CHAPTER-IX

SUMMARY AND CONCLUSIONS

Twenty-first century is a knowledge millennium. Due to technological progress, the world has come closer. Knowledge explosion is gradually bringing such changes, where literacy is becoming more and more inevitable. Education is a driving force for bringing about all types of developments. There is direct relationship between literacy and development.

India has realized the importance of literacy since a long time. Before independence, it started literacy programmes. The concept of literacy, which began with the ‘ability to read and write,’ has gradually changed over a period of time. At present, literacy means functional literacy, which implies more than mere reading and writing ability. It implies self-reliance in the 3R's participation in the development process, skill improvement for enhanced economic status and imbibing values such as national integration, environmental conservation, gender equality and observance of small family norm. Functional literacy is expected to the creation of learning society.

Continuing education is one of the hallmarks of a learning society. It is based on the premise that, all adults should be entitled to continued opportunities for education throughout their lives. It provides second chance to those, who missed formal education, and is responsive to the needs of the learners and directly addresses itself to structural inequalities in society. It is now emerging as one of the most important components of education. It is, in fact, a continuation of basic literacy and post-literacy phase. In continuing education, an attempt is made to provide systematic, organized and well co-ordinated mechanism to
mobilize all the resources in support of literacy, post-literacy and continuing education from the perspectives of lifelong education.

NLM has developed a scheme of continuing education. The target group of this programme includes neo-literates, residual illiterates, school drop-outs, those who have completed non-formal education and any other person, who is interested in continuing his/her education. For this, continuing education centres are established at the village/pada levels. A separate structure for the implementation of this scheme is created at the district level. A large amount of financial resources are spent on this programme. Hence, it is accountable to the society at large and to the government about its performance and quality. This necessitates an inquiry into whether this public money is spent for its legitimate purpose in an appropriate manner. In other words, it is essential to evaluate the quality (in terms of their worth) of the continuing education programmes organised at the NCECs and CECs. Hence, the researcher decided to conduct an evaluative study of some specific programmes of continuing education scheme.

One of the main objectives of CE is to meet the needs of the community. Based on the needs, aspirations and interests of various groups in the community, a number of CE programmes should be organised in the centres. In other words, the preraks should keep the learners/participants at the centre of any programme to be organised at the centre. While organising any such programmes the centre, the needs of participants and their world of work should be given priorities. Hence, it is very essential to find out whether the various programmes organised at the centre are relevant and useful to the participants. It is also essential to find out whether these programmes have brought about any changes in the life of the participants. Conducting such an evaluative study could help the organizers and policymakers to bring changes, if required, in the implementation of programmes.
The continuing education scheme is being implemented in many districts of India. Though the basic guidelines are the same, there may be differences in implementation, such as:

- Selection of the place/venue for the centre.
- Selection of the preraks and their training.
- Implementation / organisation of different activities at the centre such as library, reading room, cultural activities, sports activities and so on.
- Organisation of specific continuing education programmes such as AWPs, QLIPs, IIPPs, EPs.
- Availability of resources (human as well as material).
- Timings of the centre.
- Physical facilities available at the centre.
- Expected and actual performance of functions of the preraks, APOs/Supervisors, GSS.
- Problems faced by the participants, preraks, APOs/Supervisors, district authorities and the State authorities
- Strengths and weaknesses of the CE scheme as perceived by the preraks and administrators.

The regular monitoring of the NCECs and CECs is done by the nodal preraks, APOs/supervisors and GSS members. Very few formal studies have been conducted so far to evaluate the different aspects of the CE programmes.

The available related literature reviewed by the researcher was discussed in detail in chapter II. It may be seen from the review of related literature that, very few evaluative researches were carried out in the field of AWPs and QLIPs.
A few researches were conducted in the areas of continuing education such as a study of the functioning of CECs, the problems faced by the neo-litrates in attending CECs, influence of training, material and community support on the performance of preraks organising CECs, skill-based CE programme, mass-media exposure of neo-literate in CECs and constraints in the CE programme

It was found that, a systematic research concerning the implementation and quality of AWPs and QLIPs, which were organised on a large scale at NCECs and CECs, was a necessity Thus, the study was undertaken by the reseracher

STATEMENT OF THE RESEARCH TOPIC

'An Evaluative Study of Some Specific Programmes Under Continuing Education Scheme of National Literacy Mission'

The term programme evaluation refers to determining the quality or the worth of the AWPs and QLIPs at NCECs and CECs in the selected districts

Continuing education is defined as non-formal mode of learning. It includes all the learning opportunities for preventing neo-litrates from lapsing into illiteracy and for further lifelong learning

Continuing Education Scheme is a project designed by NLM with the purpose of providing continuing education to fulfill the felt needs of neo-litrates in continuing education centres

National Literacy Mission is the apex body established by the Government of India, with an objective of imparting functional literacy to the illiterates in the age-group of 15-35 years
In the present research, the researcher has identified following aspects of CE scheme to be evaluated

- Infrastructural facilities available at NCECs and CECs
- Different activities organised at NCECs and CECs
- Different CE programmes organised at NCECs and CECs
- Resource persons/experts
- Methodology adopted for dissemination of information
- Benefits/achievement out of the programme
- Strengths and weaknesses of the CE scheme
- Suggestions, if any, for improvement

The present research is aimed at evaluation of the quality of AWPs and QLIPs as perceived by participants

AIMS OF THE STUDY

The following were the broad aims of the study

1. To study the APOs/Supervisors' opinion about the planning and implementation of continuing education programmes with specific reference to AWPs and QLIPs

2. To ascertain the quality of continuing education programmes with specific reference to AWPs and QLIPs as perceived by prearaks

3. To ascertain the quality of continuing education programmes with specific reference to AWPs and QLIPs as perceived by participants

OBJECTIVES OF THE STUDY

The following were the specific objectives of the study
(1) To study the APOs/Supervisors’ opinion about:

(a) General Background Information of APOs/supervisors

(b) Preraks (availability, training, problems faced by them community co-operation)

(c) Planning (space, materials, community co-operation, interventions to solve problems with other organizations, types of programmes).

(d) Residual Literacy Programme

(e) Supervision/Monitoring.

(f) Feedback.

(g) Strengths and weaknesses

(h) Benefits

(2) To study the opinion of the preraks about following aspects:

(a) General background information of the preraks.

(b) Selection and training of preraks.

(c) Facilities/resources available at the centre (physical as well as human).

(d) Monitoring system followed.

(e) Usefulness/benefit of the programmes to the participants.

(f) Problems faced by the preraks in running the centre

(g) Strengths and weaknesses of the CE scheme

(3) To study the participants’ opinion about:

(a) General background information of participants

(b) Motivation for attending the centre (information about centre, regularity, objectives of centre, use of library).

(c) Physical facilities (timings of the centre and convenience, distance, seating arrangement, facilities available at the centre)
(d) Programme planning and implementation (number of programmes organized by the centre, number of programmes attended by the participants, publicity, venue and its convenience, facilities available at the venue, fees (if any), any help from others in organization of programme, resource persons, distribution of reading material), methodology adopted to deliver the information, sharing of success stories, reasons for attending the programme).

(e) Opinion about preraks.

(f) Usefulness/benefit of programme.
   (number of programmes useful, effect of programmes on individual and family, things liked, suggestions to improve programme).

(g) Names of programmes, which would like to attend in near future.

(4) To compare male and female participants’ perception of the quality of (i) AWPs and (ii) QLIPs of NCECs and CECs.

(5) To compare the quality of (i) AWPs and (ii) QLIPs as perceived by open and reserved caste participants of NCECs and CECs.

(6) To compare the quality of AWPs as perceived by the participants of NCECs and CECs with different levels of education.

(7) To compare the quality of QLIPs as perceived by the participants of NCECs and CECs with different levels of education.

(8) To compare the quality of AWPs as perceived by participants attending different NCECs and CECs.

(9) To compare the quality of QLIPs as perceived by participants attending different NCECs and CECs.
To compare the quality of AWPs as perceived by the participants from Satara and Ahmednagar districts.

To compare the quality of QLIPs as perceived by the participants from Satara and Ahmednagar districts.

To rank the NCECs and CECs in terms of quality of AWPs and QLIPs as perceived by the participants.

To study the magnitude of quality of AWPs and QLIPs as perceived by the participants.

To rank the NCECs and CECs in terms of quality of AWPs and QLIPs as perceived by the preraks.

To study the magnitude of quality of AWPs and QLIPs as perceived by the preraks.

To conduct a SWOT analysis for AWPs and QLIPs.

To suggest measures for improvement, if necessary.

HYPOTHESES OF THE STUDY

Following null hypotheses are formulated for the present study.

There is no significant gender difference in the scores on the quality of (i) AWPs and (ii) QLIPs of participants of NCECs and CECs.

There is no significant difference in the scores on the quality of (i) AWPs and (ii) QLIPs of participants of NCECs and CECs belonging to open and reserved castes.
(3) There is no significant difference in the scores on the quality of AWPs of participants of NCECs and CECs with different levels of education.

(4) There is no significant gender difference in the scores on quality of QLIPs of participants of NCECs and CECs with different levels of education.

(5) There is no significant difference in the scores on the quality of AWPs of participants attending different NCECs and CECs.

(6) There is no significant difference in the scores on the quality of QLIPs of participants attending different NCECs and CECs.

(7) There is no significant difference in the quality of AWPs as perceived by the participants from Satara and Ahmednagar districts.

(8) There is no significant difference in the quality of QLIPs as perceived by the participants from Satara and Ahmednagar districts.

**METHODOLOGY FOR THE PRESENT RESEARCH**

The present study has adopted the descriptive method in which the researcher has studied existing continuing education programmes and the opinions of participants, preraks and APOs/supervisors of NCECs and CECs.

The purpose of the present study is to ascertain the quality of continuing education programmes as perceived by participants. Hence, it was an evaluation research. In order to evaluate the continuing education programmes, the study has adopted the descriptive method of the survey and causal-comparative types.

In the present study, the survey method is used to collect information on the organisation of two different programmes—AWPs and QLIPs—and their quality. For this
purpose, data were collected from the participants of NCECs and CECs, preraks of the concerned NCECs and CECs, and APOs/supervisors of the concerned talukas.

The present study deals with the programme evaluation of two types of continuing education programmes, namely, AWPs and QLIPs, organised at NCECs and CECs. The purpose of the study is to find out the relevance and usefulness of the continuing education programmes. Hence, it has used summative evaluation.

**SAMPLE OF THE STUDY**

The present study has adopted a three-stage sampling procedure for collecting the data.

At the first stage of sampling, 25 per cent of the eight districts, which were covered under CE scheme, as on January 2003, were selected using simple random technique through lottery method. These two selected districts were Satara and Ahmednagar.

At the second stage, approximately five per cent of the NCECs from both the districts were selected using simple random technique through lottery method. Five per cent of these centres is approximately four centres. Hence, four NCECs from each district were selected by simple random technique again through the lottery method.

Similarly, approximately one per cent of the CECs was taken from both the districts, which is eight centres. Hence, eight CECs from each district were selected.

At the third stage, ten participants were selected randomly from each NCECs and CECs using lottery method.

Similarly, preraks of the concerned centres and APOs/supervisors of the concerned talukas were included in the study
Hence, the final sample included 120 participants, 4 preraks of the concerned NCECs, 8 preraks of the concerned CECs, and four APOs/supervisors of the concerned talukas from each district.

In addition to this, the researcher also interviewed the other administrators namely Deputy District Education Officers (CE), and Education Officers (CE) of both the districts, CEO of Ahmednagar District, Deputy Director and Director of Directorate of Education, Maharashtra Government, to understand the problems, if any, in the implementation of CE scheme and to know the future plans.

TOOLS FOR THE PRESENT RESEARCH

The following semi-structured interview schedules were prepared by the researcher.

1. Quality of Programme Schedule (QPS).
2. Functioning and Performance of CECs (PPCS)
3. Programme Planning and Monitoring Schedule (PPMS).
4. Contextual Background of Centres (CBC).

DATA COLLECTION

The researcher personally visited all the selected NCECs and CECs in both the districts and data were collected from participants, preraks and APOs/supervisors through face-to-face interviews.

In addition, interviews of the District Education Officers (CE) and Deputy Education Officers (CE), Chief Executive Officer (CEO), Deputy Director and the Director, Directorate of Education (CE) were also conducted to study the administrative problems, if any.
TECHNIQUES OF DATA ANALYSIS

The data were analyzed, both in terms of percentages while describing the opinions of administrators, preraks and participants. Besides, the following techniques have been used to compare the quality of CE programmes as perceived by the participants:

(i) **Analysis of variance**: The one-way ANOVA technique was used to compare the quality of the continuing education programmes as perceived by participants on the basis of their level of education. This technique was also used to compare the perceived quality of CE programme in different centres.

(ii) **t-test**: This was used to study the gender difference, caste differences and district-wise differences in the perceived quality of CE programmes in various centres.

**Ranking of the Centres**

Based on the interviews of the participants and preraks and the analysis of the responses, the centres were ranked.

**CONCLUSIONS OF THE STUDY**

The following conclusions have been arrived at on the basis of the analysis of responses of various administrators, preraks, participants, demographic data of the villages and testing of hypotheses. These are given in the following sections:

I. Contextual Background of the Centers

II. Administrative Background of the CE Programme

III. Preraks’ Responses

IV. Participants’ Responses

V. Conclusions based on Testing of Hypotheses

VI. Quality of AWPs and QLIPs as perceived by participants and preraks
I. CONTEXTUAL BACKGROUND OF THE CENTRES

Following is the context within which the CE centres were functioning

- Both the districts have villages with small populations, literacy rate amongst males was higher than female literacy rate. Hinduism was the dominant religion. Permanent migration was more in the Satara district as compared to the Ahmednagar district.

- Electricity had reached all the villages in both the districts, but the supply was not regular. Most of the villages were linked to other villages/cities by pucca roads, most of them had State Transport buses facility. None of the villages, in both the districts, was connected by railway.

- A majority of the villages had Anganwadis and primary schools. A few had secondary schools as well. A very few villages in both the districts had junior college. Only one village, each in both the districts, had a vocational college.

- In both the districts there were private dispensaries and sub-centres of PHC. Major diseases in both the districts were fever, malaria and diarrhoea. In Satara district, most of the villages had tap-water or wells as a source of drinking water. Whereas in Ahmednagar district, almost all the villages were dependant on water supply from tankers. Very few villages had proper drainage system.

- More number of villages in Ahmednagar district had traditional occupations as compared to the Satara district. The main occupation of the people was agriculture. The villages had hardly any scope for other employment opportunities. Either they have to start some small-scale business or migrate to other places for a job/occupation. Unemployment was quite high in both the districts.
Most of the villages had implemented a few government schemes for general public as well as for the welfare of the BPL families in particular.

A large majority of the villages had independent Gram Panchayats, where 33 per cent members were women.

All major political parties existed in the villages. But dominance was of either Congress (I) or NCP.

Fifty per cent of the villages in both the districts had a river flowing through the village.

II. ADMINISTRATIVE BACKGROUND OF THE CE PROGRAMMES

The following are the conclusions arrived at on the basis of the analysis of administrators' responses.

1. A majority (87.5%) of the APOs/supervisors in both the districts was male, belonged to the age-group of 46-50 years, were Hindus, were from reserved categories, were experienced in the field of adult and continuing education, were trained for continuing education and were at least graduates with sometimes a degree in education or physical education.

2. There was a time-lag of about one to one and half years between receiving the sanction for the CE scheme and the actual functioning of it. According to the administrators, this delay in implementation was due to bureaucratic administrative procedures such as selection of place, selection and training of preraks, purchase of materials, apathy of Gram Panchayats and Gram Shikshan Sanities and politicisation of appointment of preraks and assistant preraks. In some cases, norms were flouted
and people not belonging to the local community were appointed due to political reasons. However, in majority of the CECs, selection of preraks and assistant preraks was made in accordance with the guidelines expressed in the handbook issued by the Directorate of Education (CE), Pune.

3. All the centres sanctioned by the NLM were functioning. All the NCECs and CECs had preraks and assistant preraks initially. However, their appointments were given for a tenure of five years. Due to this temporary nature of the jobs, in some centres the preraks and assistant preraks left the job mid-way on account of better job opportunities elsewhere. Though new preraks and assistant preraks were appointed, there was a delay in the process of their appointment and training. According to various categories of administrators interviewed, this affected the functioning of centres adversely and demotivated the participants.

4. A majority of the preraks was unemployed youth trained for CE scheme and a few had prior experience of working in literacy programmes. The duration of the training programmes for preraks and assistant preraks was 3-4 days. The administrators were of the opinion that, the preraks and assistant preraks benefited from their training.

5. According to the administrators, the remuneration and travelling allowance to various functionaries were inadequate and were not received on time. The money allotted for the implementation of the CE programmes was also inadequate to run the centres. The APOs/supervisors had to rely on their own resourcefulness to acquire a place and furniture for the centres. Similarly, books and literacy kits were inadequate in number. The place for the CE programmes was sometimes on the outskirts of the village, thereby creating hurdles in attending the centres, especially for women.
6. The APOs/supervisors were required to visit the centres 15 times a month. However, in reality, they were unable to follow this norm due to heavy workload at the taluka level and also due to unavailability of an assistant in carrying out their duties.

7. According to the APOs/supervisors, the problems faced by preraks in organising different activities at the NCECs and CECs included non-availability of books and literacy kits, slates and pencils, paucity of funds, inactive GSSs, poor community participation, difficulty in identifying experts for various CE programmes, absence of electricity, insufficient material, books and furniture, lack of sports material and musical instruments, irregularity in disbursement of honorarium to preraks and assistant preraks, poor motivation among adult learners, poor attendance among participants due to seasonal agricultural work and the distance of the centres from the actual village.

8. Though the APOs/supervisors took some initiatives to solve the problems of preraks, such as personal meetings with different development officers and sarpanch, providing guidance for fund raising drive and securing a better venue for NCECs and CECs. But these steps were found to be inadequate in solving the problems of preraks and assistant preraks.

III. PRERAKS' RESPONSES

Following are the conclusions arrived at on the basis of the analysis of the preraks' responses:

(1) A large majority of the preraks at NCECs and CECs were males, were young, i.e in the age group of 21-30 years, were Hindus, belong to either open category or OBCs, were educated upto H.S.C. or above, were involved with some other work in addition
to being preraks and belonged to lower socio-economic status group with an income below Rs 2000/- per month.

(2) The reasons given by the preraks for the time lag between sanctioning and implementation of NCECs and CECs were the same as those given by APOs/Supeprvisors, namely, delay in the selection of preraks.

(3) A large majority of the centres were being run in primary schools followed by private places such as a Trust’s place, temple’s premises, NGO’s hall. In addition, some of the centres were conducted in the gram panchayat office itself or a place provided by the gram panchayat.

According to preraks, they did not find it difficult in acquiring a place for conducting the activities of NCECs and CECs. However, they found it difficult to conduct the activities during the day time especially if the centres were run in primary schools because the venue was occupied by primary schools.

(4) A large number of the centres were run in the mornings and in the evenings and one-fourth of the centres ran only in the evenings. A majority of the centres worked for a minimum of 4 hours, all through the week which exceeded the stipulated guidelines issued by the Directorate of Education (CE), Pune.

In one-third of the centres, timings were decided by preraks alone, whereas in equal number of centers, the preraks and the participants together decided timings of the center, and in one-fourth of the centres, timings were decided in consultation with GSS. Preraks who had prior experience in literacy programmes were 62.5 per cent and all the preraks in both the districts were working in the same centre as preraks since the inception of the centres.
The selection of the preraks was done on the basis of their educational qualifications and performance in interviews. In Ahmednagar district, a written test was also conducted. All preraks, except one, had undergone three to four day training programme organised before the commencement of the centres. All the preraks were of the opinion that, the training helped them to understand the CE scheme, which in turn helped in organising different activities at the centres.

All the preraks in both the districts stated that, they were not being paid regularly. In fact, they received their honorarium once in two months. However, the District Education Officer, when interviewed, revealed that the delay was due to administrative reasons. Also, in Ahmednagar district at the time of appointment itself the preraks were told that they will not receive their honorariums regularly and were also told not to grumble about this.

As per the norms given in the NLM scheme, the infrastructural facilities in both the districts were found to be inadequate. According to the preraks, a large majority of the centres did not have drinking water facility or toilets. In those districts, where electricity was available, the voltage fluctuation made it very difficult for the preraks and the participants to work in the dim light in the evenings. However, they opined that, the rooms were airy. The preraks also felt that, they should be provided with a gasbatti/petromax. However, on the whole, a large majority of the preraks were not dissatisfied with the infrastructural facilities.

Majority of the preraks made efforts to improve the facilities at their centres. These efforts included collection of books through a ‘Pustak Dan’ drive, approaching GSS for getting an alternative place and furniture, getting a board/name plate for the
centre, getting sports material and musical instruments, getting a supply of electricity and getting a satranji to make the seating arrangement more comfortable.

All the centres in both the districts organised different programmes. These included observance and celebration of different days such as Independence Day, Republic Day, Women’s Day, Teachers’ Day, AIDS Day and so on. The centres organised awareness programmes such as recognizing poisonous snakes and first aid, sex education, importance of education, different IGPs like poultry, goat rearing, dairy, different QLIPs such as immunization, safe drinking water, vermiculture and so on.

(7) All the centres in both the districts had assistant preraks. With an exception of three assistant preraks, all had a minimum qualification of S.S.C. A small percentage was graduates. Appointment of less qualified assistant prerak in Kokisare (Taluka Patan) was justified as it is a hilly, tribal belt, and it is in accordance with the NLM guidelines. The appointment of less qualified assistant preraks in Chitali centre of Satara district and Ranjangaon Masjid in Ahmednagar district were not explained by APO/Supervisor.

The selection criteria and training of the assistant preraks were the same as that of preraks.

(8) A majority of preraks used their personal contacts for giving publicity to the programmes organised at NCECs and CECs, other strategies used for publicity included Dawandi, school notice board, home visits, using notice board of the Gram Panchayat, announcement after Haripath, at work place, sending messages through school children, conducting group discussions and meetings of villagers
(9) All the centres in Satara district were provided with a minimum furniture and material except books required for the smooth functioning of the centres.

The centres in Ahmednagar district had inadequate furniture, the NCECs were supplied with only table, chair, cupboard and books, whereas CECs were provided only with table, a cupboard and books. According to the preraks, the absence of books and inadequate furniture had hampered the smooth functioning of centres in both the districts.

(10) In Satara district, all the centres had conducted a survey to enroll the residual illiterates. Except in one centre, all other centres started teaching adult illiterates. In many cases, the prerak and/or the assistant prerak teach the adults. Due to the unavailability of sufficient number of literacy kits, slates and pens/ls, learners become demotivated.

In Ahmednagar district, 66.66 per cent of the centres had either completed the survey or were in the process. Those who had completed the enrollment, had started teaching adults. The hurdle in the implementation of residual literacy programme was the unavailability of literacy kits, lack of electricity, poor motivation of adult learners and lack of training of preraks/assistant preraks for literacy programme, especially in how to teach.

(11) The preraks received assistance of many people other than the assistant prerak to organise different programmes at the centres. These included members of Gram Panchayat and GSS, local volunteers, unemployed youth and eminent personalities, different mandals and NGOs, co-operative societies, Gramsevaks and the staff of sub-centres of PHC, secondary school teachers, retired government officers and anganwadi sevikas.
Only 58.33 per cent centres in Satara district had library facility. Due to a legal dispute, the district authorities did not supply books to any centre. Some enthusiastic preraks collected books through a donation drive and started a library.

In Ahmednagar district, all the centres received books and magazines for the library. The number of books supplied to NCECs was more than the number in CECs. These books were mainly for neo-literate target group and included short stories, plays, magazines, informative books, books on health, autobiographies and biographies, books on income generating activities and a few booklets on government schemes. The books were issued for home reading as well. Many children used the library.

The reading room facilities were available in all the centres in both the districts. A minimum of one newspaper and a maximum of three daily newspapers were made available to the entire village. In Ahmednagar district, all the centres subscribed to three daily newspapers. The local people selected the newspapers. In addition, the NCECs subscribed to nine magazines and the CECs to seven magazines. The District Education Office (CE) paid the subscription of these magazines centrally.

Knowledge on various topics was provided through AWPs and QLIPs. These topics include health, agriculture, environment, social and political issues, culture, employment, equivalence programmes, savings and so on. The knowledge was provided through lectures and/or followed by discussions, demonstration and practical and through A.V. aids. Expertise was drawn from local, taluka as well as district headquarters.

A few preraks faced difficulties in inviting outstation experts, as funds for this purpose were not available. Wherever the preraks invited outstation experts, preraks had paid either from their own pockets or GSS/ eminent personalities of the village
shared the expenses. Wherever possible, the preraks tried to involve government departments such as health, agriculture, forest department and so on.

A very small percentage (8.33%) of the sample of the preraks invited NGOs for disseminating information on various topics.

(15) Two-thirds of the centres in both the districts organised cultural activities such as folk song competitions, bhajan, kritan, haripath, kalapathaks, pravachan, parayan, satsang, street-play and drama. Though preraks were not clear about which activities to be conducted, they organised many programmes to sustain the interest of the participants. Most of these programmes were conducted either at the centre, community/Gram Panchayat Hall, or open place in the village.

(16) Only 41.67 per cent of the preraks organised different sports competitions such as cricket, kabaddi, kho-kho, long jump, swimming, cycling competition and running competition.

(17) Proper guidelines were not issued about which administrative records need to be maintained by the preraks at the centres. However, all the centres in both the districts maintained books register, books exchange register, attendance register, dead stock register, remarks (visitors') book, inward-outward and diary. In addition, a few preraks maintained a register of special celebrations, paper cuttings, newspaper register and albums.

In Satara district, registers were supplied by the District Education Office(CE) but in Ahmednagar district, the preraks bought the registers from their own pocket.

(18) A routine of the centre included teaching illiterates, guiding neo-literates, reading newspapers, book exchange and discussion on current issues
A large majority of the preraks in both the districts reported to GSS in Satara district, majority of the preraks reported to GSS whereas in Ahmednagar district, the NCEC preraks reported to APOs/Supervisors and the CEC preraks reported to nodal preraks.

A very large percentage (79.17%) of the sample of the centres from both the districts were regularly monitored by the members of the GSS, mainly either the Sarpanch or the Head Master of the primary school.

A large percentage (62.5%) of the preraks of the CECs in Ahmednagar district reported that, their centres were regularly monitored by the nodal preraks.

The monitoring visits of APOs/Supervisors were less than as prescribed in the guidelines of the Directorate of Education (CE), Pune. Around fifty per cent of the total sample of the NCECs in both the districts were monitored by the APOs/Supervisors once a month and the remaining 50 per cent NCECs were visited by the APOs/Supervisors once in two months.

The CECs in both the districts were also not monitored regularly by the APOs/Supervisors. The reasons as expressed by the APOs/Supervisors in their interviews were overload of work at the taluka headquarter, distance of the centres from the taluka headquarter and same timings at all the centres.

A little more than one-third (37.5%) of the sample of the preraks were helped by the APOs/Supervisors in solving their problems. The APOs/Supervisors helped in seeking co-operation of the GSS, motivating people to attend the centre, getting electricity and newspapers bill paid on time, provision of speakers and getting place for running the centre.
CEC preraks’ meetings were conducted either fortnightly or once in a month either at one of the NCEC or at the taluka headquarters.

The nodal preraks’ meetings were conducted once a month by the APOs/Supervisors at the taluka headquarters. A quarterly meeting of CEC preraks was held at the district headquarters.

The feedback meetings were not conducted in both the districts as expected in the guidelines issued by the Directorate of Education, Pune. The guideline states that, the APOs/Supervisors should conduct the meetings of NCEC preraks once a month. It further states that, the monthly meetings of CEC preraks’ should be organized by the nodal preraks as well as APOs/Supervisors. But it is not practiced in reality.

By attending the CE activities, the participants benefited in terms of getting information on various topics, improvement in their health status, improvement of the quality of life, usefulness for children, starting a new business, getting jobs (by a few). Many participants became self-confident, a few derived the benefit of the government schemes and for a few participants there was a hike/increase in their income.

Those participants, who started their business, took loans from either their relatives and/or from a private money-lender or a society. These businesses included poultry, goat rearing, dairy, agarbatti production and papad-making.

The impact of AWPs and QLIPs on the participants’ family was very positive. It included participants’ realization of the importance of education and sending their children to school. Also, children inculcated reading habits. due to small scale business the monthly income of the family increased, which helped to fulfil their needs, the frequency of sicknesses reduced and there was improvement in health,
through medical check-up camps, a few participants underwent HIV tests and received proper medical treatment and counselling in time, communication increased, due to increased self-confidence people (especially women) have become more vocal, due to religious programmes a few participants received mental peace, which helped them to reduce family quarrels. It gave peace of mind and a few started saving money.

(24) The CE activity has also created a positive impact on the village itself. Due to the activities of the centres, people started coming together, their interaction with each other increased, they were now habituated to reading newspapers, awareness on different issues increased, received benefits of government schemes and the most important is that they became a part of development process.

(25) The major problems faced by the preraks in running the centres included poor attendance of the participants, mismatch in the timings of the centres with their work, inadequate quantity of sports and entertainment material, inability to provide economic support to the participants, lack of books and/or a variety of books, venue of the centre (some participants were unhappy with the primary school as a venue for the centre), lack of electricity and/or irregular supply of electricity, drought related problems, absence of literacy kits, slates, pencils, irregular payment of newspaper bills, irregularity in payment of honorarium to preraks and paucity of funds for organizing different programmes.

The preraks attempted to overcome these hurdles by approaching the Gram Panchayats and GSS members to request for alternate venue for the centre, supply of electricity, and adequate furniture. They also appealed to the community for generous donations either in cash or in kind. At a few centres, the preraks underwent training
themselves and taught the skills to the participants. For example, Agarbatti production at Rewadi centre of Satara district.

(26) Less than half (41.67%) of the sample of the preraks of Satara district were aware about the duration of the CE scheme. Remaining preraks were not aware that the funding would cease after five years and the centres would continue with the community support. The district authorities did not inform the preraks either at the time of appointment or during the training of the preraks.

In Ahmednagar district, all the preraks were aware about the temporary nature of the scheme.

A very small percentage (8.33%) of preraks in both the districts intended to continue their work in absence of the funds.

The Ahmednagar district authorities decided to form a corpus fund, which could be utilized to run the centres when the government fund ceased.

IV. PARTICIPANTS' RESPONSES

Following are the conclusions arrived at on the basis of the analysis of participants’ responses:

(1) The percentage (51.64%) of participants attending QLIPs was slightly higher than the percentage of AWPs (48.36%), female participants have shown more interest in AWPs than QLIPs, a large majority of participants in attending AWPs and QLIPs were Hindu, with a small percentage/representation from Buddhist, Muslims and Christians, a large majority belong to open caste with a more percentage of OBC and a marginal representation of SC, NT, ST, DT and SBC., a large percentage were young from the productive age group i.e. 15-34 years, the percentage of young
participants attending the QLIPs were slightly higher to that of AWPs, almost one third of the participants studied upto Std.VIII to Std.X, the percentage of illiterates and neo-literates participating AWPs and QLIPs was less as compared to the educated participants, almost half of the participants stated agriculture as their main occupation followed by household chores, with monthly income below Rs 1000/-, and belonged to lower-middle socio-economic status group with an income below Rs 4000/- per month.

(2) Fifty per cent of the sample of the participants were motivated by the preraks to attend the CE activities and programmes, and almost one-third were self-motivated, others were motivated by assistant preraks, neighbours and friends, information about centre was also received by majority of the participants from the preraks and a few came to know about the centre from the neighbours, friends, Gram Panchayat office, notice board of school, Gram Sabha and announcement on the speakers.

(3) Majority of the participants had joined the centre since its inception followed by those who joined the centre 3 months back (from the time of data collection), a majority of them attend the centre daily, and a few were either irregular or attended only programmes. The reasons for irregular attendance were heavy agricultural work, women were busy with household chores, due to physical exertion, do not feel to attend any serious programme, no time, unsuitable/inadequate timings of the center, inappropriate/too far distance of the centre, lack of variety of books in the library, young kids at home, sickness, opposition from husband and unavailability of street lights on the approach road towards the centre.

(4) The purposes of starting NCECs and CECs at the village level, as perceived by the participants, were to learn to sign, to obtain and sustain the literacy skills, to get
information on government schemes and other subjects like agriculture, animal husbandry, for the development of the village/community, to guide the school drop-outs, and unemployed youth, to start a small business and/or income generating activity/self employment and increase the economic status, to bring people together, for entertainment, to start saving groups and sport centre

(5) Around/about fifty per cent of the participants of Satara district stated that, their centre had a library facility, out of these a large majority had visited the library and also utilized this facility. In Ahmednagar district, a very large percentage of the participants were aware about the library facility, out of which large percentage had utilized this facility.

(6) In both the districts, programmes organised at NCECs and CECs were related to agriculture, health, animal husbandry, cultural, celebration of different days and festivals/Jayantis, income generation programmes, awareness programmes and competitions.

The participants attended almost all the programmes. All the participants felt that all these programmes were useful as they were related to their life, will help them to increase their income either through agricultural production, by starting the business/income generating activity or savings, increased the mental peace and reduced the quarrels in their families, initiated reading and increased social contacts.

(7) The timings of the centres were either mornings or evenings or both. Majority of the centres in Satara district were open in the mornings and evenings, whereas in Ahmednagar, majority of centres had evening timings. A very few centres in both the districts had afternoon timings.
In majority of the centres of both the districts, the participants stated that, the timings of the centre were decided by the prerak, this was followed by the participants, who stated that, the timings were decided by the prerak in consultation with the participants, a small percentage of the participants were not aware about who made the decision regarding the timings of the centre.

(8) Majority of the participants in both the districts stayed very close to the centre. A small percentage of the participants in both the district were staying far away from the centre.

(9) A large majority of the participants of the NCECs and CECs in Satara district and NCECs of Ahmednagar district stated that, the centre had adequate natural day light, a few participants stated that, the centre had toilet facility and in all the centres, with an exception of Kapashi (Satara district) ventilation was adequate/proper

All the centres in both the districts, with an exception of two centres in each district, had adequate seating arrangement. In Satara district, centre located at Gokul Tarf did not had proper flooring and the centre at Kapashi had a very small room where hardly 5-10 people can seat. At Takali Kazi (Ahmednagar district), the centre was located in the temples’ place and participants would like to have chairs for seating, which were not available, also at Sonai No.1 centre, sataranjis were not available and the participants had to seat on the floor.

A large percentage of the participants in both the districts were happy/satisfied with the physical facilities available at the venue, where programmes were organised. A very small percentage was not satisfied with the facilities available at the venue and they expected that drinking water, chairs and/or sataranjis should be made available
None of the programmes in both the districts were charged any fees and they were free of cost.

In both the districts, the publicity given to the programmes as stated by the participants was okay (58.68%) and excellent (39.91%) A very small percentage (2.86%) of the participants in Satara district felt that, the publicity was inadequate/poor, as they came to know about the programme at the last moment.

The majority of the participants expected that, the centre should have sataranjis, books, a separate independent building and drinking water facilities at the centre. In addition to these, musical instruments and sports material, electricity and mike arrangement and toilet facilities were also expected by a few participants A very small percentage of the participants expected that, the centre should have TV., radio, fan, phone, first aid box, posters and tube-lights.

According to the participants’ opinions, the publicity given to the programmes was mainly through preraks' personal contacts. Other media used for publicity included school notice board, dawandi, door-to-door visits of preraks, and panchayat notice board At a few centres announcements on mike were done after Haripath, Bhonga playing, sending messages to participants were sent through school students, through writing a message on centres’ notice board, oral publicity, a message through Gram Panchayat peon and sending letters to registered mandals.

Majority of the programmes was organised at the centre Other places used as a venue to organise the programmes included premises of Gram Panchayat office, temples, schools, samaj mandirs and open places in the village and/or open place in front of the temple or Gram Panchayat.
With an exception of a very small percentage of the participants in both the districts, all others stated that, the venue and time of the programme were convenient to them.

A few participants from Mhasurne and Gundewadi centres in Satara district stated that, the venue of the programme was inconvenient to them due to its distance and location, respectively.

A few female participants of Devalali Pravara centre at Ahmednagar district expressed inconvenience in attending the programme due to lack of streetlights on the approaching road of the centre.

A very large percentage of the participants of the centres in Satara district expressed that, chairs were available at the centre. Other resources included musical instruments, table, cupboards, blackboard, bench and with an exception on one center, all centres had a cycle as well.

In Ahmednagar district, the participants expressed that, the big hall of Gram Panchayats was used to conduct the programmes. Other resources included chairs and sataranji, which was made available by the grampanchayat. At a very small percentage of centres, mike and musical instruments were available. They either belonged to the gram panchayat or a local NGO/Co-operative.

In both the districts, the preraks received assistance in organising various programmes. According to the participants of Satara district, the prerak sought assistance mainly from the GSS in organising different AWPs and QLIPs. Gram panchayats of a few villages also helped the preraks in organising the programmes. A very little help was received from schools, community, volunteers, NGOs, local doctors and government departments.
In Ahmednagar district, school head masters and/or teachers helped the preraks on large scale to organise different CE programmes. Others including gram panchayat members, GSS members and community people also helped in organising programmes.

A very few NGOs and government departments in both the districts helped to organise different programmes at the centres.

These people helped the preraks in planning and execution of the programme, making place available to organise a programme, gathering people, providing mike and electricity, making available chairs, tables and/or sataranji and drinking water supply, inviting resource persons, sharing expenses, offering hospitality, sharing experiences and knowledge.

(16) A majority of experts drawn for AWPs and QLIPs were local expertise, in Satara district, a few were also invited from nearby villages and taluka headquarters. In Ahmednagar district, a very large percentage (63.72%) of the participants stated that, the experts were local only. A few percentage (23.89%) of the participants stated that, the experts from taluka headquarters were also invited for the AWPs and QLIPs. At Padali centre of Koregaon taluka in Satara district, the prerak herself was a expert, who delivered lectures on various subjects.

(17) A majority of the participants in both the districts stated that, reading material was not distributed during the AWPs and QLIPs. A very small percentage of the participants stated that, in a few programmes related to health such as HIV/AIDS, Dengue fever, malaria and liberation from vices, literature were distributed.
A few participants stated that, the libraries of the centre had some books/or booklets on the above topics.

There were 37.14 per cent of the participants from Satara district and 16.67 per cent of the participants from Ahmednagar district, who stated that, successful and experienced people were invited to share their experiences.

Different methods were used to disseminate information on AWPs and QLIPs at different centres. Mostly lectures followed by discussions were adopted.

At a few centres, information was delivered through lectures only. For a very few programmes lecture was followed by demonstration, through A.V. aids information was delivered and a few practical sessions were also conducted.

All the participants in both the districts followed and understood the information delivered/disseminated in the different AWPs and QLIPs.

A very large percentage of the participants in both the districts opined that the language used by the experts to disseminate information on AWPs and QLIPs was very simple. A large majority of the participants in Satara district found the information was provided clarity.

Due to simplicity of the language, and the pace of delivery to suit the participants' capacity, all the participants were happy about the programmes.

A very large percentage of the participants in both the districts attending the AWPs and QLIPs states that, the opportunities for discussion were provided. These discussions were very useful in clarifying their doubts. A very small percentage of the participants stated that, the discussions were useful to some extent only.
(18) A large majority (74.18%) of the participants in both the districts stated that, the
AWPs and QLIPs were very useful, for 86.22 per cent of the participants the
information disseminated was new, for 11.56 per cent of the participants it was
repetitive as they had the information and 2.22 per cent of the participants felt that,
the information was redundant.

(19) Out of the total sample of the participants, almost half of them (49.77%) attended the
programmes with an intention of getting new knowledge on different topics, whereas
a large majority of the sample of participants (71.83%) attended the programmes with
an intention of getting new information on various subjects. Almost one-third
(31.46%) of the participants attended the programmes to gain knowledge/information
on income generating activities so that they can improve their earnings, another 15.49
per cent of the participants intended to start a business or get a job through
information received by attending the programme.

(20) Majority of the participants expressed that. Their objectives were achieved to a large
extent

(21) All the participants, who started their own business either took loan from their
relatives free of interest or from private/co-operative societies Hence, they did not
face any difficulty in getting loans.

(22) In Satara district, 88.57 per cent and in Ahmednagar district 82.41 per cent of the total
sample of the participants stated that, there was a positive impact of the programme
on their family members. The impact included understanding of the importance of
education, sending children to schools, starting vermiculture, cultivating fruit-trees,
using high yielding variety of rice seeds, improvement of personal and family health,
reduction in sicknesses in the family, starting reading of newspapers and other books,
increased communication amongst family members, reduced quarrels in the family and increased peace, improvement in the relationships, higher income of the family, an increase in women’s confidence, leading to increased mobility, liberation from vices, reduced superstitious beliefs and improved quality of life.

(23) None of the centers in both the districts had organised any feedback programme.

(24) The participants liked the following things about the centre:

The centre gave a common platform for both males and females, where people started coming together, it increased inter-personal relationships, communication increased. Participants liked the free availability of newspapers and books, friendly environment in the centre, information on all subjects, sports material and musical instruments provided them with entertainment at their door steps, the left out illiterates could still get literacy skills, centre served all categories of people irrespective of age, caste and religion.

(25) Following were the list of programmes the participants were interested in and would like to attend in near future.

Agro-based programmes such as modern techniques of agriculture, different government schemes related to agriculture, and some agro-based businesses which they can do along with their routine work

Awareness based programmes on topics such as health and hygiene, women’s issues and laws and social problems, different government schemes for women, IGPs and so on.
The participants wanted to attend income generating programmes so that they could start some home industry or small-scale industry for income generation. Women showed more interest in skill development courses. They were interested in learning and/or upgrading skills of knitting, crochets, embroidery, tailoring and so on.

Participants were interested in IIPPs so as to take part in different types of competitions, rangoli, bhajan and kirtan, folk songs, ukhane and so on.

Some of the young participants were interested in appearing for Std.IV, Std.VII and Std.X examination, for which they needed guidance from the centre.

Those who were interested in QLIP expressed that, they would like to attend a course on two-wheeler driving, training in first-aid, career guidance, child care, how and where to apply for loans and marketing techniques.

Other programmes required included how to overcome drought, problems of drinking water, employment opportunities, low-cost recipes and so on.

(26) All the participants stated that, they would convince others about the usefulness of the centres and would motivate others to join the centres.

(27) Nineteen per cent of the sample of the participants did not like a few things about the centre. These included – small and congested place of the centre, distance of the centre too far from the locality, unsuitable timings of the centre, lack of income generating programmes, location of centre especially in primary school and gram panchayat office, lack of loan facility at the centre, fewer number of programmes and sports for young girls and women, inadequate seating arrangement, lack of electricity and/or less voltage of electricity.
To overcome these problems, the participants gave some suggestions which included provision of separate building with adequate furniture and proper physical facilities to be provided by the G.P. or district authorities. All the centres should have electricity, if not, petromax and kerosene be made available, the centre should be centrally located and be open for the entire day, should provide income generating activities/jobs, form a co-operative society and market the products. Also, information about more number of government schemes should be provided.

(28) A majority of the participants of Satara district (52.38%) and Ahmednagar district (52.78%) stated that, the preraks were good.

The preraks helped the participants in different areas such as encouragement to participate in competitions, elevating confidence, inculcated reading habits, cleared doubts, help in starting business, helped in personal life, gave moral support, gave medicines, provided raw material for agarbatti production, formed women’s saving groups

59.05 per cent of the sample of the participants of Satara district and 46.3 per cent of the sample of participants of Ahmednagar district stated that, they had very close relationship with the preraks. The participants helped the prerak in decoration of the centre, in seating arrangement when programmes were organised, collecting people for programmes. helped in sport competitions, collection of books, distribution of medicines, record/report writing, inviting experts, calling neo-literates and giving publicity to programmes.

V. CONCLUSIONS BASED ON TESTING OF HYPOTHESES

The following are the conclusions arrived at on the basis of the testing of hypotheses:
There is a significant gender difference in the perceived quality of AWPs and QLIPs in NCECs and CECs. Male participants perceived the quality better as compared to female participants on AWPs and QLIPs. 4.94 per cent and 11.61 per cent of the variance in the perceived quality of AWPs and QLIPs, respectively is associated with the gender of the participants.

It may be concluded that, the male participants perceive the quality of both the programmes to be better than the female participants. It may be due to the fact that, the more number of agro-based programmes were organised at the centres. The agro-based programmes, though useful do not directly affect the day-to-day life of women. Eighty three per cent of women participants expressed that, the centre should organise home-based income generating activities.

Participants belong to open category found the quality of AWPs significantly better as compared to those of reserved category. 4.08 per cent of the variance in the perceived quality of AWPs is associated with the gender of the participants.

Open category castes perceived the quality of AWPs to be better as compared to those from the reserved category castes. This could be because of their higher awareness and exposure about the world and life around themselves in general, which in turn could have helped to understand the nature and importance of AWPs better as compared to participants from the reserved category.

On the other hand, there is no significant difference in the mean scores on the perceived quality of QLIPs among participants belonging to the open and reserved castes.
(3) It was found that, there is no significant difference in the scores on the quality of (i) AWPs and (ii) QLIPs of participants of NCECs and CECs with different levels of education.

(4) It was found that, there is a significant difference in the mean scores of the quality of AWPs as perceived by participants in different NCECs and CECs.

Further, 41.09 per cent of the variance in the quality of AWPs as perceived by the participants is associated with the centre they attend.

The Satara Road centre has the lowest mean score on AWPs, whereas Gokul Tarf centre had the highest mean score on AWPs. This also implies that, the quality of AWPs in different NCECs and CECs is not uniform.

(5) It was found that, there is a significant difference in the mean scores of the quality of QLIPs as perceived by participants in different NCECs and CECs.

Further, 39.61 per cent of the variance in the quality of QLIPs as perceived by the participants is associated with the centre they attend.

The Revvadi centre has the lowest mean score on QLIPs, whereas Chinchvihire centre had the highest mean score on QLIPs. This also implies that, the quality of QLIPs in different NCECs and CECs is not uniform.

(6) There is no significant difference in the quality of (i) AWPs and (ii) QLIPs as perceived by the participants of Satara and Ahmednagar districts. That is the quality of AWPs and QLIPs is the same.
VI. QUALITY OF AWP\$S AND QLIP\$S AS PERCEIVED BY PARTICIPANTS
AND PRERAKS

Ranking and Magnitude of Quality of AWP\$s and QLIP\$s

A) The conclusions concerning the ranks and magnitude of quality of AWP\$s and QLIP\$s
as perceived by participants have been summarised as follows:

<table>
<thead>
<tr>
<th>Centres</th>
<th>Rank</th>
<th>Magnitude</th>
<th>Centre</th>
<th>Rank</th>
<th>Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gokul Tarf</td>
<td>1</td>
<td>Moderate</td>
<td>Kokisare</td>
<td>8</td>
<td>Moderate</td>
</tr>
<tr>
<td>Gundewadi</td>
<td>2</td>
<td>Moderate</td>
<td>Mhasurne</td>
<td>9</td>
<td>Moderate</td>
</tr>
<tr>
<td>Adarki Khurd</td>
<td>9</td>
<td>Poor</td>
<td>Kapashi</td>
<td>5</td>
<td>Moderate</td>
</tr>
<tr>
<td>Padali</td>
<td>11</td>
<td>Poor</td>
<td>Rewadi</td>
<td>12</td>
<td>Poor</td>
</tr>
<tr>
<td>Ranjangaon Masjid</td>
<td>7</td>
<td>Moderate</td>
<td>Walwane</td>
<td>7</td>
<td>Moderate</td>
</tr>
<tr>
<td>Devalali Bunglow</td>
<td>10</td>
<td>Poor</td>
<td>Chinchvihire</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>Sonai No 3</td>
<td>8</td>
<td>Poor</td>
<td>Panaswadi</td>
<td>10</td>
<td>Moderate</td>
</tr>
<tr>
<td>Narayan Doho</td>
<td>3</td>
<td>Moderate</td>
<td>Ukkadgaon</td>
<td>6</td>
<td>Moderate</td>
</tr>
<tr>
<td>Chitali</td>
<td>5</td>
<td>Moderate</td>
<td>Morgiri</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>Satara Road</td>
<td>12</td>
<td>Poor</td>
<td>Adrki Budruk</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>Supa</td>
<td>4</td>
<td>Moderate</td>
<td>Devalali Pravara</td>
<td>11</td>
<td>Poor</td>
</tr>
<tr>
<td>Sonai No 1</td>
<td>6</td>
<td>Moderate</td>
<td>Takali Kazi</td>
<td>4</td>
<td>Moderate</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>62 59</td>
<td></td>
<td>Overall Mean</td>
<td>66 14</td>
<td></td>
</tr>
<tr>
<td>Revised Mean</td>
<td>40 30</td>
<td>Moderate</td>
<td>Revised Mean</td>
<td>43.08</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

It may be concluded that 58.33 per cent of the centres were moderate in quality of
AWP\$s, whereas 41.67 per cent of the centres were poor in quality as perceived by the
participants.

Also, 83.33 per cent of the centres were moderate in quality of QLIP\$s and 16.67 per
cent centres were poor in quality as perceived by the participants. It may be noted
that, none of the centres were perceived to be good or very good quality by the
participants for both AWP\$s and QLIP\$s.
Overall mean for AWPs was 62.59 and revised mean was 40.30. Thus, the quality of AWPs in all the centers as perceived by the participants was moderate.

The overall mean for QLIPs was 66.14 and revised mean was 43.08. Thus the quality of QLIPs in all centers as perceived by the participants was moderate.

B) The conclusions concerning the ranks and magnitude of quality of AWPs and QLIPs as perceived by preraks for NCECs is as follows:

<table>
<thead>
<tr>
<th>Centres</th>
<th>Rank</th>
<th>Magnitude</th>
<th>Centre</th>
<th>Rank</th>
<th>Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chitali</td>
<td>1</td>
<td>Good</td>
<td>Morgiri</td>
<td>4</td>
<td>Moderate</td>
</tr>
<tr>
<td>Satara Road</td>
<td>4</td>
<td>Poor</td>
<td>Adarki</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Budruk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supa</td>
<td>3</td>
<td>Poor</td>
<td>Devalali</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pravara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonai No 1</td>
<td>2</td>
<td>Moderate</td>
<td>Takali Kazi</td>
<td>2</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

It may be concluded that, 25 per cent of the NCECs were good in the quality of AWPs, 25 per cent of NCECs were moderate in quality of AWPs and 50 per cent of the centres were poor in quality as perceived by the preraks.

Also, 25 per cent of the NCECs were good in quality of QLIPs and 75 per cent NCECs were moderate in quality as perceived by the preraks.

C) The conclusions concerned the ranks and magnitude of quality of AWPs and QLIPs as perceived by the preraks for CECs is as follows:
It may be concluded that 25 per cent of the centres were good in quality of AWPs, 37 5 per cent of CECs were moderate in quality of AWPs and 37 5 per cent of CECs were poor in quality of AWPs as perceived by the preraks.

Also 25 per cent of the centres were good in quality of QLIPs, 50 per cent of the centres were moderate in the quality of QLIPs and 25 per cent of the centres were poor in the quality of QLIPs as perceived by the preraks

D) In both the districts, the quality of AWPs and QLIPs of NCECs and CECs were moderate as perceived by the participants.

**SWOT ANALYSIS**

SWOT Analysis incorporates four aspects, viz., strengths, weaknesses, opportunities and threats faced by the CE programmes. Each of these has been listed in the following sections and are based on the responses of participants, preraks and administrators.

A) **Strengths of CE Programme**

The following are the strengths of CE programmes.

(1) For the first time, people got a common platform for coming together.
(2) People started discussing the problems faced by the village and village development.

(3) Interaction between people increased.

(4) Women got a common platform for coming together and discussing different issues.

(5) Women’s participation and mobility have increased. There is an increase in women’s self-confidence, which led to their personality development.

(6) Active involvement of Gram Panchayat and Gram Shikshan Samities had improved the quality of the programmes.

(7) The co-operation of the Zilla Parishads and Panchayat Samitis has increased due to the transfer of the scheme from the Collectors to the Zilla Parishad, under the chairpersonship of C.E.O.s.

(8) Participation of the local community had increased.

(9) The CE scheme has vast scope. It is associated with socio-economic development of the people.

(10) Persons of any age-group (from children to the aged) can attend the CE programmes.

(11) Beneficiaries of CE scheme include the neo-literates, school drop-outs, students of NFE and anyone who is interested in continuing their education. Thus, it caters to a wide range of clientele.

(12) CE centres are information centres or windows. People can get information about different government schemes, viz. health, nutrition, agriculture and so on, at the centres. Hence, the total development of individuals as well as the entire village is possible. These topics are related to their day-to-day life.
(13) The CE centres are sanctioned as per the size of the population of neo-literates and the total population. Hence, the facilities can reach the common people.

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

(15) Involvement and collaboration of other development departments had given an opportunity to know more about various government schemes.

(16) It gave an opportunity to the participants to improve their quality of living.

(17) The scheme gave a reasonably good social status to preraks and assistant preraks.

(18) The scheme promotes local folk art.

(19) Entertainment, games will help to preserve Indian culture.

(20) Cultural programmes such as bhajan, kirtan, haripath, parayan and satsang increased the participants’ peace of mind.

(21) Many people liked the friendly, warm and congenial environment of the centre.

(22) The centre helped residual illiterates to become literate.

(23) Earlier programmes gave emphasis only on the component of literacy. The CE scheme emphasises on sustenance of literacy provides facilities for equivalence programmes, income generation programmes, individual interest promotion programmes and quality of life improvement programmes.
The facilities of library and reading room have inculcated the habit of reading, which will help in creating a 'learning society.'

Availability of newspapers at the centres was a welcome change. Earlier, very few people used to buy newspapers. Now free newspapers were available. Reading of newspapers and discussion on various issues increased. This gave a chance to increase one's awareness, express one's opinions and to participate in healthy discussion.

The library facility served as an entertainment instrument, also.

Students have started reading books other than the textbooks prescribed in their curriculum.

Due to the availability of sports material at the centre, the tension of whole day gets relieved.

Organisation of various competitive activities increased healthy competition.

Employment facilities for the unemployed youth are created due to NCECs and CECs.

**Weaknesses of the CE Scheme**

The following are the weaknesses of CE programmes:

1. Gram Shikshan Samiti and Gram Panchayats are involved in the selection of preraks and assistant preraks. Due to this, local politics and favoritism in the selection of preraks was involved at a few places. This hampered the functioning of the centres.

2. Sufficient material and books were not provided to all the centres.
(3) Dissemination about the purpose, objectives of the CE centers was not done, like literacy campaigns. Hence many people equate CECs to only literacy centers. People are still unaware about CE scheme.

(4) Centres were not provided with adequate funds for conducting, organising a variety of programmes such as AWPs, IGP, IIPPs and QLIPs.

(5) There was no provision for TA to be paid to the preraks for attending the monthly meetings.

(6) Involvement and co-operation of Tahsildars and gram sevaks was negligible.

(7) Preraks and assistant preraks leave their jobs, if they get a better offer, due to temporary nature of CE scheme. This hampers the smooth functioning of the centre as getting a new person immediately for the post of preraks and/or assistant preraks is too difficult. This leads to a gap in the functioning of the centre. This also demotivates the participants.

(8) Involvement of rural development was very poor.

(9) 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 the funds. This affected the programme.

Even within the district there was a delay in the payment of honorarium to the preraks and assistant preraks.

Paper bills were not paid in time. Such factors led to demotivation of preraks.

(10) The primary education department was not as active as it was in TLC.
(11) Location of the centres in primary schools demotivated the participants, especially women, to participate in the CE activities.

(12) Centres did not have their own buildings / independent place to conduct its activities. Most of the centres were either located at the premises of primary schools or temples, a few were located at the place offered by the Gram Panchayats. In most of the villages, the primary schools were located outside the villages. Hence, the distance of the centre was too far for the participants to attend the CE activities.

The centres were open either in the mornings and/or evenings. The approach road to the schools did not have street-lights, which placed restrictions on young girls and women to attend the centre in evenings.

(13) Centers located at primary schools had to follow the timetable of the school. They cannot organize programmes during the school hours. This placed a restriction on organization of programmes during the day-time.

(14) Many centres did not have electricity. Those centres, which had electricity, faced the problem of low voltage. Due to low voltage, the participants could not read more than a page in the evenings.

(15) Training of preraks was conducted once for all that was before the inception of the centers. No refresher courses were organized.

(16) Preraks were not trained for residual literacy programme, they were not aware about adult psychology, how to motivate and sustain the interest of adult learners, different methods of teaching adults.

(17) The APOs/Supervisors paid fewer monitoring visits than expected in the guidelines. One of the reasons was inadequate TA. The APOs/Supervisors get TA for monitoring, based on their basic salary, whose upper limit was Rs 900/- per month and the actual expenses were much more than this.
(18) Guidance from authorities (APOs/Supervisors) to preraks for organizing different programmes was not sufficient.

(19) Many neo-literates and school drop-outs were willing to appear for the Std. IV or Std. VII examination. But a special and separate curriculum for this target group was not prepared and/or provided by the authorities.

(20) The Directorate of Education (CE), Pune, had finalised a list of books to be purchased for the NCECs and CECs. It was compulsory to purchase 80 per cent of books from this list. This list was prepared keeping in mind the target group of neo-literates only. Due to this compulsion, the centres could not fulfil the reading needs of other target groups.

(21) Details about individual interest promotion programmes, quality of life improvement programmes were not provided. There is no provision of grants to organise these activities as well. This restricted the organisation of such programmes.

(22) Getting experts for the programmes was too difficult. The list of different experts (taluka and district level) was not provided to preraks.

(23) Due to the temporary nature of the CE scheme, it gives insecurity and instability to the preraks.

(24) The flow of funds was not continuous. Each district received first installment of grants for about 6-8 months. The district authorities were not aware about the next date for receiving the next installment. This created insecurity in the minds of preraks as well as the community people.

(25) Preraks did not receive honorarium regularly and in time.
(26) In many districts, the posts of Education Officer (CE) were vacant and E.O. (Primary) was given an additional charge of CE project. The E.O. (primary) had already overburdened and cannot devote as much time as a full time E.O. (CE). This affected the programme.

(27) All the preraks and assistant preraks were not motivated and enthusiastic in welfare of the community. Such preraks do not take initiative in organising a variety of programmes.

(28) The guidelines on the purchase of books for library issued by the NLM were very rigid. Based on these guidelines, the State Government of Maharashtra prepared a list of books. Some of the publishers went to Court and brought a stay on the purchase of books. Due to the matter being subjudice, many centres were deprived of books. This adversely affected the programme.

(29) The transfer of CE scheme from Collectors to Zilla Parishads had created many administrative problems. This has also affected the smooth functioning of the centres.

(30) Centres did not provide loans for starting home-based business or small-scale industry. It also did not provide any marketing skills

(31) There were a very few programmes organised for young girls and for women.

(C) Opportunities

The following are some of the opportunities available to CE programmes.

(1) NCECs and CECs have a common platform to the community irrespective of gender, caste, grid, to come together and discuss on different issues related to the
development of the village, in general, and development of people/individuals in particular. This will help for national integration and unity.

(2) The goal of the CE scheme is the creation of a 'learning society.' The AWP's organised at CE centres is expected to increase the level of awareness in people. The library activities will inculcate the reading habits, which in turn will help in achieving the goal of a 'learning society.'

(3) Due to collaboration and co-operation of different development departments, income generating activities can be started at the village level. Different home industries, small-scale industries can be started. There is scope for the involvement of industries and NGOs in organisation of programmes.

(4) Women can participate more actively in the development process.

(5) Based on local resources available, small businesses can be started. The products can be sold through small co-operative societies. This will help in the development and prosperity of the village itself.

(6) CE can provide self-employment opportunities to the unemployed youth and adults.

(D) Threats

The following are some of the threats faced by CE programmes.

(1) The temporary nature of the CE scheme has led to a feeling of insecurity and instability to the preraks.

(2) The flow of funds from the central government to the state government and from the state government to the districts was not smooth and was irregular. Due to this, the preraks did not get honorarium in time and regularly. Also, the districts had received
only first installment of grants out of which centres can function for 6-8 months. Without funds, the districts cannot continue the functioning of the centres. The discontinuity of the centres due to paucity of funds will demotivate the functionaries. The community people, also, will lose their motivation. Getting back the confidence of the people as well as the preraks is a difficult task. Hence, funds should be released in time and continuously.

(3) Many preraks were not aware about the temporary nature of the scheme, when they joined this job. After getting this information, they felt very insecure and have started looking for a better and safe job. The turnover of the preraks will adversely affect the programme. Many enthusiastic, hard workers would leave the job.

(4) The issue of self-sustainability was not made clear to people working at the grass-root levels, that is, gram panchayat and GSS members. Due to this, the sustainability of NCECs and CECs after five years may not be possible.

(5) The preraks were not trained in raising of fund. This could become a hurdle in the collection of funds/raising corpus fund for future CE schemes.

(6) Due to natural calamities like droughts, the community people will be unable to support CE activities.

On account of these threats CE programmes may not survive for a long time unless remedial steps are taken.

SUGGESTIONS FOR IMPROVEMENT OF THE AWP s AND QLIP s

Following are some of the suggestions based on the data obtained from participants, preraks, administrators:
(1) **Capacity building of literacy functionaries**: The Zilla Saksharata Samiti (ZSS) in every district is responsible for implementing the scheme of Continuing education. Therefore, training of ZSS personnel and other literacy functionaries is absolutely essential. Training should begin from orientation of Chief Executive Officers (CEOs) who are the Chairpersons of the ZSS at the district level. Thorough orientation of the members of Gram Shikshan Samities is very essential, as they are the key persons at the grass-root level who will be involved in day-to-day monitoring of the NCECs and CECs. **In depth training of ZSS Secretary**, who is also District Education Officer (C.E.), Dy. Education Officer (C.E.), Assistant Project Officers (APOs), Supervisors should be organized before implementation of the programme. **Refresher training for Dy. E.O., APOs, Supervisors** is very essential and should be organized every six month. Orientation of heads of other development/welfare departments must be organized.

(2) **Regular workshops, seminars for E.O., Dy. E.Os., APOs/Supervisors** should be organized at the state level, where experts can be invited for guidance.

(3) **The APOs/Supervisors should visit CE programmes in other district centres. This will give them a better idea in implementation of activities at NCECs and CECs**.

(4) **Strengthening of District Education Office (C.E.)**: The State Government of Maharashtra has recently transferred the portfolio of Education Department (C.E.) to Zilla Parishads and hence the chairmanship of this programme from Collector to CEO of the districts. This shifting has created a lot of confusion in the administrative work.
at the district level. The State Government must issue clear guidelines about the matters relating to accounts, appointments, etc.

In many districts, the posts of E.O. (C.E.) are vacant and E.O.s (Primary) are given an additional charge of this department. This does not do justice to the CE scheme. Hence, the vacant posts of EO (CE) must be filled up as early as possible. Otherwise it will hinder the programme.

(5) **Training:** There is no uniformity in the number of days of training organized for the preraks. In Satara district, four days’ residential training was organized for preraks and assistant preraks of NCECs and CECs together, whereas in Ahmednagar district, four days training was for NCECs preraks and assistant preraks and three days training for CECs’ preraks and assistant preraks was organized, separately.

Hence, it is suggested that the number of days of training should be made uniform throughout the State. The first phase of the training of about 3-5 days should be imparted to the preraks before the inception of the CECs which should be followed by refresher training course immediately after an interval of 3 months for about 3-4 days. The refresher training course should be based on the review/feedback from the preraks about their work. It should emphasize the organisations of CE activities and collaboration/co-operation of other departments and convergence of government schemes/programmes. These training programmes should adopt participatory training methods rather than only lecture and/or discussion method. This will give opportunity to all to participate actively and understand their role fully.

Sessions on record keeping should be followed by practical sessions. During training itself, the preraks should be made available different records and be asked to fill up the proformas/records. This will help them to clarify the doubts, if any.
Although the preraks have reported that the training was very useful, preraks expressed the need for refresher training course. They requested that they want demonstrations and practicals on various topics and also expressed the need for a field visit. This was found to be lacking in the APOs/Supervisors' training as well. Field visits should be made compulsory during training (either in initial stage or in refresher course) where they can get first hand information on how to conduct surveys, needs assessments, convergence of government programmes, vocational training and so on. The preraks should be taken to successful NCECs/CECs, so that they can get inspiration to perform better in their own centres in future. If this is not possible, at least the preraks of successful NCECs/CECs can be invited at the venue of training for sharing their experiences. This will make the training more interesting.

Some reading material/literature should be distributed to preraks during the training. They can make use of this literature to clarify doubts, if any, even after the training gets over.

The preraks should be informed about the temporary nature of the scheme and the duration of five years of this project at the initial stage—either at the time of appointment and/or at the first phase of training. This will help them to plan for sustainability strategies. In the first phase of training, the preraks should be trained in sustainability strategies such as mobilization and utilization of local resources (both human and material resources), corpus fund, and membership fees. This will help them to plan different strategies from the beginning.

In case the preraks leave their jobs mid-way and new appointments are done, the newly appointed preraks should be trained immediately. Delay in training of newly appointed preraks would hamper the progress of the centres.
The preraks' interviews revealed that, they did not know who were the experts and how to contact them. Hence, most of the preraks did not conduct more programmes, though they desired. Hence, it is suggested that the district authorities should prepare a list of experts, their areas of expertise along with addresses and telephone numbers. This list should be made available to all preraks at all the centres.

(6) The SLMA and SRC should conduct training of preraks in collaboration. The quality of training programmes, which the preraks undergo decides to a large extent the success of the CE programme.

(7) At present, State Resource Centres are responsible for conducting training of the Key Resource Persons (KRPs). These trained KRPs in turn train the APOs/Supervisors, Preraks and Assistant Preraks. It has been seen that the same quality of training of SRC does not percolate at the level of preraks' and assistant preraks' training. Hence, it is very essential that a representative of SRC be present at the training of preraks and assistant preraks.

The SRCs should produce a guideline for preraks. It should include probable problems and strategies of overcoming these problems, success stories of NCECs and CECs, information on how to conduct different activities under EPs, QLIPs, AWPs, IIPPs, and IGPs.

The preraks and assistant preraks should be trained thoroughly in organizing the CE activities. The programmes to be conducted under QLIPs, AWPs, IGPs, IIPPs and EPs should be made clear.

The district authority can involve some other institutions, universities who are doing good work in the area of continuing education for training the preraks and assistant preraks.
The ZSS should develop readable, comprehensive guidelines for preraks. It should include practical experiences of the successful NCECs/CECs. It should also include information on general problems and strategies of overcoming these problems, convergence of development schemes and innovative approaches.

**Organization of teaching-learning activity under residual literacy programme**

One of the main objectives of the CE scheme is residual literacy. The current research shows that in many villages, survey for CE was not conducted. Most of those preraks, who have conducted the survey, were not aware about the purpose of the survey. Hence, a two days orientation/training for the preraks/assistant preraks should be conducted. The content of this training should include objectives of the survey, different aspect of the survey, its benefits, etc. A copy of consolidated report of the survey should be available at the NCECs and CECs. Each centre should be supplied sufficient number of literacy kits. The learners must get a set of the literacy kit. The preraks and assistant preraks should be trained for literacy activity, which includes different methods of teaching adults, motivation of adults, etc.

Conducting survey should be taken as an opportunity to create a conducive environment for the CE activities and a publicity for the CE scheme.

**Supply of material, equipment**: Most of the centres were located either in a primary school or a room given by Gram Panchayat (GP). All the centres did not receive the minimum equipments required to run the centre. It is necessary to supply the minimum furniture like chairs, table, cupboard, etc. to all the centres.

The beneficiaries were not happy with the seating arrangements in the centres. In many centres the flooring was not good. Hence, daries/sataranjis should be provided to those centres where flooring is not have good
All the villages do not have regular supply of electricity Wherever it is available do have low voltage in which one cannot read Many of the centres run in the evening between 7.00 to 9.00 p.m. Hence, it is very essential to supply gasbattis The scheme provides funds for kerosene, which can be utilized The GPs should come forward to make these facilities available

Books should be provided to all the centres These books should serve to all the beneficiaries.

(11) Convergence of literacy with other schemes. The objective of the CE scheme is overall development of the people Hence, linkage with the welfare/development departments is a must The CEO should officially communicate to other welfare/development departments that they must cooperate with literacy functionaries at various levels There should be a good coordination between the preraks and the development officers including gramsevaks The officers of the developments should disseminate information on various government schemes by organizing talks, discussions, demonstrations, film shows, etc in the NCECs and CECs Individual or group of people should be given priority in availing benefits of development schemes The learners attending regularly NCECs/CECs must be given priorities for certain development schemes

(12) One-third of the total sample of the preraks in Satara district and one-fourth of the total sample of the preraks in Ahmednagar district do not have any additional job other than the preraks' job Majority of the preraks belongs to the lower socio-economic group, with monthly income below Rs 3000/- It was found that, these preraks had to depend on the income received only from this job and they were finding it difficult to manage without getting the honorarium on time The district
authorities should inform the preraks at the time of selection and/or during training that, the honorarium is not given as salary. This will prevent demoralization among the preraks. Besides, it may be suggested that, the preraks should be trained in some vocation, so that they themselves can conduct income generating activities at the centres, which will motivate them further. This will also help to strengthen the programme.

(13) **Funds:** The districts receive first installment of the funds as soon as they receive sanction for the CE scheme. Still in both the districts, preraks and assistant preraks did not receive the honorarium every month. This demotivates the preraks/assistant preraks. The district authorities should take necessary steps to disburse the honorarium regularly and on time. Even the newspaper bills were not paid for two months. In many centres, preraks have paid the bill from their pockets. Preraks do not get money for organizing programmes at the centre. At the beginning, the enthusiastic preraks have borne the cost. A fixed amount should be given to all centres for organising certain number of programmes. The preraks should be paid TA for attending meetings at the Taluka/District level, monitoring visits to other centres.

(14) **Like Kerala,** grants of CECs should be paid directly to the centres. This will reduce delay in the payment of honorarium to the preraks.

(15) **The Central Government should release grants for minimum two years while sanctioning the project itself.**

(16) **District level monitoring committee comprising of a representative from the ZSS, two experts from the literacy field need to be formulated.** This team should visit all the
NCECs and CECs, in the district and try to solve/assist in solving the problems of preraks, if any

(17) The monitoring visits of District Education Officer (CE) and the Deputy District Education Officer (CE) should be increased They should visit the centres at least once in a fortnight

(18) It has been revealed from the interviews of preraks and APOs/Supervisors that, the members of TSS and ZSS have not paid any monitoring visits to NCECs or CECs Even the monitoring visits of APOs/Supervisors were fewer in number compared to the norms in the NLM guidelines The ZSS should form a team of dedicated people, who can do a regular monitoring of the NCECs and CECs and guide, if necessary, the preraks

(19) **Sustainability:** All aspects of the issue of self-sustainability have not percolated down to the grass-root level clearly and completely The district authorities and ZSS members should communicate clearly and forcefully to the members of gram panchayat and GSS during their orientation programmes itself

(20) The participation of community was very small in many villages The centres were unable to attract more number of villagers to participate in CE activities The ZSS and TSS should look into this matter As stated in the NLM guidelines, the community participation can be increased through (i) convergence of rural development welfare programmes and (ii) promoting SHGs

The ZSS members should take personal interest in this matter and motivate the officials of development departments to converge their schemes and implement them through CECS
(21) Some of the preraks of Ahmednagar tried to collect funds. But they expressed inability to collect funds equivalent to the amount of government grants to run the centre, every year. There were some natural calamities like droughts due to which farmers/community people were unable to support such activities. Corpus fund was a difficult concept, beyond the capacity of villagers in many villages. Fees cannot be collected. Hence, it is recommended that the raising of corpus funds should be started immediately after the inception of centre. It is a slow process. Over a period of five years, through small contributions, donations can be accepted which may lead to a sizeable sum/amount. Hence, the gram panchayats and GSS members need to discuss this matter in gram sabhas and on other local occasions such as celebration of different days, local festivals and cultural programmes and make an appeal to the community to donate generously.

(22) **Corpus fund raising:** The CE scheme will be funded for five years that is the first three years full funding will be by central government, and for the remaining two years 50 per cent funds each will be provided from the central and state governments. Hence, it is very necessary that these centres should become self-sustainable even after the funding stops. Some concrete steps should be taken now to sustain these centres. One of the ways is building/raising a corpus fund. An appeal to the corporate sectors, non-governmental organizations can be made. Eminent personalities of the districts can sponsor some CE programmes. Also MLAs/MPs can donate some amount to sustain these centres. All these steps will definitely lead to the development of these programmes.

(23) Each district should have a few model NCECs who should guide other NCECs and CECs in the district. The model NCEC should implement all the activities as stated in the NLM guidelines.
Like SLMA Kerala, the SLMA Maharashtra should publish books on different subjects. These books should be made available to the libraries of NCECs and CECs.

Felicitation of good preraks and good centres (NCEC and CEC) should be done every year. The SLMA can decide criteria, based on which the centres' performance should be judged. This will motivate the preraks to organise more number of programmes effectively.

Local representatives should be oriented to organise CE programmes. Their participation in organisation of different programmes and their co-operation will improve local people's participation. The political will and support will improve the success of the scheme.

Need based continuing education programmes should be organised at NCECs and CECs. Local needs, resources available and past experiences, if any, should be taken into account before planning any programme. Following areas should be considered while planning any programme at the NCECs and CECs.

A) **Women-centred programmes** Since the TLC phase, it has been observed that women's participation is higher as compared to men. In CE phase also, it needs to be ensured that, women's participation remains high. Women's programmes are usually planned, managed and monitored by men, who ignore the specific needs and interests of women and women become meek participants. In CE activities, special attention should be given to include women at the centres while planning CE programmes. The programmes should concentrate on skill development and economic development of women.
B) **Integration of technology:** Technology has entered in all the fields of life. CE programmes should also be based on new, modern technologies. Collaboration with ITIs, Engineering colleges and polytechnics will help in planning such courses.

C) **Involvement of self-governments and NGOs:** People's participation is an important aspect in CE activities. The local self-governments and NGOs should take initiatives in identifying local needs, mobilizing local human and material resources and in motivating people.

(28) The centres should start functioning only after the purchase of furniture, material, books and equipments.

(29) The CE scheme should be implemented under the chairpersonship of Collector, like in TLC phase.

(30) Along with CE activities, other programmes such as universalization of education, Mahatma Phule Shikshan Yojana, Vasti Shala, Sarva Shiksha Abhiyan should be implemented through NCECs and CECs.

**SUGGESTIONS FOR FURTHER STUDIES**

- An evaluative study of income generating programmes organised at the NCECs and CECs.

- An evaluative study of the effectiveness of the income generating programmes organised at the NCECs and CECs.

- An evaluative study of the impact of income generating programmes organised at the NCECs and CECs on the life of participants.
An evaluative study of equivalence programme organised at the NCECs and CECs.

A study of impact of individual interest promotion programmes organised at the NCECs and CECs on the life of participants.

A study of benefits of different government schemes received by the participants of NCECs and CECs.

A study of impact of NCECs and CECs on the community.

A study of the cost-effectiveness of CE scheme.