

Indian Institute Of Education, Pune, India

COMMUNITY EDUCATION PROGRAM THROUGH CLC/CEC IN INDIA

I. INTRODUCTION

1.1 Background :

The Continuing Education Programme is an important strategy of the Govt. of India in the field of adult education, adopted in the Ninth (1997-2002) and the Tenth (2002-07) Five Year Plans. This programme is implemented through thousands of Nodal Continuing Education Centres and Continuing Education Centres throughout the country. The UNESCO has also set up experimental Community Learning Centres in India, as elsewhere in the developing world. The UNESCO-supported CLC programme in India is microscopically small compared to the state-supported national CEC programme. Only three UNESCO-supported CLCs are in operation as against more than 70,000 state-supported NCECs/CECs. It is important to note that the three UNESCO-supported CLCs are located far away from each other, virtually in three different corners of this vast-country, and that there is no functional coordination between these three centers, each functioning independently without the knowledge of the others. There is no exchange of any reports or information between them. Need for networking of the CLCs hardly needs emphasizing.

1.2 Report preparation Team :

The ARTC located in the IIE, Pune, decided that the country report on the working of the CLCs/CECs in India will be prepared by Dr. S.K. Gandhe, Director General, IIE, with the assistance of the Project Coordinator of CLC Pune and the staff of the State Resource Centre, Pune. He will also seek help of the other two organizations running the UNESCO-supported CLCs in India (Rajasthan, and West Bengal). The Director of Adult Education who is operating the Govt. of India's Continuing Education Centres (CEC) in Maharashtra will also be contacted. Similarly reports and data on the working of the CECs in other part of India will be collected from the Ministry of Human Resource Development, Govt. of India.

1.3 Coverage :

(a) *UNESCO-supported CLCs* : The Indian Institute of Education, Pune, is implementing one Nodal 'Community Learning Centre and five 'satellite' CLCs supported by APPEAL, UNESCO, Bangkok. This CLC programme

was first started in Pune district in **1998**, under which a nodal CLC was set up at Shivapur village, 25 Kms. south of Pune city where IIE has its rural campus. The Satellite CLCs were set up in five nearby villages. However, there was no UNESCO- support for the programme in 2002. It was restarted in January 2003. A chart showing the experimental model of CLCs under IIE, Pune is enclosed.

Besides covering the Pune CLC, we have also included in this report some information regarding the CLC run by the Ramakrishna Mission in West Bengal, which we could collect through correspondence. The CLC (called Lok-Shiksha Parishad in Bengali) is located in the district of Purba Medinipur in West Bengal and operates 20 Centres in Nandakumar and adjacent Blocks. Unfortunately, no information could be collected for the third UNESCO- supported CLC at Jaipur, Rajasthan, inspite of best efforts made short of making a personal visit.

(b) State-supported CECs : The Govt. of India supported programme (called the Community Education Centres) is an extensive programme started in 1998 all-over the country. More than 7800 NCECs and 63,000 have already been set up. State-wise details of the Govt. of India-supported CEC programme are given later in this report [under 2.3 (b)].

1.4 Information Sources :

The information presented in this report is based on the existing reports and documents collected from the CLC office at Shivapur and IIE, Pune, and the Ramakrishna Mission, Kolkatta. Discussions were also held with the coordinators and other staff working in the CLC at Shivapur. So far as the CECs are concerned, the information is based on the published documents collected from the National Literacy Mission, Deptt. of Adult Education, Govt. of India, New Delhi.

1.5 Processing of information :

Information collected from reports and documents and through discussions was synthesized and analysed and discussed with experts in the field of adult education like the Chairperson, IIE, the Director of Adult Education, Govt. of Maharashtra, the Additional Director, National Literacy Mission, Govt. of India etc.

II. BACKGROUND AND OVERVIEW OF CLC

2.1 A Brief Overview of Socio-economic Conditions :

India is virtually a sub-continent accounting for almost 6 percent of the world population and 16 percent of the world area. Since its independence from the colonial rule in 1947 India has launched upon a vigorous development process for which the medium of quinquennial development plans is used. These development plans have started bearing fruit as seen from the rate of growth in the last decade or

so. Nevertheless India still suffers from maladies of poverty, illiteracy, unemployment and homelessness. The rate of growth of population though considerably reduced in the last three decades, is still around 2 percent p.a. which is pretty high for an already over populated country. In the matter of literacy also India has made tremendous progress and according to the latest available data, the literacy rate is now 65 percent (76 percent males and 54 percent females), but this also means that more than one third of the country's population is still illiterate. A noteworthy feature of Indian economy is its recently acquired self sufficiency in respect of food grains. Its exports are also steadily growing and it is now ranked 10th in the list of industrially developed economies. In short India is a paradox of socio-economic growth coexisting with poverty and illiteracy.

2.2 Educational Situation :

In India, the scheme of Continuing Education has taken shape in the background of the extensive literacy campaigns launched in various parts of the country. In the absence of a learning environment and effective programmes of post literacy and continuing education, the efforts made in literacy programmes yielded limited results. When the National Policy of Education was formulated in 1986, considerable attention was given to the need for creation of satisfactory arrangements for post literacy and continuing education. The Revised Plan of Action formulated as a sequel to the National Policy on Education stated that our adult education programme should include: "Self-directed continuing education in the perspective of lifelong learning through library service, newspapers for neo-literates, Charcha Mandals (Discussion Groups) and such other activities. This may also include skill development programme for personal, social and occupational development".

The Total Literacy Campaigns (TLCs) have resulted in a positive change in attitude and a new confidence among learners. As learners become more aware of the power and significance of education as an agency for improving their lives they tend to plan out longer term learning goals. The Continuing Education Programme was launched more vigorously in the Ninth Five Year Plan.

2.3 Location :

(a) The three UNESCO-supported CLCs are located at :

1. IIE's CLC : A Nodal Centre at village Shivapur and five satellite Centres at neighbouring villages in District Pune, Maharashtra, India. The CLC is run by the Indian Institute of Education, Pune.
2. Ramakrishna Missions CLC : The CLC is located at Nandkumar and adjacent blocks in the district of Purba Medinipur, West Bengal, India. The CLC is run by the Ramakrishna Mission, Kolkata.
3. Doosara Dashak's CLC : This CLC is located in Rajasthan, and is run by the NGO called 'Doosara Dashak', Jaipur, Rajasthan.

(b) *State-supported CE programme* : The Continuing education programme is operating in 154 districts spread over 22 States/UTs. Following table shows the number of CE districts and State/UT- wise :

S. No.	State/UT	No. of districts covered	NCECs sanctioned	NCECs established	CECs sanctioned	CECs established	No. of Beneficiaries (in lakh)
1.	Andhra Pradesh	20	2183	1568	16531	13079	52.24
2	Bihar	2	162	NR	1625	NR	NR
3	Chandigarh (UT)	1	40	40	360	360	0.50
4	Chhattisgarh	1	180	180	1153	1820	0.45
5	Gujarat	12	755	469	6902	4341	4.61
6	Haryana	1	41	41	370	370	0.54
7	Himachal Pradesh	1	52	52	465	465	1.10
8	Jharkhand	2	85	85	765	763	0
9	Karnataka	18	975	755	9139	6982	21.00
10	Kerala	14	500	495	3500	3457	69.16
11	Madhya Pradesh	1	92	92	826	826	1.09
12	Maharashtra	17	1037	485	9503	4258	10.65
13	Mizoram	8	40	40	360	360	0.34
14	Orissa	3	170	NR	1736	NR	NR
15	Pondicherry	4	28	18	172	164	0.63
16	Punjab	1	130	NR	1000	NR	NR
17	Rajasthan	9	949	689	7335	5271	12.32
18	Tamil Nadu	18	1017	379	8252	2455	14.00
19	Tripura	4	122	113	1227	1189	NR
20	Uttaranchal	2	53	NR	538	NR	NR
21	Uttar Pradesh	7	760	NR	7183	NR	NR
22	West Bengal	8	2452	2339	19860	17325	41.12
	Total	154	11,823	7,840	98,802	63,485	229.75

(Source : Annual Report of NLM, 2002)

(c) *Other Community-based NFE programmes* : The other Govt. of India-sponsored community-based non-formal education programme is the Alternative and Innovative Scheme run as a part of the Sarva-Shiksha Abhyan (Education For All). These A.I. Centres were originally planned to be located in the ten educationally backward districts of the country. Subsequently, their coverage has been extended to the urban slum areas in other states also.

III. POLICY AND LEGISLATION

3.1 Policy re: CLCs:

So far as the UNESCO-supported CLCs are concerned, the broad guidelines issued by UNESCO formed the basis for drawing the framework for the establishment of CLC in India as in other countries. The guidelines specified that the overall goal of CLCs would be to promote human and community development through life-long education for all people in the community - adults, youth and children of all ages irrespective of gender, religion and class.

So far as the Govt. of India-supported CECs are concerned the matrix of programmes that constitute the Continuing Education programme in India is both a stage in the educational journey of a learner and progression towards the ideal state of a society. It constitutes a milestone in educational attainment because a non-literate person passes through the phases of basic literacy and post literacy and develops a strong demand for further learning inputs. It would be pertinent to first mention some ideas that form the theoretical underpinnings of the CE scheme as it is implemented in India.

3.2 Special Emphasis on Rural Women's Empowerment in IIE's CLC

As a well-considered policy, the IIE's CLC gives priority to the education and empowerment of rural women and girls. IIE firmly believes that economic development is faster in countries where women are educated and where gender-equality is substantially prevalent in law and practice. As regards provision of safeguards for health and hygiene as well as family welfare, women's education can empower them to become effective decision makers. Also, in environment conservation and improvement, women who have always been environmentally more sensitive, can contribute substantially. Women being directly concerned with water-supply, fuel-energy, sanitation, farm-work, livestock-raising, handling various indigenous technologies and even home-remedies, their educated action in these matters can be beneficial to the entire community.

3.3 Inclusion of CECs in the National Education Plan :

The Continuing Education Scheme is an important item on national agenda for adult literacy in India. According to the Tenth Five Year Plan document (2002-07), the main thrust is given to setting up CECs and Nodal Continuing Education Centres (NCECs) which function as focal points for providing learning opportunities and facilities such as library, reading room, learning centres, sports centres, cultural centres and other programmes catering to individual aptitude. In line with the existing guidelines, each CEC serves a population of 2,000-2,5000 with the norm being relaxed in sparsely-populated areas. One NCEC is set up for a cluster of eight to ten CECs to oversee and monitor their activities. A provision of Rs. 8260.00 million has been made in the Tenth Plan for the Continuing Education Programme.

3.4 Budget Allocations :

(a) The UNESCO-supported CLCs draw their funds from the UNESCO. Statements showing the receipts and payments for IIE's CLC and the Ramakrishan Mission's CLC are enclosed vide Annexures 'A' and 'B'. These would indicate that the funds provided by the UNESCO are inadequate and have to be supplemented by the funds from the organising NGOs.

(b) The Govt. of India has made of provision of Rs. 11690 million in the Tenth Five Year Plan (2002-07) for the Adult Education programme of which Rs. 8260 m. is earmarked for the Continuing Education programme alone. The broad pattern of funding of an NCEC and CEC is shown in Annexures C-1 and C-2 respectively. The relevance of financial terms 'budgetary provision', 'sanction' and 'release of grants' for the day-to-day activities of individual NCEC or CEC needs to be clearly understood. For example, no grants are reported to have so far been released in Maharashtra in the current year for the 'sanctioned' NCEs or CECs, with the result that almost all activities in many CECs in this state have come to a standstill.

IV. MAIN ACTIVITIES OF CLCS

4.1 IIE's CLC, Pune

(i) Health related activities:

In order to give girls and women scientific information and to create awareness among them regarding healthy living, a series of lectures was organized on the following topics

- a) Prenatal care
- b) Postnatal care
- c) Care of the infants
- d) Waterborne diseases
- e) Purification of water by simple methods.

These lectures were followed by a question-answer session where women got opportunity to talk to the doctors and could clarify their doubts. A local doctor was invited to deliver these lectures.

(ii) Skill Training

- (a) **Yogasana Training** : Total 30 school drop-out girls received training in Yogasana. Eminent yoga expert was invited to impart the training. The training was very useful and it helped women to look into their health problems and find out the reasons for their ill health.
- (b) **Developing School Garden**: The students, teachers of a primary school and community members took active part in developing the school garden.

(iii) Cultural Programmes:

- (a) **Formation of art and craft club for children** (age 6 to 14) :Creative clubs have been organized to enable children to participate in activities like sports, drawing, dramatization, handicraft, scientific experiments; nature trails etc. Parents are given information regarding these activities. 50 children have joined this club.
- (b) **Children's Camp:** A three-day children's camp was held in September 03. 100 village children attended the camp. Experts were invited to teach them the best in their own field. Activities included craft, drawing, and dramatization.
- (c) **Formation of art and craft group of Young girls (school drop out girls) :** A group of 30 drop out girls has formed this group. They meet once a week to discuss various issues related to their daily lives like gender disparity, nutritional discrimination, legal rights, selection of groom, working of village councils etc. Exchange of books, reading of newspapers, organizing lectures on health related topics are also some of the activities of this group.
- (d) **Rangoli Training:** The girls from all centers voiced their demand for "Rangoli" training. The training was of eight days duration and was held once a week. A resource person was invited from Pune city. These girls and women decorated their house courtyards with Rangoli in the Diwali festival.

(iv) Agriculture & Animal Husbandry:

These programmes were taken up in collaboration with the 'Rural Institute project' of the Indian Institute of Education

- a) **Formation of Farmers' Clubs:** A farmers' group is established to facilitate discussions between experts and farmers so that they can have access to information regarding the latest technology in these fields in a user-friendly manner. Every month, meetings are organized at the Nodal Center. 30-35 farmers attend these meetings.
- b) **Training in Plant Nursery :** A batch comprising 30 trainees has completed nursery training during this period. School dropout boys and girls are given priority for admission. Two trainees have started their own plant nursery. Some farmers have started their plant nursery program on commercial basis.
- c) **Vermiculture:** Demonstration of Vermiculture has been arranged at the Nodal center. Farmers and Panchayat Members from 10 villages are given detailed training.
- d) **Goat rearing:** Women members of Self Help Groups especially belonging to the lower income group are participants in this activity. Initially, this was discussed in Self Help Group meetings and training in goat rearing was organized at the Nodal Center. Members purchase goats @Rs. 1500/- each. Within one year each goat produces 2 – 3 kids, which

fetch between Rs. 2000 – 3000/- in the local market. Forty six participants who were given loans to purchase the goats have repaid them. The loans were given by Rotary Club and technical training was provided by the Rural Institute.

- e) **Women's Co-operative Dairy Society:** A Women's Co-operative Dairy Society has been established under the guidance of the Nodal Center and with the support of the Rotary Club and Rural Institute. The milk collection is 250 liters per day. 120 women have become members of this society. Seven women members have each received a loan of Rs.18,000/-.

(v) Other Programs:

- a) **Vocational Education For Girls & Women :** A batch of 28 trainees has completed training in basic and advance courses in tailoring, embroidery, and rexin bag making and knitting. Along with skill training the empowerment component is also included through such activities as a) lectures on health and nutrition, problems of growing up, menstruation, breast-feeding, childcare. b) Sports and cultural programmes, c) library d) study- tours e) entrepreneurship development programme f) legal literacy g) women's rights under local government. So far 5 trainees from the above batch have purchased sewing machines and have started earning form Rs. 500- 1000 per month.
- b) **Self Help Groups :** Fifty Self Help Groups have so far been established. The activity is spread in 10 villages. The total number of members is 960. Annual transactions worth Rs.60 lakhs have taken place. Practically, there are no defaulters. The following programs were taken up through these groups.
- c) **Formation of Youth Groups:** A demand from local youths gave rise to formation of a self-help group for young men. This group is active in village development. The youths had organized a competition of building of 'forts' for the children who very enthusiastically took part. They also undertook the village cleaning campaign.

(vi) Educational Programms :

- (a) Many illiterate women showed interest in learning to write simple and familiar words. They were excited with the idea of learning to write their own names. Taking into consideration their interest young drop out girls from the locality helped them in learning to write. A mobile library was started, as women from this sub-center demanded it. The exchange of books is on daily basis and timings are in the evening. A nominal fee of Rs. 10 is charged.

(vii) Library and reading room services are provided at the nodal centre, the benefit of which is taken by members of the other satellite centers also. This has become quite a popular activity among the neo-literates of the area.

(viii) New activities :

The CLC, Pune, proposes to introduce the following new activities in 2004 :

- a) Circulating Libraries
- b) 'Prasanna Nandan' project.(An experiment in creative learning for age-group 6-14)

- c) A multiple-choice mini-training course for local people (14 mini-courses are proposed to be offered)
- d) Computer literacy for girls
- e) News-letter.

4.2 Ramkrishna Mission's Community Learning Centre, West Bengal

(i) Early Childhood Education

All the 20 LSKs run the Early Childhood Education Programme, having 813 children with the average attendance of 685. Poor and downtrodden children are given first opportunity to come. The children are taught to present rhymes, action songs, speak out short, interesting and entertaining stories etc. along with their studies. Mothers are encouraged to read out stories of classical epics like Ramayana, Mahabharata etc. to the children. Hygienic measures, especially for drinking water and sanitation, are also taught.

(ii) Non-formal education and Coaching Services

All the 20 LSKs run the non-formal education programme along with special coaching services and have been able to enroll 400 deprived, downtrodden and unprivileged children who are compelled to leave their studies due to socio-economic problems. One of the major objectives of the non-formal education centre is to encourage the learners to get admitted in the primary schools.

(iii) Adult Education/Parental Education

This programme is also being run by all of the 20 'Loksiksha Kendra'. The programme is designed for the age group of above 15 years with special reference to the uneducated parents whose children are going to the school or coming to the Loksiksha Kendra. They are facilitated to build up independent reading and writing skills. Adult Education Programme also provides support to the little educated young housewives for better involvement and awareness. The number of learners in a class is restricted to 20.

(iv) Old Age Programme

The programme for the old people includes meetings, group discussions, awareness building etc. The main objective of the programme is to bring the old people of a village together at least once a fortnight and to do something for their betterment. Different types of problems regarding health are discussed with them for which doctors and health workers are invited. Any help from the aged people in Library/Non-formal education centre etc. is highly welcome and appreciated.

(v) Vocational Education Training Course

The Vocational Training Programmes are organised for their traditional family occupation such as farming, horticulture, dairy management, poultry keeping, handicrafts and other essential commodities etc. They are motivated to learn and develop skills on traditional income generating activities so that they can be properly self-employed or remunerated in future. Other subjects include kitchen

gardening, agriculture, 'bidi' making, tailoring, knitting and weaving preparation of smoke-less 'Chulhas' (cooking ovens) etc.

(vi) Reading and information services through Village Level Libraries

A library having around 2500 books has been set up. The library primarily is for the semi-literate learners. Books are given to all the semi-literate learners enlisted according to the survey. Magazines are kept in the centres. There is provision for reading inside the Library.

(vii) Self Help Group (SHG) promotion

Self-Help Groups are formed in each and every Loksiksha Kendra. The members of the groups have already identified their needs for micro enterprises. They try to develop their economic condition by taking loans for agricultural activities, poultry farming and establishment of other small enterprises. There are separate groups for males and females. Decisions regarding savings, disbursement of loans and their repayment are made collectively by the members of the groups.

4.3 State-supported CECs :

The following activities are supposed to be undertaken in the CECs :

- i. Teaching-learning centre for remaining non-literates and neo-literates.
- ii. Library and reading room.
- iii. Group discussion.
- iv. Vocational training programmes and skill up-gradation.
- v. Coordination in programmes of development departments.
- vi. Sports and adventure activities.
- vii. Recreational and cultural activities.
- viii. Composite information window.
- ix. A community centre.

In addition to running the CECs, the Continuing Education programme in India is also expected to implement the following programmes.

- Equivalency Programmes.
- Quality of Life Improvement Programmes.
- Individual Interest Promotion Programmes.
- Future Oriented Programmes.

V. EFFECTIVE IMPLEMENTATION OF CLCS

5.1 Community Participation

So far as the CLC in Pune district is concerned, Advisory Committees have been formed for the Nodal CLC as well as for each satellite CLC. These advisory committees are chaired either by the "Sarpanch" of the village panchayat (i.e. Chairman of the Village Council) or in his absence by the Vice Sarpanch or a Social Worker. Members of the VP, leaders of the SHG, progressive farmers, health workers/medical practitioners etc. are nominated as members of the Advisory Group. All the activities are planned by these Advisory Committees. Moreover, help of the SHG's is always available in mobilizing women/girls for this type of work. The day-to-day management is done by the Grass-root workers (called "Pracheta" in local language) appointed under the CLC scheme. The

Chairman / members of the Advisory Council supervise the activities and provide necessary guidance.

5.2 Resource Mobilization

With the active participation of the Sarpanch / Members of VP and other village leaders, there has been excellent response from the community. The VPs have provided accommodation (atleast one room) and equipments like cupboards, chairs, mats, books, play materials etc. Village ladies are active participants in the CLC programmes. Small fees are collected from the participants of various activities / programmes. The participants also provide the necessary raw materials. There is no dearth of human resources. In fact many villages are now coming forward for starting the CLC activities.

5.3 Capacity building

The CLC personnel consist of one “Pracheta” (Grass-root worker) and one Supervisor for the NCLC and each satellite CLC. These are literate / educated ladies from the village concerned, and work in close collaboration with the IIE staff and IIE’s other rural centers at Shivapur and have acquired knowledge and management skills through practical experience. Moreover, these village-level workers have also participated in other rural programmes organized by IIE’s Gramin Mahila Vikasini and the Rural Institute and have received practical training.

5.4 Networking & Linkages

The Nodal CLC is located at the Shivapur rural campus of IIE and has good linkages with the Gramin Mahila Vikasini, the Rural Institute and the Community Science Centre of the IIE. Through its close linkage with the IIE, it has indirect networking with other institutions working in the field of literacy and adult education.

5.5 Monitoring & Evaluation

The CLC is considered to be a part & parcel of the IIE and its functioning is monitored by the senior functionaries of IIE including its chairperson. The advisory committees also monitor their day-to-day functioning. Monthly meeting of the Grass-root level workers and supervisors are regularly held when the programmes are planned, execution strategies decided and functioning reviewed. The senior staff of IIE’s rural complex of Shivapur participate in these meeting and provide guidance. No external evaluation of the CLC programme by an outside agency has so far been done.

5.6 Documentation

Regular monthly reports are being obtained from the NCLC and each of the satellite CLCs. These reports give the relevant details of activities planned and executed. Expenditure accounts are also given. There is also an Annual Report prepared which presents the highlights of the CLCs work and also its budgetary positions.

VI STRENGTHS & CHALLENGES

- 6.1 The main strength of the UNESCO-supported CLCs in India is their backing by nationally and internationally well-reputed NGOs like the IIE, Pune, the RKM Kolkota and the “DOOSARA DASHAK” (the Second Decade), Rajasthan. All the expertise of these NGOs is available to the CLCs. The CLCs have certainly made an impact on the local population. In Pune, for example, several village leaders, especially the women, have approached the IIE for setting up CLS in their villages. Obviously there is great need for such activities in the villages where the TLC/PLC programmes have been successfully completed and the neo-literates, especially the ladies and girls have developed aspirations for a better and more informed way of life.
- 6.2 The main challenge encountered by the CLCs at the grass-root level is shortage of funds. A perusal of the enclosed receipt and payment statements of Pune and West Bengal CLCs will indicate that the funds provided by UNESCO were short of requirement and the NGOs have had to support to a considerable extent. The income generated through fees etc. is too meager. Sustainable development of CLCs cannot take place without adequate financial support. Even for the State supported CECs, paucity of funds is a serious problem. Though a large number of CECs have been “sanctioned” in states like Maharashtra, non-release of grants have turned them into non-starters. Non-payment of salaries to primary-level workers have led to court cases besides halting the work.
- 6.3 One important lesson learnt in running the Pune CLC in the last couple of years is that there is lot of interest among the villagers (both male and female) in CLC-type action programmes. Their interest can be sustained and channelled towards a better way of life by continued activity over a long period of time.

Annexure – A

Indian Institute of Education, Pune (India)

Statement of Account of the Project : Community Learning Centre

Contract No. 844.561.2

For the Year 1.1.2003 to 31.12.2003

Expenditure/Payments	Amount (Rs.)	Income/Receipt	Amount (Rs.)
To Honorarium to Resource Persons	179,150.00	Grant Received from UNESCO	375,520.00
To Programme Expenditure (including print material)	232,997.00	By Balance c/fd. (Amount receivable from UNESCO)	95,125.00
To Contingencies	58,498.00		
	470,645.00		470,645.00

Annexure - B

**RAMAKRISHNA MISSION LOKASIKSHA PARISHAD
RAMAKRISHNA MISSION ASHRAMA
NARENDRAPUR, KOLKATA – 700 103**

*Statement of Receipts and Payments for the period from June 2002 to May 2003
in respect of implementation of Community Learning Centre*

Receipts	Amount		Payments	Amount	
	Rs.	P.		Rs.	P.
Grant received from UNESCO, New Delhi as 1 st installment for running Community Learning Centre vide letter No.1-3.3 dated 08.10.2002			Vocational Course for Skill Development and Income Generation	105,806.40	
	192,800.00		Coaching Courses for Non-Formal Primary Education with Teaching Materials	122,238.00	
Deficit (i.e. Loan) Tentatively met out of the Ashrama Fund in expectation being the amount reimbursed by the UNESCO			Support of Self-Help-Group for running Micro Enterprise	100,000.00	
	317,321.40		Library Service, Charcha Mandal, Seminar, etc.	50,267.00	
			Training of Functionaries / Community Leaders	25,034.00	
			Sports and Cultural Programmes	31,671.00	
			Mobility Support	15017.00	
			Administrative Expenses	60,088.00	
Total	510,121.40		Total	510,121.40	

Annexure C-1**Illustrative Financial Pattern for a Nodal CEC****Non-Recurring (One time grant only for initial year)**

Sr. No.	Items of Expenditure	Amount (Rs.)
1	Equipments (almirah, petromax, ground-table for putting newspapers, rollers, etc.	15,000.00
2	Books	10,000.00
3	Maps, Charts, Pictures and other teaching aids	2,000.00
4	Sports items and recreational materials, T.V., etc.	15,500.00
5	Bicycles (two)	3,500.00
	Total	45,000.00

Recurring

Sr. No.	Items of Expenditure	Amount (Rs.)
1	Honorarium of prerak @ Rs. 1,200/-p.m.	14,400.00
2	Honorarium of asstt. Prerak @Rs. 700/-p.m.	8,400.00
3	Kerosene & other lighting arrangement	1,300.00
4	Purchase of newspapers and periodicals	4,500.00
5	Purchase of Books	5,000.00
6	Training of prerak and asstt. Prerak	2,000.00
7	Monitoring and supervision (including travel expenses)	2,400.00
8	Maintenance/replacement of materials, equipments	2,500.00
9	Organisation of training workshops/programmes, etc.	2,000.00
10	Office expenses	2,500.00
	Total	45,000.00

Annexure C-2**Illustrative Financial Pattern for a CEC****Non-Recurring (One time grant only for initial year)**

Sr. No.	Items of Expenditure	Amount (Rs.)
1	Equipments (almirah, petromax, ground-table for putting newspapers, rollers, etc.	10,000.00
2	Books	5,000.00
3	Maps, Charts, Pictures and other teaching aids	1,000.00
4	Sports items and recreational materials, T.V., etc.	7,500.00
5	Bicycles	1,500.00
	Total	25,000.00

Recurring

Sr. No.	Items of Expenditure	Amount (Rs.)
1	Honorarium of prerak @ Rs. 700/-p.m.	8,400.00
2	Honorarium of asstt. Prerak @Rs.500/-p.m.	6,000.00
3	Kerosene & other lighting arrangement	1,000.00
4	Purchase of newspapers and periodicals	3,000.00
5	Training of prerak and asstt. Prerak	1,000.00
6	Maintenance/replacement of materials, equipments	1,600.00
7	Office expenses	1,000.00
	Total	22,000.00