Too much distance of the centres from the villages caused poor response from the neo-literates and other participants, especially women.

- Many centres did not have electricity facility. Those centres, which had electricity, faced a problem either of irregular electric supply or low voltage.

- Chairs were not provided to CECs. Insufficient furniture caused many problems.

- Material supplied to NCECs/CECs was inadequate in number. For example, different types of registers for record keeping were not provided.

- Lack of sports and recreational material/equipment adversely affected the attendance of participants.

- Irregularity in distribution of honorariums to preraks had demotivated them at a few places.

- Payment for the newspaper bills were delayed.

(21) **APOs'/Supervisors’ Initiatives in Solving Prerak’s Difficulties/Problems**

Following were the different steps taken by the APOs/Supervisors to solve the problems faced by the preraks:

(a) **Satara District**

- APOs/Supervisors personally met the GSS members, Kendra Pramukhs and motivated them to extend their co-operation to preraks.
Personal meetings were conducted with officers of different development departments and requested them to visit NCECs and CECs during their field work to disseminate information on different government schemes.

Guidance was provided to preraks for fund raising, which will enable them to organise different CE programmes.

Appeal was made to eminent personalities, gram panchayat members to sponsor or share the programme expenses.

Preraks were motivated to organise more number of programmes to attract the people and increase attendance in the centre.

This shows that the APOs/supervisors had taken some steps to solve a few problems of the preraks. This helped the preraks to organise more number of programmes at the centres.

**Ahmednagar District**

The APOs/Supervisors motivated the preraks to devote extra time for conducting the survey of residual illiterates.

Preraks were guided to change the venue of the centre.

The problems of irregularity in the payment of honorariums and paper bills was brought to the notice of District Education Officer (CE) during monthly feedback meetings.

They also advised preraks to collect donations either in cash or in kind, which will improve the functioning of the centres.

These steps taken by the APOs/supervisors, did not seem to be adequate to solve the problems of preraks and they were left alone. APOs/supervisors did not make much efforts in supplying the literacy kits, slates, pencils etc and helping in shifting the venue or supplying the furniture.
Difficulties Faced in Getting a Place for NCEC/CEC

The following table shows the problems in getting a place for NCECs/CECs, as expressed by the APOs/Supervisors

**TABLE 4.13**

**PROBLEMS IN GETTING A PLACE FOR CENTRES**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Options</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Satara District</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ahmednagar District</strong></td>
</tr>
<tr>
<td>1</td>
<td>Problems faced</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>2</td>
<td>Problems not faced</td>
<td>1 (25%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (75%)</td>
</tr>
</tbody>
</table>

A large majority (75%) of the APOs in Satara district faced a problem in getting the place for centres. The GSSs of the three fourth sample of the talukas had promised to make a place available for the NCECs/CECs. But when time came, they did not keep their promise. Hence, in these talukas, the centres were established in private places, prerak's house, anganwadies, classrooms of primary schools etc.

Only in Patan taluka of the Satara district, the APO did not face any problem in getting a place for NCECs and CEC. The interview of this APO revealed that, a condition was made to the GSSs to provide the places available free of cost for the centres. Only those villages, which fulfilled this condition were sanctioned the NCECs and CECs.

In Ahmednagar district, a majority (75%) of the APOs/supervisors did not face any difficulty in getting a place for centre. GSSs had provided places such as old G P Office, samaj mandirs, or a classroom of a primary school.

Only a very small percentage (25%) of the APOs/supervisors faced problems in getting a place for centre. In Parner taluka, the supervisor had to negotiate with the GSS...
members. After a few meetings, he could motivate the members and was successful in getting the place for centres.

(23) **Community Participation in Establishing the NCECs/CECs and the Nature of their Participation**

The following table shows the extent of community participation in organising different activities.

**TABLE 4.14**

COMMUNITY PARTICIPATION IN ESTABLISHMENT OF CENTRES

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Opinions</th>
<th>Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Satara District</td>
<td>Ahmednagar District</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>4 (100%)</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>-</td>
<td>1 (25%)</td>
</tr>
</tbody>
</table>

A large majority (87.5%) of the talukas in both the districts received co-operation from the local people. They extended their services by –

- providing a place for the centre.
- sponsoring the programme/s.
- donating furniture such as tables, chairs.
- donating books and magazines.
- subscribing newspapers.
- helping preraks in organizing programmes.

Only a small percentage (25%) of the talukas of the Ahmednagar district did not receive any participation of people. In Newasa taluka, it was only the GSS, who extended their full co-operation in establishing NCECs and CECs.

This shows that to a large extent, the community was contributing either in cash or in kind.
Steps Taken by the APOs/Supervisors to Explain the Importance of the Centres to the Local People

Except one APO of the Satara district, none of the other APOs in both the districts had taken any special efforts to explain the importance of centres to the common people. The APO of Patan taluka helped the preraks to organise a number of programmes through which they could explain the importance of centres. This helped to motivate a large number of people to participate in the centres' activities.

List of Materials Supplied to the NCECs and CECs

The following table shows the material, which was supplied by the District Education Office (CE) to the centres.

<table>
<thead>
<tr>
<th>TABLE 4.15</th>
<th>MATERIAL SUPPLIED TO CENTRES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satara District</strong></td>
<td><strong>Ahmednagar District</strong></td>
</tr>
<tr>
<td><strong>NLCEs</strong></td>
<td><strong>CECs</strong></td>
</tr>
<tr>
<td>1) Full sized steel table (1)</td>
<td>1) Full sized steel table (1)</td>
</tr>
<tr>
<td>2) Chairs (5)</td>
<td>2) Chairs (2)</td>
</tr>
<tr>
<td>3) Bench (1)</td>
<td>3) Bench (1)</td>
</tr>
<tr>
<td>4) Book rack (1)</td>
<td>4) Volleyball</td>
</tr>
<tr>
<td>5) Full sized steel cupboard (1)</td>
<td>5) Full sized steel cupboard (1)</td>
</tr>
<tr>
<td>6) Black Board (1)</td>
<td>6) Black Board (1)</td>
</tr>
<tr>
<td>7) Bicycle (1)</td>
<td>7) Bicycle (1)</td>
</tr>
<tr>
<td>8) Skipping ropes (5)</td>
<td>8) Halagi (1)</td>
</tr>
<tr>
<td>9) Registers (2 to 9)</td>
<td>Registers (2 to 5)</td>
</tr>
</tbody>
</table>

The preceding table 4.15 shows that all the centres of Satara district were provided with basic material and furniture required to run the centre. Book racks and skipping ropes were supplied only to NCECs, whereas Halagi (musical instrument) and volleyball were supplied only to the CECs. Satara district could not supply books to the centres as there was a
legal stay at the state level on the purchase of books and the matter was sub-judice (till the researcher collected data).

The interviews of the Education Officer (CE) and Deputy Education Officer (CE) of Satara district revealed that, purchase of the remaining material like sports material, musical instruments (mrudang and harmonium) was in process and tenders were invited (August/September 2003)

Compared to Satara district, less material was provided to the centres in Ahmednagar district. The NCECs were provided with only a table, two chairs, a cupboard and books, whereas the CECs received only a table, a cupboard and books. They were not provided with chairs. The preraks found it very difficult to manage the centre without chairs. When visitors came, he/she had to run around to bring the chairs.

There was a disparity in the size of the cupboards and tables provided to CEC. The CECs were provided with one table with one side drawer, steel cupboard of 4.5 feet. The number of books supplied was also inadequate. The Deputy Education Officer (CE) clarified this matter. He explained that, the funds sanctioned for the purchase of material were Rs 10,000/- per NCEC, and Rs 5,000/- per CEC. Due to this budgetary provisions there was a disparity in supply of material. This implies that on account of inadequate infrastructural facilities, smooth functioning of the CECs would be affected adversely.

26 List of Equipment Provided to the Centres

Equipment was not provided to any centres in both the districts. Mikes, speakers and other equipment were required to organize different programmes at the centres. But there was no budgetary provision for purchase of such type of equipment. The preraks had to either hire these equipments, whenever required, or manage to get it from the community. There was no provision in budget for hiring these equipments. The preraks had to pay from
their own pockets. This was also one of the hurdles in organizing more number of different programmes and a demotivating factor for the preraks.

(27) Initiatives of APOs/Supervisors in Implementing Programmes at the Centres

Following are some of the attempts made by the APOs/Supervisors to help the preraks in running the centres:

(I) Satara District

(a) Patan taluka:

(i) Initially the APO paid regular monthly visits to NCECs and conducted detailed discussions with the preraks and GSS members. He also helped the preraks in planning the activities to be organised at the centres.

(ii) The APO met a number of different development department officers and motivated them to disseminate information related to the schemes of their department. He also requested them to conduct demonstrations and/or practicals, if necessary.

(iii) The APO took initiative in organising a training programme on vermiculture.

(iv) The APO organised a number of meetings with sarpanchas and tried to convince them about the importance of CE centres.

(v) Sarva Shiksha Abhiyan meetings were organised in different villages. The APO used this platform to disseminate information about CE scheme and CECs.

(b) Khatav taluka:

(i) The APO took personal interest in organising different AWPs and QLIPS such as vermiculture and goat rearing. He also motivated and
helped a few participants personally to start these programmes at individual level.

(c) **Phaltan taluka**:

(i) The APO personally took initiative and invited experts from Khadi Gramodyog and other places. The taluka level experts were invited to deliver lectures, demonstrations and practical training in the areas of AWPs and QLIPs at NCECs. The programmes included vermiculture, beauty parlour, goat rearing and tree plantation.

(ii) The APO helped the preraks in organising a programme on 'different government schemes.' He invited the officers of development department to deliver a lecture on government schemes (AWPs).

(d) **Koregaon taluka**:

(i) The APO contacted the primary teachers, who had worked in TLC and collected literacy kits from them. These kits were made available to the learners of residual literacy programme in CECs.

(ii) The APO made an appeal to local people in a few villages to participate in CE programmes. This was done through informal meetings.

(iii) The APO also appealed the primary school teachers for extending their co-operation and requested them to actively participate in CE programmes.

(II) **Amednagar District**

(a) **Parner taluka**:

(i) The supervisor made attempts to co-ordinate with development department. He helped the preraks to organise some IGPs and QLIPs such as goat rearing and poultry.
(b) **Rahuri taluka**:  

(i) The supervisor took initiative and started rangoli designing classes. (IIPPs).

(ii) A few participants were motivated to appear for std. IV, std.VII and entrance examination of Open University (EPs).

(iii) The supervisor took initiative and formed a few savings groups of women. (QLIPs).

(c) **Newasa taluka**:  

(i) The APO has plans to invite experts for teaching preparation of chalks, agarbatti and candles (QLIPs and IGPs). The APO did not took any step to organise programmes at centres, till the time of data collection (January, 2004).

(d) **Ahmednagar taluka**:  

(i) The APO motivated the preraks of NCECs and CECs to collect donations for organising different programmes at the centres.

This shows that, a few APOs/supervisors were active and took personal interest in organising different CE programmes at the centres.

(28) **Programmes Organised at the Centre**  

Following CE programmes were organised at different NCECs and CECs.

(A) **Equivalence Programmes (EPs)**  

In both the districts, EPs were not conducted. The reason given by the APOs/supervisors was that the lists of neo-literates willing to appear for std.IX examination, and school drop-outs willing to appear for std.IV, std.VII and std.X were not ready. Books/curriculum were not available.
(B) **Skill Development and Income Generation Programmes (SD and IGPs)**

Following skill development and income generation programmes were organised at different centres.

(I) **Satara District:**

- Alfanso tree plantation
- Use of advanced variety of rice seeds and manure
- Vermiculture
- Goat rearing
- Agarbatti making
- Nala Bandhara
- Coconut tree plantation

Around 1900 participants participated in these programmes.

(II) **Ahmednagar District:**

- Poultry
- Rangoli designing
- Goat rearing
- Dairy

Around 1889 participants attended the programmes. Duration of these programmes varied from one day to seven days.

(C) **Individual Interest Promotion Programmes (IIPPs)**

The list of IIPPs organised at centres is as follows:

(I) **Satara District:**

- Kalapathak
- Bhajans
- Folk songs
- Competitions such as reading, writing, mehendi, folk songs.

Approximately 2066 participants participated in these activities.
(II) **Ahmednagar District**:

- Bhajans
- Kirtan
- Haripath
- Kala pathak
- Sport competitions
- Mehendi
- Rangoli

Approximately 1375 people participated in these activities. Duration of these activities was from two hours to two weeks.

(D) **Quality of Life Improvement Programmes (QLIPs)**

Following are some of the QLIPs, mentioned by the APOs/supervisors, organised at different centres. Duration of these programmes varied from one day to one week.

(I) **Satara District**:

- Use of barren land (koradwahu jamin) for alfanso cultivation
- Use of high yielding rice varieties
- Sendriya khate
- Animal husbandry
- Health camps
- Safe drinking water methods
- Cleanliness in personal and public places
- Poultry
- Goat rearing
- Vermiculture
- Nutrition programmes
- Nala bandhara

Approximately 3888 people participated in these activities.
(II) Ahmednagar District:

- Health camps
- Water saving
- Well digging
- Giving up superstitious beliefs
- Pulse polio

Around 2500 people attended these programmes.

In Kapashi of Phalatan taluka, Satara district, a unique programme of ‘Nala Bandhara’ was taken up. Under this programme, seven bhumigat bhandharas and two gyabrian bandharas were constructed. Each and every person from the village volunteered himself/herself to construct these bandharas. Everyday, each person devoted a minimum of an hour for the construction. This was done by both men and women. According to the sarpanch of this village, in near future, around 400 acres of land will be irrigated due to these bandharas. Also, this will lead to increased underground water level in the village.

(E) Awareness Programmes (AWPs)

(I) Satara District

Lectures were organised on the following topics:

- Health
- Modern technologies in agriculture
- Use of local fertilizers
- Use of high yielding seed variety
- Superstitions and their ill effects
- Use of samadha/smokeless chullhas
- Water based diseases and purification of drinking water
- Seasonal diseases, and care and cure
- Conservation of forest
- Government schemes and how to take their benefit
- Sex education
• Types of snakes, care and cure
• Importance of education

Approximately 1789 participants attended these programmes.

(II) Ahmednagar District :

Information on following broad topics was disseminated through lectures by experts.

• General health care
• HIV and AIDS and prevention
• Animal husbandry
• Importance of education
• Superstitions and their ill-effects
• Tobacco and its ill effects on health
• Cleanliness and its importance
• Information on government schemes and how to get benefit from them
• Formation of small savings groups

Around 1263 participants attended these programmes.

(29) Availability of funds for Organising Activities at the Centres

The following table shows the availability of funds for programmes to be organised at NCECs and CECs.

**TABLE 4.16**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Options</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>4 (100 %)</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>-</td>
<td>4 (100%)</td>
</tr>
</tbody>
</table>
In Satara district, Rs 500/- per programme were made available. This fund was available only for the demonstration and/or training for IGPs. But, only NCECs used to get this assistance. This amount was mainly spent to pay the honorarium to the experts/resource persons and/or T.A. to experts, hire charges, other organizational expenses and hospitality. Many times, the actual expenses were more than Rs 500/-. In such situations, the preraks and assistant preraks used to share the additional expenses, and had paid from their own pockets.

The CECs did not get any grants for conducting any programme at their centres. When NCECs conducted training or demonstration, it was expected that, each CEC prerak along with 5–10 participants from their centre should attend these programmes. After that he/she can share the information with the participants of their own centre.

In a few villages, the members of GSS, Gram Panchayat, local eminent personalities shared the expenses and sometimes even sponsored a few programmes too. Even though there was no provision of funds, the preraks have organised many programmes by spending from their own pockets.

There was no fund made available for organising programmes at either NCECs or CECs in Ahmednagar district. Wherever programmes were conducted, the preraks and/or assistant preraks have shared the expenses. There was very little response from the community for sharing the expenses. Because of this, the number of programmes organised at NCECs and CECs in Ahmednagar district were less as compared to the Satara district.

The APOs of Satara district opined that, each centre, irrespective of NCEC or CEC, should get the financial assistance of either Rs 1,000/- per programme or at least the actual expenses conferred.
APOs/supervisors of Ahmednagar district were also in favour of getting some financial assistance for organising programmes at the centres. But they could not quote the exact amount required.

(30) Co-ordination with Other Organisations

In both the districts, not much efforts were taken to collaborate or co-ordinate with other agencies such as colleges, universities and ITI. The involvement of these institutions was negligible.

The principal of ITI is a member of Taluka Saksharata Samiti in both the districts. Yet, his/her active involvement was not seen. Only in Phalatan taluka of Satara district, the principal of ITI was invited to deliver a lecture in different training programmes conducted by the ITI itself.

In Patan taluka of Satara district, private doctors and college lecturers were invited under awareness programmes to disseminate information on health, superstitious beliefs, poisonous and non-poisonous snakes and sex education.

This discussion implies that the CE scheme is implemented in isolation to other organizations. No special efforts were made at the grassroot levels to involve local expertise. This shows that, it has not yet become a public/community programme. This might be one of the reasons for not getting community participation / or co-operation to the CE programmes.

The APOs/supervisors could not explain the reasons for non-involvement of other departments or institutions. They felt the need for involvement of other sectors of the society. They plan to make efforts to involve other sectors in near future.
(31) **Knowledge about CE Programmes in Other Districts and How It is Different Than Their Own District Programmes**

In both the districts, the APOs and supervisors were not fully aware about the CE programmes implemented in other than their own district. They did not have any opportunity of visiting to other district programmes.

The District Education Officer (CE) of Satara district, sometimes used to share information about CE scheme implemented in other districts while conducting monthly feedback meetings of APOs and supervisors. Because of this sharing, the APOs and Supervisors of Satara district could become aware about CE programmes being run in other districts. Through newspaper readings also they collected some information on CE programmes in other districts. The APOs/supervisors expressed that, this information was insufficient to compare the programmes in their own districts with other districts.

(32) **Residual Literacy Programme**

(I) **Satara District**:

The residual literacy programme was started in all the talukas of Satara district in April 2003.

A special survey was conducted in March 2003 to prepare a list of illiterates in each village and padas. The survey was conducted by the preraks and assistant preraks of NCECs and CECs.

The number of illiterates varied between 225 and 1700 in different talukas of Satara district. This was due to geographical differences. For example, Patan is a hilly and tribal belt, where the TLC may not have reached the interior parts of taluka. Hence, here the number of illiterates was more. On the other hand, Koregaon is a green belt, and economically well-off area and is well connected by road and by train to cities. The number of residual illiterates in this taluka was very small (225).
In all talukas, with an exception of Koregaon, all the illiterates listed in the survey were enrolled for residual literacy programme. In Koregaon, the illiterates were spread over the entire range of the taluka. At some places, volunteers were not available to teach these illiterates. Hence, such learners were not enrolled.

In half of the sample of talukas namely in Patan and Phalatan, each centre was provided with two literacy kits to teach the adult learners. In Koregaon taluka, each centre was provided with one set of kit.

In majority of the centres, preraks and assistant preraks taught the learners. A small percentage of the learners was taught by the students. In Koregaon, the learners were also taught by the educated member of the learners' family or a neighbour of the learner.

The drop-out rate in the residual literacy learners was nil.

As the teaching-learning activity was still going on, till the date of data collection, none of the learners had completed all the 3 primers of the kit. Hence, none of them were declared as literate as per the NLM norms.

The learners were explained about the importance of education, facilities available at the NCECs and CECs and given information on different government schemes. This motivated them to continue their education.

(II) Ahmednagar District:

A separate survey for listing down the number of illiterates was not conducted in the Ahmednagar district.

In three, out of the four talukas, lists of neo-literates prepared in PLP (1998) were made available to the preraks. Those illiterates, who stayed near the centre and who were motivated, were enrolled for the residual literacy programme.

Literacy kits were collected from the VTs of TLC, primary schools and primary school teachers. Many of the literacy kits were incomplete, that is,
they did not have all the three parts of primers. Many of the kits did not have primer II and primer III.

The teaching-learning activity was carried out by the preraks and assistant preraks in all the centres.

(33) **Provision of Travel Allowance for Monitoring Purpose**

The following table 4.17 shows the provision made for travel allowance for monitoring purpose.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Options</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>4 (100%)</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

All the APOs/supervisors of both the districts stated that, there was a provision of travel allowance for monitoring the centres.

In Satara district, the amount of TA per month varies between Rs 400/- to Rs 900/-. None of the APOs/supervisors in both the districts had actually received the amount of TA. In Satara district, the APOs told that, they would receive the actual expenses incurred on travelling. Currently, all the APOs/supervisors were spending their own money and were waiting for reimbursement.

In Ahmednagar district, the TA varies between Rs 795/- and Rs 895/-. It is based on the basic salary of the APOs/supervisors. Currently, the APOs/supervisors were spending from their own pockets.
(34) **Attendance Register**

All the APOs/supervisors in both the districts stated that, they inspected the attendance register of the participants, when they paid a monitoring visits to the centres.

The preraks also maintained other registers at the centre. These included register of library books, books exchange register, newspapers register, visitors books (remarks book), dead-stock register, diary and programme organisation register. The APOs/supervisors made an attempt to inspect all these registers during their monitoring visits.

(35) **Frequency of Visits to Centres**

The following table shows, how frequently the monitoring visits were made by the APOs/supervisors.

**TABLE 4.18**

**VISITS BY APOs/SUPERVISORS**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Options</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NCEC</td>
<td>CEC</td>
</tr>
<tr>
<td>1</td>
<td>Once a week</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Once in two weeks</td>
<td>1 (25%)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Once a month</td>
<td>3 (75%)</td>
<td>2 (25%)</td>
</tr>
<tr>
<td>4</td>
<td>Once in 2-3 months</td>
<td>-</td>
<td>6 (75%)</td>
</tr>
<tr>
<td>5</td>
<td>Once in six months</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Any other</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

A large majority of the APOs/supervisors of Satara district paid monitoring visits to NCECs (25%) once a month. There was a small percentage (25%) of the sample of APOs/supervisors, who paid fortnightly monitoring visits to NCECs.
Once in two months, a large majority of the APOs/supervisors of Satara district paid monitoring visits to CECs.

All the APOs/Supervisors of Ahmednagar district paid monthly visits to NCECs and bimonthly visit to CECs.

The APOs/supervisors stated that, the number of their monitoring visits are fewer due to following reasons:

- Timings of the centres were the same.
- Distance between two centres was more.
- At the taluka level, APOs/supervisors did not have any assistance. For example, clerk, typist, accountant and peon. They had to look after all the correspondence at the taluka levels themselves.

The ‘Nirantar Shikshan Karyakram : Saksharata Karmisathi Hastapustika’ published by Directorate of Education (AE), Pune, lays down the responsibilities of APOs. One of the responsibilities, as stated, is that the APOs should visit minimum 15 centres in a month. But, in practice, this was not followed.

(36) **Method of Feedback from Preraks**

The following table shows the methods adopted for obtaining feedback from the preraks.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Method of Feedback through</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monthly meetings of preraks</td>
<td>3 (75%)</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>During personal visits</td>
<td>4 (100%)</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>3</td>
<td>Informal talks with participants</td>
<td>1 (25%)</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Through monthly reports</td>
<td>1 (25%)</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Any other</td>
<td>1 (25%)</td>
<td>-</td>
</tr>
</tbody>
</table>
Large majority of the APOs/supervisors in both the districts took feedback from the preraks in monthly meetings and during their personal visits to the centres.

There was a small percentage (only in one taluka) of the sample of APOs/Supervisors who also took feedback of functioning of the centres by having informal dialogues with the participants.

Other methods adopted for feedback included monthly reports (25%), sarpanch meetings and meetings of nodal preraks (25%).

This shows that, APOs/supervisors had adopted different strategies for taking feedback from the preraks.

The table also shows that, no formal feedback was obtained from the participants. As shown in previous table, that is table 4.18, the number of monitoring visits paid the APOs/supervisors was less. They had to visit as many number of centres as possible. Time constraint may be one of the factors resulting in reducing the time spent at one centre and to have dialogues with the participants.

(37) **Venue of the Nodal Preraks' Monthly Meetings**

The following table shows the venue of the meetings of the nodal preraks.

**TABLE 4.20**

**NODAL PRERAKS' MONTHLY MEETINGS**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Opinions</th>
<th>Satara District</th>
<th>Ahmednagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>District Education Office (CE)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>One of the NCEC</td>
<td>2 (50%)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Any other</td>
<td>2 (50%)</td>
<td>4 (100%)</td>
</tr>
</tbody>
</table>
Fifty per cent of the sample of the APOs/supervisors in Satara district conducted monthly meetings of the nodal preraks at one of the NCECs. The preraks decided the venue as per their convenience. The venue changed in rotation. This gave an opportunity to all the preraks to visit other NCECs of their talukas. This was a good learning experience for preraks.

The rest of the sample of the APOs/supervisors conducted meetings of the nodal preraks either at the taluka panchayat hall or a primary school at the taluka place.

In Ahmednagar district, fifty per cent of the APOs/supervisors use taluka level Panchayat Samiti Hall for conducting the monthly meetings of the nodal preraks.

A small percentage of the sample of the APOs/supervisors conducted meetings of nodal preraks either at Block Education Office (25%) or at the taluka level primary school (25%).

(38) Monthly Reports of the Centres

Monthly report format was not developed in both the districts. The APOs/supervisors took oral feedback from the nodal preraks in monthly meetings. If any centre had conducted any special programme, then the concerned prerak submitted written report of the same.

(39) Feedback Regarding Centres at District Level

Monthly meetings of APOs/supervisors were held under the chairpersonship of District Education Officer (CE) at the district level. Feedback of the activities conducted at all the NCECs and CECs was obtained in this meeting.
Monthly meetings of nodal preraks were conducted by the APOs/supervisors at either taluka level or at one of the NCECs.

The nodal preraks conducted feedback meetings of preraks of CECs.

(40) **Strengths of the Continuing Education Scheme as Perceived by the APOs/Supervisors**

In the opinion of the APOs/supervisors, the continuing education scheme had the following strengths

- Active involvement of Gram Shikshan Samities had improved the quality of programmes
- Community participation had increased.
- Involvement and collaboration of other development departments had given an opportunity to know more about the different government schemes.
- The government schemes in real sense were reaching people
- Women’s participation had increased.
- The centre activities had helped the women to increase their self-confidence, which had led to their personality development
- It gave an opportunity to the participants to improve their quality of living
- The scheme gave a reasonably good social status to preraks and assistant preraks
- The centres gave exposure to a wide range of subjects.
- It provided knowledge and information about various topics related to their day-to-day life.
- It promoted local folk art.
- There was a scope for the involvement of industries and NGOs in organisation of programmes.
- The centres had become information windows.
- It helped residual illiterates to become literates.
- It had become a place for get-togethers for women.
- The facility of library and reading room had inculcated the habit of reading, which will help in creating a 'learning society'.
- Government schemes now can directly reach the people.
(41) **Weaknesses of Continuing Education Schemes as Perceived by APOs/Supervisors**

In the opinion of the APOs/supervisors, the continuing education scheme has following weaknesses

- Gram Shikshan Samities and Gram Panchayat were involved in the selection of preraks and assistant preraks. Due to this, local politics and favouritism in the selection of preraks was involved in a few places. This hampered the functioning of centers.

- Sufficient material and books were not provided to all the centres.

- Centres were not provided with funds for conducting/organising a variety of programmes such as AWPs, IGPs, IIPPs, and QLIPs

- There was no provision for the TA to be paid to the preraks for attending the monthly meetings

- Involvement and Co-operation of Tehasildars and Gram Sevaks was negligible

- The CE scheme is funded by the government only for five years. Hence, the appointments of preraks and assistant preraks are temporary. Preraks and assistant preraks leave their job in between, if they get a better offer elsewhere. This hampers the smooth functioning of the centre as getting a new person immediately for the post of preraks and assistant preraks was too difficult. This led to a gap in functioning of the centre. This also demotivated the participants.

- Involvement of development departments, such as rural development, was very poor

- The flow of funds from the central government to the state and from the state government to the district level was not smooth. There was always delay in receiving funds. This affected the programme.
Even, within the district, there was a delay in the payment of honorarium to the preraks and assistant preraks. Newspaper bills were not paid in time. Such factors led to demotivation of preraks.

➢ The primary education department was not as active as it was in TLC.

➢ Location of the centres in primary schools demotivated the participants, especially women, to participate in different activities.

➢ Separate independent structure or building was not provided.

➢ Other development departments did not extend their support/co-operation.

(42) Suggestions Suggested by APOs/Supervisors to Overcome the Above Weaknesses

Followings are a few suggestions given by APOs/supervisors to overcome the above weaknesses.

❖ Local politics and favouritism should not be brought in the selection of preraks. Those who are interested in the welfare of the community should be selected.

❖ All the centres should be provided with enough material and equipment, at the time of inception of the centres.

❖ Each centre should be provided with a minimum amount of fund for conducting different programmes at the centre.

❖ Travelling allowance should be paid to the preraks for attending monthly monitoring meetings.
• Directives from the Collector and the CEO should be given to all the development departments, block development officers, block education officers, to extend their cooperation in implementation of CEC activities.

• Sports and entertainment material should be selected separately for women participants.

• Honorarium to preraks and assistant preraks should be paid regularly and in time. The Directorate of Education should make necessary arrangements in advance to avoid delay in the payment.

• Newspaper bills should be paid in time.

• Some corpus fund should be raised at the local level.

(43) Benefits Received by the Participants

According to the APOs/supervisors, the benefits gained by the participants by attending different programmes organised at NCECs and CECs were as follows.

- Participants received information and knowledge of different modern techniques and technologies used for agriculture.

- Some of the participants started using high yielding varieties of seeds and natural fertilizers.

- Many participants started vermiculture in their farms, which will improve agricultural production.

- Details about animal husbandry helped them to buy cows and buffaloes and to start milk business.
A variety of information related to health, nutrition, sex education, recognising poisonous and non-poisonous snakes, snake bites and first aid, superstition and its ill effects, care of drinking water was used in their day-to-day life.

Information on different government schemes helped them to make use of their benefits, such as Jyeshtha Nagarik Card, Sanjay Gandhi Niradhar Yojana, Vihar Puranbharan, Indira Awas Yojana.

There is a visible increase in women’s level of confidence. Their mobility was increased.

The information on health related topics, immunization decreased the number of illnesses and improved the health of the participants and their families.

A number of participants started IGPs, such as agarbatti production, papad production, poultry, goat rearing and milk business. This has increased their income and improved their quality of life.

A few neo-literates could get jobs in Zilla Parishad.

The centre inculcated the habit of reading newspapers in the participants.

Library was very useful to children. They have started reading books other than their curriculum.

In many villages, women’s savings groups were formed.

Nala bandhara will increase the underground water level in Adarki Budruk and nearby areas. In future, this will reduce the problem of availability of drinking water.
A few women understood the importance of education and started sending their children to school regularly.

(44) **Suggestions for Improvement**

The APOs/supervisors have given suggestions for the improvement in the following areas.

(a) **Administration of NCECs and CECs:**

- Directives from Zilla Parishad should be issued to Tehsildars and Gramsevaks for their active involvement in NCECs and CECs. They should be held responsible for conducting development programmes at the centres.

- Like TLC, involvement of primary education department should be increased.

- The preraks and assistant preraks should get travelling allowance. There is a provision of Rs 200/- as T.A. to NCEC preraks. This should be increased.

- Honorarium of preraks and assistant preraks of NCECs and CECs should be increased.

- The APOs should get an assistant to work at the taluka level, who can be paid a fixed honorarium. He/she will assist in keeping records, report preparation and field visits.

- APOs/supervisors should be provided with a separate office at the taluka level

- Monitoring visits of GSS members should be increased.

- Kendra Pramukhs and Block Education Officers also be involved in the monitoring of the centres.
(b) **Training of preraks and assistant preraks**

- A minimum of two training programmes per year should be organised for preraks and assistant preraks of NCECs and CECs

- The training programmes should be full-time and residential

- Refresher programmes for preraks and assistant preraks should be organised once in six months. Duration of these refresher courses should not be less than four days.

- Preraks should be thoroughly acquainted with how to seek community participation, details of government schemes and organising a variety of sports and entertainment programmes

- SRC should be directly involved in the training of preraks. If complete involvement is not possible, at least a representative of them should be present throughout the training of the preraks and should guide the preraks

- Preraks should be trained for organising EPs, AWPs, QLIPs, IIPPs and IGPs

- A guideline or a handbook on CE scheme implementation should be prepared and distributed to the preraks in the training programme. The preraks could refer to it if and when required.

(c) **Monitoring Centres**

- The APOs should get an assistance of one supervisor. This will distribute the burden of the work and will help to increase the number of monitoring visits to the centre

- APOs/supervisors and the preraks of NCEC should get adequate and timely TA

- The members of GSS should take more active role and should pay more number of monitoring visits to the centres
During the field work, the officials of development departments should make an attempt to visit and guide the preraks and the participants at the NCECs and CECs. If possible, they can conduct public meetings at the centre itself and disseminate the information about schemes.

(d) **Organisation of Programmes**

- The experts/resource persons invited for organising different programmes should be paid an honorarium and TA.

- Centres should get a bigger place.

- Minimum equipment like mike, enough chairs, dari/sataranji should be provided to centres.

- Musical instruments such as harmonium, tabla or dholaki should be provided to all the centres.

(e) **Community Mobilization**

- Importance of CE centres should be explained to the community through gramsabhas.

- Public melawas could be organized where an appeal can be made to people for their co-operation.

- People can show their participation by donating either cash or in kind such as chairs, satranji/dari, books etc.

(f) **Supply of reading material**

- A variety of books including stories, novels, religious books, autobiographies, fictions, jokes and so on should be provided to the centres in time.

- Books useful to all categories of people should be provided. At present, books are mainly useful to neo-literate readers only. CEs cater to other
participants, namely, school drop-outs, students of NFE and the general public. Hence, novels, story books, scientific information books, fiction etc. should also be made available.

(g) Evaluation of Centres

- Once in two months, the centres should be evaluated either by the members of GSS, NCEC prerak or the APO/Supervisor.

- Evaluations could also be done by voluntary organizations.

- A separate evaluation format should be developed.

(h) General Suggestions

- The centres should function continuously for five years. There should not be any gap or discontinuity in running the centres.

- Training of preraks should include practical aspects. For example, maintenance of records. The preraks should be asked to fill up the records on the spot by giving them a sample of register. Such practical training will improve their functioning.

- The centres should start functioning after the completion of training of preraks, purchase of all material, books and equipment.

- Visits of nodal preraks should be planned in advance. A copy of this plan should be given to APOs/supervisors and members of GSS. This will help the APOs/supervisors to know the whereabouts of nodal preraks.

- Selection of preraks and assistant preraks should not involve any politics or indulge in favouritism. Only those, who are interested in social work should be selected for the post of preraks and assistant preraks.

- Honorarium of preraks should be equivalent to the honorarium of anganwadi workers.

- Honorarium should be paid regularly and in time.
• Preraks leave their jobs, if they get better opportunity elsewhere. In such situations, selection of another person and their training requires some time. This hampers the tempo of the programme. Hence, an undertaking of two years should be taken from the preraks and assistant preraks. Alternatively, some other condition can be placed.

• CE centres should have a separate independent building.

• There are a few neo-literates, school drop-outs, who are ready to appear for std.IV or std.VII examination. But, they cannot afford to pay examination fees. Zill Parishad should make some provision for such cases.

• The participants of NCECs/CECs should be made available small scale businesses.

• All the centres should have electricity facility. Tube-lights should be provided to all NCECs and CECs.

• A guideline / information booklet on skill development programmes / vocational courses should be provided to all centres.

Conclusions

☐ The APOs/Supervisors are not aware of the actual date of sanction of the CE project in their districts.

☐ With an exception of one supervisor, all the APOs/supervisors were responsible for monitoring only one taluka.

☐ In both the districts, the actual number of centres sanctioned by NLM and the actual number of centres implemented was same. All the sanctioned number of NCECs and CECs were established.

☐ Initially, all the NCECs and CECs had preraks and assistant preraks.
In a few centres, the preraks and assistant preraks left the job.

A large majority (75%) of APOs/supervisors did not face any difficulty in the recruitment of the preraks and assistant preraks in both the districts.

With an exception of a few villages, GSSs played an important role in the selection of the preraks and assistant preraks.

In both the districts, selection of preraks and assistant preraks was done on the basis of guidelines issued by the Directorate of Education (CE), Pune.

Both the districts developed and followed their own procedures for selection of the preraks and assistant preraks.

More number of preraks of Satara district earlier experience of working in literacy programmes as compared to Ahmednagar district.

A majority of the preraks and assistant preraks were unemployed youth. Others included college students, housewives, persons working in co-operatives, part-time teachers, freelance journalists and so on.

A very high percentage (98.68%) of the preraks was trained for CE scheme.

A minimum three and maximum four days training was organised for preraks and assistant preraks.

A small percentage of the preraks and assistant preraks left their jobs due to various reasons, such as, they got job elsewhere, marriage, family migration to other places, child birth and clashes with GSSs.
In 71.43 per cent talukas, the training of newly joined preraks and assistant preraks was not organised.

A majority (75%) of the Satara district APOs/supervisors opined that, the training was useful to a great extent to the preraks and assistant preraks, whereas 75 per cent of the APOs/supervisors of Ahmednagar district stated that, the training was useful to the preraks upto some extent.

The APOs/supervisors perceived the problems of preraks in organizing different activities at the NCECs and CECs include non-availability of books, non-availability of literacy kits, slates, pencils, seasonal agricultural work, paucity of funds, less motivation of adult learners and neo-literates, poor community participation, inactive GSSs, conducting survey for residual literacy programme (mopping up) non-availability of experts, venue of the centre, absence of electricity, insufficient material and furniture, lack of sports material, absence of musical instruments and irregularity in disbursement of honorarium to preraks and assistant preraks.

The APOs took some initiatives in solving the problems of preraks. These included personal meetings with different development officers, sarpanchs, guidance to preraks for fund raising drive, changing venue of NCECs and/or CECs.

There were problems in getting a place for the NCECs and CECs in Satara district. Ahmednagar APOs/supervisors did not face any problem in getting a place for centres.

(II) RESPONSES OF DEPUTY EDUCATION OFFICER (CE), AHMEDNAGAR

The interview of the Deputy Education Officer (CE), Ahmednagar revealed that, there was a delay of almost 15 months in the sanction of the project and actual implementation of
The district received sanction from NLM for the CE project on 4-1-2002 and actual centres started functioning from 15-8-2003. The district received its first installment of grants on 21-5-2002. As stated by the Deputy Education Officer (CE), the fifteen months gap was used for the following preparatory work:

(i) The number of centres sanctioned by the NLM was less than what was proposed in the proposal submitted by the district. The proposal of the district submitted to NLM was for 1075 centres. But the district received sanction for only 668 centres. In such a situation, the district authority had to reshuffle the names of villages, where the centres were supposed to start.

(ii) A booklet—'Nirantara Shikshan Karyakram Saksharatakarmisathi Hastapustika'—published and circulated to all the districts of Maharashtra (those who received sanction for CE scheme) by the Directorate of Education (CE), Pune, states that, a few per cent of centres could be allocated to non-government organizations (NGOs), under the supervision of ZSS. Hence, an appeal was made in the local newspapers, namely, Dainik Nava Maratha and Dainik Gaonkari on 20-6-2002 and proposals from NGOs were invited for the NCECs and CECs. Conditions laid down by the ZSS were as follows:

(a) The organization should be a registered

(b) Only those organizations, which are working in the field of education or social development can apply

(c) The organization should have a sound financial condition, with a minimum bank balance of Rs 25,000/-

(d) The applications of organizations should be submitted along with three years audited statements.
Accordingly, forty five NGOs responded to the appeal. Out of them, ZSS selected 29 organizations. These organizations were allotted a total number of 68 centres. This constitutes 11.36 per cent of the total centres.

(iii) One-day orientation of three members of GSSs was organised at the taluka level. Sarpanchas, Vice-sarpanchas and Head Masters, who were the Presidents, Vice-Presidents and Secretary of GSSs respectively in respective villages attended this orientation. In two adjacent talukas, such orientations were conducted simultaneously. Within seven days, fourteen talukas were covered. Each batch comprised of 40-50 members. The objective of these orientation programmes was to make the GSS members aware about the CE scheme, role of GSS in selection of preraks and assistant preraks and in overall monitoring of the centres.

(iv) Selection of preraks and assistant preraks in all the selected villages began after the orientation of GSSs members. An appeal was published in the regional as well as local newspapers for the posts of preraks and assistant preraks. At the village level, the Gram Panchayats gave ‘Dawandis.’ Also, a notice was put on the notice board of the Gram Panchayat regarding the posts of preraks and assistant preraks.

The minimum qualification for the posts of preraks of CECs and assistant preraks was S.S.C., whereas for nodal preraks, it was graduation. Any person, who is local, in the age group of 20-35 years with above qualifications was eligible to apply for the posts of preraks and assistant preraks. Preference was given to those, who had earlier experience of working in the TLC, PLP and/or JSN.

The ZSS issued the guidelines to GSSs to conduct the interviews of the candidates for the posts of preraks and assistant preraks of CECs. The marks of interviews along with the application forms were forwarded to the TSSs. At each taluka, the TSSs
conducted a written examination of 80 marks and interviewed the candidates for 20 marks. Accordingly, the merit list was prepared. Those who scored highest were selected and appointed as preraks of CECs and the second highest as the assistant preraks of the CECs.

In case of nodal preraks, the selection was done at the district level. A written examination of 80 marks was conducted at the district level. This was followed by an interview for 20 marks. A special committee, comprising of Collector, CEO, Education Officers of primary, secondary and CE, DIET Principal, interviewed the candidates. Those who scored the highest were selected as the prerak of NCEC and the second highest as the assistant prerak of NCEC. Full transparency was maintained throughout the selection process.

This whole process—from the advertisement to selection—took almost 3 months.

(v) Meanwhile, the State Resource Centre (SRC), Pune, conducted four days training programme for Key Resource Persons (KRP). It was conducted in two phases. In the first phase, 35 people were trained. The training was conducted at Pune. The second phase was conducted from 24-9-2002 to 27-9-2002 at the district itself for 30 people. The KRP were mostly Extension Officers of Education, Kendra Pramukhs, Graduate Primary School Teachers, Secondary School teachers, College Lecturers and APOs/Supervisors.

(vi) This was followed by the training of nodal preraks. A district level training of nodal preraks was organised at Sangamner. This was for four days, starting from 5th August till 8th August, 2003. Booklets on how to run the centre, different programmes to be organised in the centres, guidelines for preraks prepared by Proudha Shikshan
Sanstha, Aurangabad, were distributed amongst the preraks during their training programme.

A three day taluka level training was organised for the CEC preraks and assistant preraks. The training was conducted from 6th to 8th August 2003. The resource persons for this training were mainly KRPs.

The duration of the training programme of the CEC preraks was one day less than that of nodal preraks. This was due to less budgetary provision.

(vii) Another reason for delay in implementation of the scheme was shift in administrative structure. The TLC and PLP were implemented under the chairpersonship of the Collector of the district. For this, a separate registered body, namely ZSS, was established at all the districts.

In Ahmednagar district, the transfer of administration from Collector to CEO/Zilla Parishad was under process when the researcher collected the data in January 2004. As stated by the Deputy Education Officer (CE), working with the Collectorate office was much easier. The procedure followed in ZP Office is lengthy. Hence, the work gets delayed. Also, the district did not have E O for CE till the researcher collected the data. The E O (primary education) had the additional charge of CE. This was also one of the reasons for the delay in implementation of the programme.

The major administrative problems faced by the Dy E O (CE) in implementation of CE scheme were:

(a) Earlier the Dy E O (CE) used to write the confidential reports of APOs/Supervisors. Under CE scheme, this right of Dy E O is given to E O (CE). Hence, the APOs/Supervisors do not pay much attention towards the orders/work assigned by the Dy E O (CE).
(b) As stated in the booklet circulated by the Directorate of Education (Pune), the Dy.E.O.(CE) should pay a minimum of 20 monitoring visits to centres in a month. In practice, the Dy. E.O. (CE) could pay maximum of 5 to 10 visits and sometimes even less than this. The reason given was that, the post of E.O. (CE) is vacant and E.O. (primary) has additional charge of this department. Hence, Dy.E.O. (CE) has to look after all the administrative work. In addition, the staff is also not well experienced. Hence, Dy.E.O. (CE) has to spend more time in the office, due to which the number of monitoring visits were reduced.

(c) Some of the circulars and guidelines sent by the Directorate of Educatin (CE), Pune were not clear. For example, Preraks’ Training Programme. The total budget for training programme does not mention details about TA/DA to be paid to preraks, reading material to be distributed during training, and so on. Another example is of TA to nodal preraks. The guideline states that, the nodal preraks be paid Rs 200/- per month as a TA for their monitoring visits. But the bifurcation of Rs 200/-, criterion etc. were not given. Till the time of data collection by the researcher, this amount of TA was not paid to the nodal preraks. The nodal preraks pay from their own pockets. Due to the fear of audit queries, no decision was taken by the district authorities on spending this amount.

(d) The APOs/Supervisors working at taluka level do not have office to sit at the taluka level. They have to sit anywhere, wherever the chairs are empty. Besides, there is no place to keep the records.

(e) Currently, quarterly feedbacks are taken from the preraks (once in three months). This creates a large communication gap between the District Education Office and the preraks.

(f) The first installments of the grants are received by the districts before the actual inception of the centres. The next installment of grants will be released when the 75 per cent of the grants of first installment are utilized and an audited statement of accounts is sent to NLM, New Delhi. This is a time consuming process. Many times, it takes 4-6 months. Due to this, the districts
have to work without funds. This creates a gap of some months in the implementation of centres. This hampers adversely on the tempo of the work. It reduces the motivation and zeal of the preraks as well as the participants.

(g) The delay in the payments is also due to the transfer of administration of education departments to the ZP. They have to follow a very complicated procedure. Accordingly, there are three signatories for signing cheque, namely CEO, Chief Accounts and Finance Officer (CAFO) and EO (CE). This results in delay in getting sanctions. There is no provision for petty cash. Even for small amount, a lengthy procedure has to be followed.

**Strengths of CE Scheme**

Following are the strengths of CE scheme as perceived by the Dy.E.O. (CE):

(i) Persons of any age group can attend the centre.

(ii) Preraks and assistant preraks get honorarium.

(iii) Earlier programmes gave emphasis only on literacy component. The CE scheme emphasises on sustenance of literacy, provides facilities for equivalence programmes, income generation programmes, quality of life improvement programmes and individual interest promotion programmes.

(iv) The scheme has vast scope, which increases the peoples’ participation.

(v) Library and reading room facilities will inculcate the habit of reading, which in turn will help to create a learning society.

**Problems Faced in the Implementation of CE Scheme**

According to Dy. E.O. (CE), following are the major problems faced by them in implementation of CE scheme at Ahmednagar district.

(a) Most of the centres are located in the premises of primary schools. The primary schools are located outside the village. The centres are open in the evening from 6 to 9 p.m. Most of the approach roads reaching to school do not have street lights. Due
to outskirt area there is a restriction on women and girls to attend centre and take benefit of all the activities

(b) Many centres do not have electricity Those centres, which have electricity, have the problem of low voltage Due to low voltage, it becomes too difficult to read more than a page

(c) The APOs/Supervisors pay less monitoring visits than as expected in the guidelines One of the reasons is less TA The APOs/Supervisors get TA for monitoring, which is based on their basic salary It comes to maximum of Rs 900/ per month and the actual expenses are much more than this

(d) Many neo-literates and school drop-outs are willing to appear for the std IV or std VII examination But, a special and separate curriculum for this target group is not prepared and/or provided by the authorities

(e) The books provided to the libraries of NCECs and CECs are mainly useful to neo-literate target The selection of books was done centrally at the Directorate of Education (CE), Pune The list of books then was circulated to all those districts implementing CE scheme The districts have to purchase 80 per cent of the books from this list only The list contains books useful for the target group of neo-literates only But the beneficiaries of CE centre are school drop-outs, those who have completed NFE, and any other person from the community, who is interested in further learning Due to the compulsion of purchasing the books from the list provided by the State authorities, the centres cannot fulfil the needs of other target groups
(f) Details of income generating programmes, individual interest promotion programmes, quality of life improvement programmes are not provided. There is no provision of grants to conduct these activities. This restricts the number of organization of programmes.

(g) The duration of the scheme is only for five years. This gives insecurity and instability to preraks.

(III) RESPONSES OF DEPUTY EDUCATION OFFICER (CE) AND EDUCATION OFFICER (CE) OF SATARA DISTRICT

The researcher interviewed Dy.E.O.(CE) and E.O.(CE) together. The analyses of responses are as follows.

The Satara district received sanction for ‘Continuing Education Scheme” on 14-1-2002 from the National Literacy Mission, New Delhi. (Ref: Central Government letter No.F 16-4/2001-AE 6, New Delhi, dated 14th January 2002). The district received sanction for 657 Continuing Education Centres (CECs) and 73 Nodal Continuing Education Centres (NCECs). The actual programme was implemented from March 1, 2003. There was one year gap between the sanction of the project and actual implementation of the project. According to the District Education Officer (CE), this time was utilized for the preparatory work, which included finalizing the lists of villages where the centres would be opened, selection of preraks and assistant preraks for NCECs and CECs, getting the places for the centres and training of functionaries.

Problems Faced by EO in Implementation of CE Scheme

(1) During TLC and PLP, the education department worked under the chairpersonship of the Collector of the district. A separate body called ‘Zilla Saksharata Samiti’ (ZSS) was registered for the implementation of TLC, PLP and the EO (earlier District Adult
Education Officer) was its Secretary. Working in this system was much easier. Decisions were taken much faster. But, now the system has changed. As per the directives of the Government of Maharashtra, the Education Departments (CE) at the district level are transferred to Zill Parishads (ZPs). They have to work under the leadership of the Chief Executive Officer of the ZP. This has increased administrative formalities. Besides, there are no clear guidelines, especially in the areas of finance and administration. For example, whether the ZP code is applicable to Education Department (CE)? How the maintain the cash books—whether to follow the ZP or the government format? All these problems have created big hurdles in the day-to-day functioning of the department resulting in a delay in implementation. Even the ZP Officers are not clear about the rules. Due to this ambiguity, the process of decision-making was also affected. This hampered the progress of the functioning of the scheme.

(2) Following criteria have been formulated by the NLM to start a CEC in the villages.

(a) One CEC for the population of 1500-2000 – In tribal/hilly areas.
(b) One CEC for the population of 2000-5000 – In rural areas.
(c) One CEC for the population of 10,000 – In urban areas.

If these criteria are applied, many villages will be deprived of CE centres. They do not take into account the number of neo-literates in those villages. This has created a hurdle in the selection of the villages.

(3) Another major problem was the selection of preraks. The guidelines issued by the Directorate of Education (Continuing Education), Pune, recommended that, all powers of selection of preraks be given to Gram Shikshan Samiti (GSS). The guideline states that, at the village level, the GSSs should announce in the villages and make an appeal to people to apply for the post of preraks and assistant preraks. Then
the GSS would scrutinize the applications and select four applications—two for the post of preraks and two for the post of assistant preraks. Then with the recommendations of GSS, these four applications would be sent to Taluka Saksharata Samiti (TSS). Then the TSS would select two applications—one for the post of the prerak and other for the assistant prerak. The TSS would then forward two application forms to district ZSS with their recommendations, so as to get approval. In the entire procedure, nowhere the candidate has to appear for a written or an oral examination.

At many villages, the GSSs have forwarded only two applications to TSS. So no choice was left to TSS in the selection of preraks. Many times, the candidates, whose forms were forwarded by GSS, belonged to the ruling party or gram panchayat. Lot of politics was found in the selection of preraks.

Such politically oriented candidates may not be interested in actual working. They style of working was also not up to the mark. At times, they did not listen to the APOs/Supervisors. This hampered the functioning of centres.

(4) Passing standard VII is the minimum educational qualification required for a prerak in the hilly/tribal area. But, at times, those who have passed standard V are also not available in certain tribal areas. Getting a qualified prerak was a problem, especially in hilly/tribal areas.

(5) Implementation of TLC and PLP was much easier as compared to CE. A conducive environment was created during TLC through kalajathas, melawas, slogans, posters etc. The CE scheme, does not have such provision. It was difficult to explain and convince the people about the importance of CE scheme.
At present, State Resource Centre (SRC) Pune, is the only institution, which is involved in training of functionaries of CE scheme. But the SRC trains only Key Resource Persons (KRP). The responsibility of training other functionaries, namely preraks, assistant preraks etc lies with individual districts, where it gets diluted.

**Strengths of CE Scheme**

1. The CE scheme is associated with socio-economic development of the people.

2. Beneficiaries of CE scheme include the neo-literates, school drop-outs, students of NFE and any one who is interested in continuing their education

3. CECs are information centres. People can get information about different governmental schemes, health, nutrition, agriculture etc at the centre. Hence, total development of individuals as well as the entire village is possible

**Weaknesses of the Scheme**

1. The scheme does not have continuous flow of funds. District has received funds just for six months, and are not sure when the next installment will come. This affects the tempo of the working of the preraks. It may affect the motivation of neo-literates and the people in the community

1. Material, especially the books should be made available in time. Due to a stay order declared by the Court, books were not provided to the centres. Hence, the library activity could not start properly at all the centres

2. The sport instruments/material, entertainment instruments are inadequate in number

3. Co-ordination with other development departments is lacking. Gramsevaks are not involved in CE activities
Suggestions for Improvement in the Implementation of CE Scheme

(1) At the state level, a policy decision of merging EO (CE) in EO (primary) should be taken. Only one department with a name of ‘Mass Literacy’ should be there. It should have two EOs. This will help in utilizing all the resources properly. Currently the EO (primary) is over burdened and EO (CE) is sitting idle without any work.

(2) Other programmes, such as Universalization of Education, Mahatma Phule Education, Vastishala, Sarve Shiksha Abhiyan should be attached to NCECs/CECs. They should be implemented through CE centres.

(3) Funds must be released on time and regularly.

(4) Each village should have one CEC. The condition of minimum population stipulated should be removed. Irrespective of the population of village each village should have one CEC.

(5) At each taluka, a full-fledged office should be granted. It should have one APO and one clerk. Both of them should have the knowledge of accounts.

(6) The CEO should issue orders to all Gramsevaks to involve themselves actively in CE programmes. Benefits of government schemes should be given to those who attend the CECs regularly. Priority should be given to CE beneficiaries.

(7) Regular workshops, seminars for EOs should be organised at the State level, where experts can be invited for guidance.

(8) Continuous follow-up should be taken at the state level, preferably on monthly basis.
Currently, one SRC, Pune organizes training programmes for the functionaries of CE scheme. The Maharashtra Rajya Saksharata Parishad should permit the districts to invite other experts, and experienced institutions for training purpose.

Reading material should be provided during the training of preraks.

SRC, Pune should provide a detailed guideline to the APOs and preraks.

A provision can be made to increase the involvement of NGOs by giving them some incentives or service charges.

In tribal and hilly areas, where qualified preraks are not available, a primary teacher should be granted the permission to run the CECs.

Criteria for the selection of preraks should be changed. They must include interviews as a technique for the same.

(IV) RESPONSES OF THE EDUCATION OFFICER (CE) OF AHMEDNAGAR DISTRICT

Ahmednagar district received sanction for the Continuing Education Scheme on 4-1-2002 by the National Literacy Mission, New Delhi. The sanction letter from the Maharashtra Rajya Saksharata Parishad was received on 6-4-2002. The district received sanction for 61 NCECs and 607 CECs. The centres actually started functioning from 15-8-2003. The period of 16 months from the date of sanction (6-4-2002) to the date of implementation (15-8-2003) was utilized for the preparatory work. It included selection of villages, selection of preraks, assistant preraks, training of functionaries—KRPs, APOs, preraks, assistant preraks, orientation of GSS members and purchase of material.
Problems Faced by the District in Implementation of CE Scheme

(1) The district had proposed 1000 centres in its proposal submitted to National Literacy Mission (NLM), New Delhi. But the district received sanction for only 668 centres without any explanation. This created a lot of problems at the community level. The district had to reallocate the centres to the villages.

(2) The Maharashtra Rajya Saksharata Parishad and Directorate of Education (CE) have prepared a list of books to be purchased for the NCECs and CECs. The districts have to purchase 80 per cent of the total books from this list only. District authority does not have any rights or choice other than that and has to purchase only these books. The same thing happened in the case of purchase of furniture, lezim etc. State level authorities have decided to place from where purchase of furniture, lezim etc. would be made. Districts do not have any power or authority in this matter.

(3) List of books prepared at the state level has books only for neo-literates. The other beneficiaries such as school drop-outs, NFE students, common people are left out. Demand for novels, story books etc. has increased.

Strengths of the CE Scheme

(1) Newspaper reading habit is inculcated in general public.

(2) Students have started reading books other than from their curriculum.

(3) Entertainment, games will help to preserve our culture, e.g. lezim.

Suggestions for Improvement in Implementation of CE Scheme

(1) The district level in-charge of CE scheme should be the Collector, as it was in TLC and PLP and not CEO (ZP).
Central Government should pay grants at least for a year.

Grants for other programmes, such as Equivalence Programmes, LIGPs, QLIPs and IIPPs be released immediately This will help in organizing programmes.

At present, after spending 70 per cent of the first installment of grants, the districts have to send an audited statement to the NLM. Then they would release the second installment, if they find the first one to be correct. This is a time consuming process. Instead, after spending 50 per cent of grants, NLM should ask for audited statements

Purchase of material, equipment, books should be done at the district level and the total authority should be given to the district level committee.

Utilization of 20 per cent grants of books should be left to the district level committee So that they can purchase books useful for beneficiaries other than the neo-literates.

Future Plans

Refresher training programme for the preraks and assistant preraks of NCECs and CECs will be organised.

A district level meeting of all heads of development departments under the chairpersonship of CEO will be called, where an appeal for co-operation will be made.

The district authorities have planned to collect corpus fund in near future

(V) RESPONSES OF CHIEF EXECUTIVE OFFICER OF AHMEDNAGAR DISTRICT

The transfer of CE scheme from the chairpersonship of Collector to CEO was still in the process, when the researcher collected the data. The CEO did not had full charges of CE
scheme. But still he was fully aware about the CE scheme. Hence, the responses were related to only future plans. The analysis of the responses of CEO is as follows:

**Future Plans for the Implementation of CE Scheme**

1. Meeting of all heads of the development departments will be called where the CE scheme will be explained to them and an appeal will be made to extend their whole co-operation to NCECs and CECs.

2. The CEO himself will visit the NCECs and CECs to see and understand the grass-root realities.

3. An appeal to all sarpanchas and members of GSSs will be made to extend their co-operation to NCECs and CECs.

(VI) **RESPONSES OF DEPUTY DIRECTOR, DIRECTORATE OF EDUCATION (CE), PUNE**

The interview of the Deputy Director, Directorate of Education (CE), Pune, revealed that, the 73rd amendment in Local Self Government has brought many changes in its functioning. According to Point No 11 of this amendment, to strengthen the Local Self Governments further, the Maharashtra State Government took a policy decision to transfer the Adult Education / Non-formal Education Scheme, Mahatma Phule Shikshan Yojana, Vastishala and Shaleya Poshan-Aahar Karyakrama to Zilla Parishads.

According to the concerned Government Resolution, the Continuing Education Scheme, which was implemented under the Chairpersonship of the collector of districts, was now transferred under the Chairpersonship of the Chief Executive Officer of the district.
**Strengths of Continuing Education Scheme**

The Deputy Director, Directorate of Education (CE) perceived the strengths of the continuing education scheme as follows:

- The co-operation of the Zilla Parishads and Panchayat Samities has increased due to the transfer of the scheme from Collector to the chief Zilla Parishads.

- Involvement of other development departments has increased.

- CECs have become mediators between the government and the people, through which central and state governments’ different schemes are reaching grass-root level.

- The CECs are sanctioned as per the population of neo-literates and the total population. Hence, the facilities can reach to the common people.

- All the villages do not have library facilities. Due to library and reading facilities, books and newspapers are reaching the villages, which in turn are reaching the participants. This has inculcated the reading habit amongst the local people.

- Due to NCECs and CECs, employment facilities for unemployed youth are created.

**Suggestions for Improvement**

Following suggestions were given by the Deputy Education Officer (CE), Pune, for running the centres smoothly.

- The NLM issues first installment of the grants at the time of the sanctioning of the CE project. After the expenses of 75 per cent of this grant and submission of audited statements, the NLM issues next installment of grants, subject to the approval of audited statements. It is possible to spend 75 per cent expenditure of non-recurring grants at the
time of inception of the centres. But spending 75 per cent of recurring grants is not possible, as it also includes honorarium to the preraks, newspaper bills and so on. Hence, the NLM should consider this and send the directives to the concerned SLMAS to send the statements only for non-recurring expenses at the initial stage.

- The guidelines sent by the NLM regarding purchase of books for libraries at the NCECs and CECs are very rigid. Most of the books are only for one target group, that is, for neo-literates. It should also make arrangements for the needs of other target groups, and NCECs/CECs should have a variety and sufficient number of books, which can serve all the target groups.

- Considering the local situations and needs of the people, some income generating and/or employment oriented jobs/works should be created at the centre itself. In this regard, some concrete steps should be taken by each ZSS/SLMA.

- The preraks and assistant preraks of NCECs and CECs should be involved in various surveys conducted from time to time by the government.

- The schemes' temporary nature affects the motivation of the preraks. Hence, the continuing education project should be continued beyond five years.

(VII) RESPONSES OF DIRECTOR, DIRECTORATE OF EDUCATION (CE), PUNE
(Secretary, Maharashtra Rajya Saksharata Parishad)

The responses of Director, Directorate of Education (CE) are analyzed as follows:

In the State of Maharashtra, 17 districts have received sanction for Continuing Education Scheme from National Literacy Mission (NLM), New Delhi (till January 2004). They are Sindhudurg, Ratnagiri, Latur, Pune (Rural), Wardha, Parabani, Jalna, Nanded,
Ahmednagar, Satara, Sangli, Kolhapur, Yavatmal, Buldhana, Beed, Osmanabad and Bhandara. The Continuing Education Programme started in Sindhudurg, Jalna, Parbhani, Wardha, Latur, Ratnagiri, Pune (Rural) and closed after 6 to 12 months due to the lack of funds from NLM. In Osmanabad and Nanded the programme has not yet started till the time of the interview. The Bhandara district received sanction in November 2003.

**Problems Faced by the State and Districts in Implementation of CE Scheme**

1. *Grant from Central Government (NLM) is not released in time.* Projects get sanctioned and grants are released only for first few months, that is 6-8 months. By the time the programme starts and gets into full swing, the grants exhausted. Without funds, it is very difficult to keep the tempo of the programme going.

2. The TLC and PLP were implemented mainly through voluntary zeal of functionaries. The CE scheme has now started giving honorarium to the functionaries. Now, without any honorarium, volunteers are not ready to work. Hence, the honorarium to these functionaries should be paid in time and regularly. Without funds, this is not possible. Once, the centres start functioning, it should not be discontinued in between, just because of paucity of funds. This will demotivate the functionaries. Also, community people lose their motivation. Getting back the confidence of the people as well as preraks is a difficult task. Hence, funds should be released in time.

3. In many of the districts, the posts of Education Officer (CE) are vacant. Additional charges are given to EO (primary). They cannot devote as much time as a full-time EO (CE). This affects the programme.

4. Creative preraks and assistant preraks can take up many programmes without funds also. But all the preraks/assistant preraks are not creative, enthusiastic and devoted. This restricts the number of programmes organized at the centres.
(5) Bridge course for std. IV and std. VII examinations is not yet ready. Hence, those neo-literate, school drop-outs, who are interested to appear for these examinations, might lose their literacy skills or may lose interest.

(6) Guidelines for the purchase of books for the libraries of the NCECs and CECs issued by the NLM, New Delhi, are very rigid. List of books for the NCECs and CECs is prepared according to these guidelines. But some of the publishers, went to the Court and brought a stay on the purchase of books. Due to the matter being sub judice, many centres are deprived of books. This also affected adversely on the programme.

(7) To strengthen the Zilla Parishad, State Government transferred Social Welfare Department, Agricultural Department and Education Department to the Zilla Parishad (ZP). Hence, the incharge of CE scheme at the district level is CEO. The functioning of ZP is different than the other government departments. ZP has its different codes, which governs the services of their staff, has different administration processes, especially regarding accounts. The District Education Officer (CE), which are now transferred to ZP are not used to such type of administration. Hence, many districts find a difficulty in working under ZP. This has created a problem in the smooth implementation of CE scheme at the district level.

**Suggestions for Improvement in the Implementation of CE Scheme**

(1) The Continuing Education Centres should work as a multifarious activity centre. All developmental programmes including Self Help Groups (SHGs), vocational training activities, health programmes etc. should be implemented through NCECs /CECs.

(2) The Central Government should release grants for minimum 2 years while sanctioning the project itself.
Future Plans

(1) Maharashtra Rajya Saksharata Parishad has made an appeal to all sarpanchas of villages to raise a corpus fund for NCECs and CECs. The corpus fund should be ten times more than the population of a village. The process has begun.

(2) Each NCEC/CEC will form minimum one SHG. Formation of the groups has already begun in some villages.

(3) Curriculum for the 'Bridge Course' for the std. IV and std. VII will be prepared.

(4) Survey will be conducted to find out the number of residual illiterates, neo-literates and school drop-outs.