



**Initiative for Social Change and Action (ISCA)
UNESCO (New Delhi) and
International Bureau of Education (UNESCO, Geneva)**

Report on

Curriculum Development, Civil Society Awareness and Teachers Training
for Non-formal Schools
In Carpet-weaving region of Uttar Pradesh

Venue

- ? UNICEF, Conference Hall, 73, Lodi Estate, 10-12 October 2001 (New Delhi)
- ? Hotel Janvihi, Mirzapur, Uttar Pradesh, 20-24th October 2001.
- ? Nav Sadhna Regional Pastoral Center, Varanasi, Uttar Pradesh, 31st October –7th November 2001
- ? Visit to 45 Schools in Allahabad, Mirzapur, Sant Ravidas Nagar and Varanasi districts in Uttar Pradesh State of India during January 15-19, 2002 and March 11-16, 2002.

By
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Coordinator

January 2002

“This report is prepared with financial support from UNESCO (New Delhi) and International Bureau of Education (IBE) Geneva. Any views expressed in it do not necessarily reflect their position”.

ACKNOWLEDGEMENTS

This report is an end product of the activity programme conducted for Curriculum Development and Teacher's Training Programme for Non-formal Education schools in Mirzapur- Bhadhoi carpet weaving region of Uttar Pradesh state in India. The project was funded by the United Nations Educational, Scientific and Cultural Organization (UNESCO, India) and International Bureau of Education (IBE, Geneva). I am grateful to the funding agencies without which the project could not have been undertaken. It is indeed a privilege and a proud moment to cherish in my academic life to be associated with organizations of such excellent repute that has bestowed their confidence and faith in my expertise.

Significant contributions and ideas of immense value had been flowing into the project from time to time which has enabled me to take the right decision at the appropriate time and enabled me to complete this work. My sincere gratitude extends to:

- ? Dr. M. Tawfik, (Director, UNESCO – New Delhi) for his valuable support and constant encouragement.
- ? Ms. Maria Malevri (Education Specialist, UNESCO-New Delhi) has been the main source of inspiration, extending constant academic support and valuable suggestions at each and every stage of the project. She provided several practical suggestions from the perspective of her long experience in the field of education. Her willingness to discuss every minute detail with a patient hearing, in spite of her excessive busy schedule shows the level of deep attachment and commitment towards any work she undertakes. Working with her has helped me to learn and gain experience in vast measures.
- ? Ms Isabel Byron and Sobhi Tawil from IBE, Geneva, who came all the way from Geneva to support and provide valuable guidance for the curriculum development and training inputs.
- ? Prof. C.J. Daswani, for his guidance, support and constant help during the whole course of this programme activity. He was instrumental in providing training to the Master trainers. He has always been a constant source of encouragement and has provided the necessary suggestions at appropriate moments in order to improve the quality of this training programme.

- ? Dr. Om Prakash Singh, for providing academic suggestions and providing training to the Master trainers and teachers. He provided support during the monitoring and evaluation period..
- ? Officials of the Labour department from the four districts of Allahabad, Mirzapur, Sant Ravidas Nagar and Varanasi associated with National Child Labour Eradication Programme. I am indebted in particular to Dr. David Rangpal from Project Mala, Mr. B.K. Rai, Mr. A.K. Rai, Mr. Rakesh Kumar and Mr. Rakesh Dewedi from Labour department for extending all possible help and cooperation during the training programme.
- ? All Non-governmental Organizations and deputed Master trainers and teachers associated with Non-formal Education Programme in the four districts are acknowledged for providing support and cooperation. The NGOs were prompt in supplying information regarding their activities and work profile. All the NGOs NFE schools selected for monitoring and evaluation had been most patient and cooperative with the trainers.
- ? Last but not the least, my sincere acknowledgements to all the children, the parents, the teachers and the community members for their assistance in providing valuable information and cooperation for providing the training to the teachers.

Bupinder Zutshi

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**Workshop Report on Curriculum Development and Teacher's Training Programme
For Non-formal Education
10-12 October 2001, New Delhi**

A three day workshop on Curriculum Review and Teachers Training for NFE Schools in the carpet-weaving region of Uttar Pradesh was held under the auspices of Initiative for Social Change and Action (ISCA) in collaboration with UNESCO, Delhi and International Bureau of Education (IBE, UNESCO, Geneva) from 10-12 October 2001 at UNICEF Conference Hall, 73, Lodi Estate, New Delhi. (Refer Annexure I Programme of the Workshop)

The Workshop was attended by the Director, UNESCO, Delhi, Education Specialist, UNESCO, representatives from IBE (Geneva), Government of Uttar Pradesh Labour department, ILO, Delhi, NOS, NCERT, JNU, NGOs like Project Mala, Don-Bosco Ashalayam, Tomorrow's Foundation, Prayas, Bachpan Bachhoa Aandolan, CREDA, Education experts, journalists, academicians and teachers from the NFE schools of Mizapur-Bhadhoi carpet weaving belt.

In the inaugural session the Director UNESCO, Mr. M. Tawfik welcomed the participants' and requested Ms. Maria Malevri to give the background of the workshop.

Ms. Malevri, Education Specialist, UNESCO presented a brief on the various activities of UNESCO, New Delhi conducted from time to time on Curriculum development in Jaipur and various other parts of India. She stated the efforts of UNESCO under the programme of education for children in difficult circumstances and the support given to various NGOs like Don-Bosco Ashalayam, Cini Asha and Prayas to rehabilitate and provide education to the street and working children in India. She stated that the results of the study on "A situational analysis of street and working children in India", sponsored by UNESCO had indicated that majority of teachers teaching in the NFE schools run by NGOs with the support of government of India, voluntary agencies, etc; work without appropriate curriculum, teaching-learning materials and appropriate training to the teachers. It was with this background that UNESCO supported an ISCA proposal to review and develop the curriculum and provide training to the teachers.

Prof. C. J. Daswani in his inaugural address suggested that various NFE programmes, being undertaken under different banners and agencies, could all be under a common umbrella. Prof. Daswani presented the major problem of dropouts which exists in three forms namely the 'stay outs' due to non-existence of schools, the 'pull outs' by parents themselves due to economic and cultural compulsions especially in the case of girl children and the 'push outs' belonging to the age group of 10 to 12 years due to the school system not being geared to their needs.

He said, that the NFE programme caters mainly for children between 6 to 14 years and in some cases it even caters to adult education. There are about 400,000 centres, which operated at one time with 80% of them belonging to the government and

20% being managed by the NGOs. The main philosophy is to mainstream the children by encouraging their competencies. It's main objective is learning in 3 years at an accelerated rate to join a formal school at the upper primary stage. The programme today being discussed is a programme, which was designed by the Ministry of Labour for children below 14 years who were working.

Prof. Daswani believed that any child who did not go to school would automatically imply that he/she was engaged in some other activity and would therefore be considered as a working child. The Ministry of Labour set up this scheme 8 to 9 years back and pulled out such children and gave them a stipend to join school. He focussed on the main problems faced by such a programme e.g. that of inadequate teachers lack of teachers training and a dearth of materials. He was hopeful to achieve the analysis of the textbooks and develop a curriculum as well as develop the teachers training programme.

Dr. B. Zutshi, coordinator of the programme presented the background of this workshop in the light of two studies sponsored by UNESCO, Delhi and National Human Rights Commission of India. After the promulgation of Child Labour Act- 1986, several children have been withdrawn from hazardous occupations in India. The government of India envisaged a rehabilitation package for the affected families by providing Non-formal education to the children along with other rehabilitation package. The results of the two studies point out that majority of the NFE schools supported by government, NGOs, voluntary agencies, lack standardized curriculum and teaching-learning materials. Moreover majority of the teachers are not either appropriately trained or lack training component altogether. It was with this background that UNESCO, Delhi and IBE, Geneva was approached to support the efforts of ISCA to review and develop curriculum for NFE in the carpet-weaving region and to provide appropriate training to the teachers. (Refer Annexure III for background of the Workshop)

Ms Isabel Byron from IBE (Geneva) expressed that the Director of the IBE was happy to be associated with the programme as it addressed issues of key concern to the IBE, namely curriculum development for social cohesion and poverty alleviation through education. Ms Byron referred to the Promoting Primary and Elementary Education Project (PROPEL) run by the India Institute for Education (IIE), citing it as an example of a non-formal education programme for rural children which has had considerable success and which had been recognized by UNESCO as a model for other NFE efforts.

Mr. A.K. Rai, Project Director, National Child Labour Programme (NCLP) Bhadhoi and Deputy Labour Commissioner, Bhadhoi stated the objectives of the National Child Labour Programme, includes a comprehensive strategy for the economic rehabilitation of families as well Non-formal education component for the children. Education includes nutrition, healthcare and economic aid.

Mr. M. Tawfik Director UNESCO highlighted the three aspects in his remarks;

- ? Firstly he appreciated the collaboration and partnership approach of the programme, which brought several agencies together like the UNESCO, IBE, Geneva, the Government of India, NGOs and others.
- ? Secondly he addressed the teachers not to take this programme only as a part of their career development programme, as it goes much beyond that, demanding their dedication, sincerity and hard work to help the society at its time of need. He emphasized the need to understand and share the problems in order to identify the needs and requirements. He felt that the problems could be tackled directly as well as indirectly adopting different approaches and strategies at various levels.
- ? Finally he emphasized that any programme or project must have an inbuilt sustainability component. Therefore efforts should start to make projects sustainable and suggest policies and recommendation, which bring in the element of sustainability. He stated that resources of all kinds like human, financial, etc should not be wasted but be properly utilized to achieve sustainability.

The session ended with a vote of thank given by the coordinator of the programme.

Prof Daswani chaired the second session. While initiating the session Prof. Daswani explained the principle of Non-formal educations and its requirement to cater to the needs of working and out-of-school children. He stated that competencies required for the formal and non-formal education are essentially similar but the approach and methodology to achieve these competencies vary depending upon the needs of the children. He emphasised the importance and the need to have a curriculum for the non-formal education.

Representatives from various NGOs like Project Mala, Don-Bosco Ashalayam, Tomorrow's Foundation, Prayas and Bachhpan Baccha Aandolan presented the nature of activities undertaken by their organization for Non-formal education as well as methodologies followed and adopted by them to provide Non-formal education to the street and working children.

The ILO representative, Ms. Laxhmi explained the initiatives undertaken by ILO for Non-formal education under the International Programme of Elimination of Child Labour in collaboration with the Ministry of Labour. She stated that currently their programme is been undertaken in five regions, with the main focus being on children working in hazardous occupations.

Representative from National Open School, Mr. Saket stated that they have already prepared a draft curriculum for NFE schools under the NCLP programme.

Dr. Nagender Singh from NIE, Ajmer stated various approaches and requirements for non-formal education and that currently they do not have any set curriculum.

The post lunch session discussed the requirements for analysis of lessons and books by the Master Trainers. An in depth analysis was outlined by Dr. Yogesh Kumar from NCERT and Dr. Das Gupta from National Open School. Both presenters explained the methodology to be adopted by the Master trainers while attempting to analyse the contents of the lessons given in the books.

Prof. Daswani stated that the curriculum should be designed on some kind of a basis, like national orientation, societal needs and requirements or on the basis of subject orientation. He felt that mostly curriculum's followed the last category, almost ignoring the first two categories.

The participants were divided into two groups under the overall supervision of Prof. C.J. Daswani and guidance of Dr. Yogesh Kumar, Dr. P. Dasgupta and Dr. Nagender Singh for an in-depth analysis of the books (Class I to Class V followed by the Uttar Pradesh Basic Education Board.) and lessons given in these books were discussed threadbare. Groups were assigned the task to undertake the analysis separately for:

- ? Mathematics
- ? Language
- ? Social science and Environmental studies.

The methodology followed was to identify the lessons in terms of

1. Title of the book
2. Subject
3. Source
4. Contents of the lesson
5. Competencies in the lesson
6. Teaching-learning processes adopted in the lesson
7. Nature of exercise assignments given in the lesson
8. Language Vocabulary and level of their difficulty
9. Remarks.

Prof. Daswani mentioned that the aim of this analysis was to imbibe a thorough understanding of the lesson to the Master trainers, dissecting the contents and competencies in the lessons to get a thorough understanding about the lessons. He stated that once master trainers have full grasp of the lesson, they would be in a position to search for an ideal methodology to teach the contents of the lesson appropriately to the children.

The analysis of the lesson of books on these subjects continued on the second and the third day of the workshop. In between Prof. Daswani explained and clarified the doubts raised by the participants.

A separate session was held to give all the participants a chance to express their views and the explain the analysis of the lessons undertaken by them during the last three days on the basis of the methodology explained to them by the experts. The participants presented detailed analysis undertaken by them. They expressed the

usefulness of the analysis undertaken by them. The analysis given by them was highly appreciated by the experts.

Ms. Isabel Byron of the IBE chaired the last session of the Workshop. Dr. B. Zutshi presenting the summing up of the expected outcomes and the recommendations of the workshop. Dr. Yogesh Kumar and Dr. P. Dasgupta gave their remarks about the analysis of the teachers undertaken for the lesson allotted to them. They felt that the workshop had achieved its basic objectives of cultivating skills among the teachers to undertake proper analysis of the lesson. At the same time they were of the opinion that this was an ongoing process and next part of the programme to be conducted in Mirzapur from 19th October to 24th October 2001 would be important to develop the skills effectively. Two trainees also expressed their satisfaction with the programme and felt it has helped them to analyse the lessons effectively. They were extremely happy with the outcomes of the programme.

Mr. Sobhi Tawil from IBE, Geneva while presented his remarks on the programme felt the approach adopted in the workshop was effective to dissect the lessons in order to examine the contents of the lessons threadbare.

Ms. Maria Malevri expressed her happiness of the results achieved in the workshop. She expressed her willingness to take the programme further in order to develop methodology for training teachers of NFE. She hoped that the methodology once perfected would be accepted by the Ministry of Labour, Government of India for training teachers of NFE schools in other regions. She expressed her satisfaction with the efforts undertaken by ISCA in organising this workshop.

Prof. Daswani elaborated the future activities to be conducted at Mirzapur in order to provide the training to the Master trainers. He gave home tasks to the master trainers before the actual training to be conducted from 19th October 2001. (Refer Annexure IV)

Dr. Mondira Dutta. Z gave vote of thanks on behalf of ISCA expressing gratitude to UNESCO, Delhi, IBE, Geneva and other NGOs who have joined together to make this programme a success.

Expected Outcomes:

The expected outcome of the Workshop were:

1. Understanding the Non-formal Education approach and its need and requirement to integrate it within the formal education system
2. Provide skills to the Master trainers to analyse the contents of the lessons of the books in terms of its contents, competencies, teaching-learning processes, presentation format, nature of exercise assignments, language vocabulary.
3. Prepare the Master trainers for an intensive training to be imparted by the experts during the 5 days intensive training programme at Mirzapur from 19th October to 24th October, 2001

Recommendations

Following the concern of the Director UNESCO about the sustainability of such programmes in future, It was recommended that following the monitoring and evaluation of the results of this training programme, efforts would be made with the support of UNESCO and IBE (if the results were positive) to develop effective curriculum methodology for the training of the teachers of the NFE programme.

The curriculum could be designed after conducting such programmes for southern states and eastern states of India and the feedback received from such programmes would help to prepare effective curriculum methodology for the training.

Once the methodology is developed and perfected, the government of India, UNESCO would approach Ministry of Labour to built-in the training programme as a part of NCLP programme. The resource personnel for such training could be provided by ISCA, NCERT, NOS, DIETS and other education institutes.

PROGRAMME

Workshop on Curriculum Review and Teachers Training for NFE Schools In Carpet-weaving region of Uttar Pradesh

10-12 October 2001

Venue: UNICEF, Conference Hall, 73, Lodi Estate, New Delhi

Date: Wednesday, 10th October 2001

9.30 to 10.00

Registration

10.00 – 11.30

Inaugural Session

| | | | |
|------------------|---|-----------------------------------|---------------|
| Chairman: | Mr. Tawfik (Director, | UNESCO, New | Delhi) |
| | Welcome and Introductory Remarks | Ms. Maria Malevri | |
| ? | Inaugural Address | Prof. C.J. Daswani | |
| ? | Background Paper | Dr. B. Zutshi | |
| ? | Remarks | Ms. Isabel Byron (IBE, Geneva) | |
| ? | Non-Formal Education under National Child Labour Project | A.K. Rai | |
| ? | Remarks by Chairman | Mr. Tawfik | |
| ? | Vote of Thanks | Dr. B. Zutshi | |

11.30 Tea Break

11.30- 1-30 Technical Session I (Curriculum Development Concerns)

Chair Prof. C.J. Daswani

? **Non-formal Education – Strategy**

Project Mala

David Rangpal

Don-Bosco Ashalayam

Kalol Choudhry

Tomorrow's Foundation

Ashis Roy

Prayas

Santosh

Bachpan Bachao Aandolan

Sunil Trivedi

ILO

Ms. Laxmi

NOS

Mr. Saket

1.30- 2.30

LUNCH

2.30- 5-30

Curriculum Review and Development Analysis

Curriculum Analysis: Methodology and Techniques

? Dr. Yogesh Kumar

NCERT

? Dr. P. Das Gupta

National Open School

? Dr. Nagender Singh

NIE, Ajmer

? Summing up

Prof. C. J. Daswani

Group Discussion on Course Contents for Class I- V books prescribed by Uttar Pradesh Basic Education Board.

- ? Language
- ? Maths
- ? Environmental Science and Social Science

Date: Thursday 11th October 2001

| | |
|--------------|---|
| 10.00- 11.30 | (Evaluation and analysis of books Class I- V) |
| 11.30- 11.45 | Tea Break |
| 11.45- 1.30 | Group discussion on subject wise curriculum and books for Class I-V |
| 1.30- 2.30 | LUNCH |
| 2.30- 5.30 | Group Discussion Continued |

? Clarification of the problems faced while analysing the books.

Date: Friday 12th October 2001

| | |
|--|--|
| 10.00- 11-30 | Group Discussion |
| 11.30- 11.45 | Tea Break |
| 11.45- 1.30 | Presentation of Group Reports by Participants |
| Chair | Dr. David Rangpal |
| | Analysis and other views presented by teachers |
| 1.30-2.30 | LUNCH |
| 2.30- 5.00 | Recommendation: |
| Chair | Ms. Isabel Byron |
| Summing up | Dr. B. Zutshi |
| Trainers Remarks | Dr. Yogesh Kumar, Dr. P. Dasgupta |
| Trainees Remarks | Mr. Kalol Chouwdhri, Sunil Trivedi |
| Remarks | Mr. Sobhi Tawil |
| | Ms. Maria Malevri |
| Programme Activity at Mirzapur and Varanasi: | Prof. C.J. Daswani |
| Vote of Thanks | Dr. Mondira Dutta. Z. |

List of Participants

Workshop on Curriculum Review and Teachers Training for NFE Schools
In Carpet-weaving region of Uttar Pradesh

10-12 October 2001 (New Delhi)

List of Participants:

- | | |
|--------------------------|---------------------------------|
| 1. Mr. Tawfik | Director, UNESCO |
| 2. Prof. C.J. Daswani | Education Expert |
| 3. Ms. Maria Malevri | Education Expert (UNESCO) |
| 4. Ms. Maria Vaz | UNESCO, Delhi. |
| 5. Ms. Isabel Byron | IBE (UNESCO, Geneva) |
| 6. Mr. Sobhi Tawil | IBE (UNESCO, Geneva) |
| 7. Dr. Nagendra Singh | RIE (Ajmer) |
| 8. Dr. P.Dasgupta | National Open School |
| 9. Dr. Yogesh Kumar | NCERT, Delhi |
| 10. Dr. David Rangpal | Educationist |
| 11. Mr. A.K. Rai | Project Director, NCLP, Bhadhoi |
| 12. Mr. Saket | National Open School |
| 13. Ms. Laxhmi | ILO |
| 14. Representative | PRAYAS |
| 15. Mr. Kalol Choudhary | Don Bosco Ashalayam, Kolkata |
| 16. Mr. Ashish Roy | Tomorrow's Foundation, Kolkata |
| 17. Dr. Mondira Dutta. Z | ISCA |
| 18. Mr. Shahir Hassan | Journalist |
| 19. Ms. M. Kariam | ISCA |
| 20. Dr. B. Zutshi | ISCA |

List of Master Trainers Selected for Training

- | | |
|-----------------------------|-----------------------|
| 1. Rajendra Prasad Mishra | (Itwa, Bhadhoi) |
| 2. Rajendra Prasad | (Kolhan, Bhadhoi) |
| 3. Deep Chand | (Project Mala) |
| 4. Mahadev | (Project Mala) |
| 5. Dharmraj | (CREDA) |
| 6. Sh. Sanjay Pal | (Karchana, Allahabad) |
| 7. Sh. Pradeep Kumar | (Allahabad) |
| 8. Sri Manoj Kumar | (Mirzapur) |
| 9. Sri Sriram | (Mirzapur) |
| 10. Sh. Sunil Trivedi | (SAACS) |
| 11. Smt. Rajmani Singh | NCLP, Varanasi |
| 12. Shri. Adeep Kumar Dubey | NCLP, Varanasi |

Civil Society Awareness and Master Trainers Training for Non-Formal Education in Mirzapur- Bhadhoi Carpet weaving Region of Uttar Pradesh

20-24th October 2001, Hotel Janvihi, Mirzapur. Uttar Pradesh.

Introduction:

Five-days programme on Civil Societies Awareness, Curriculum Review and development and Master Trainers and Teachers Training programme for Non-formal Education (NFE) Schools in the carpet-weaving region of Uttar Pradesh was held under the auspices of Initiative for Social Change and Action (ISCA) in collaboration with UNESCO, New Delhi and International Bureau of Education (IBE, UNESCO, Geneva) from 20-24th October 2001 at Janvihi Hotel, Mirzapur (Refer Annexure I, Programme of the training cum workshop)

Mr. D.V Dixit, I.A.S, Commissioner, Mirzapur Range, Uttar Pradesh inaugurated the Awareness and Training Programme cum Workshop at Mirzapur. Other participants in the Training programme were Ms. Maria Malevri, Education Specialist UNESCO, Prof. C.J. Daswani, Consultant UNESCO, Dr. Bupinder Zutshi, Coordinator of the Training programme, Dr. Om Prakash Singh NFE Trainer (J.N. University, New Delhi), Mr. A.N. Misra, Deputy Labour Commissioner, Mirzapur, Mr. A.K. Rai, Deputy Labour Commissioner Bhadhoi, Mr. Rakesh Dewedi, Assistant Labour Commissioner Mirzapur, Dr. David Rangpal, Director, CES (Project Mala). Mr. Shamsad Khan, CREDA, and Mr. Peter Scoopes, Education Specialist, Project Mala, United Kingdom.

The inaugural session of the programme was attended by 300 participants representing Civil Societies organizations, NGOs associated with non-formal education, government officials, media and press personnel, journalists, teachers of the non-formal education centres, parents (both mother and father) of the children enrolled in the non-formal schools and other direct stake holders. (Refer Annexure- II, List of participants). The Master Training Programme was residential training programme. The residential training helped to create a conducive environment and gave more time for the training.

The objective of the inaugural session at Mirzapur was to create mass awareness among the NGOs, parents, teachers and direct stakeholder about the Non-formal education programme undertaken by the Ministry of Labour, Government of India and other civil society organizations. The purpose was to inculcate the approach and requirements for successful NFE programme strategy currently being conducted by the NGOs. The aim is also to imbibe a sense of dedication for initiating basic primary education in the area. The awareness programme provided inputs for creating awareness for the relevance of NFE and incorporating necessary ingredients for successful NFE strategy in the special schools supervised by NGOs under the guidance of District Child Labour Societies.

Dr. Bupinder Zutshi, Coordinator of the programme, welcomed all the participants and presented the background of this awareness cum training programme in the light of the results of the two studies conducted by him. These two studies were sponsored by UNESCO, New Delhi and National Human Rights Commission of India. After the promulgation of Child Labour Act- 1986, several children have been withdrawn from hazardous occupations in India. The government of India envisaged a rehabilitation package for the affected families by providing Non-formal education to the children along with other rehabilitation package. The results of the two studies point out that majority of the NFE schools supported by government, NGOs, voluntary agencies, lack standardized curriculum and appropriate teaching-learning materials. Moreover majority of the teachers are not either appropriately trained or lack training component altogether. It was with this background that UNESCO, New Delhi and IBE, Geneva was approached to support the efforts of ISCA to review and develop curriculum for NFE in the carpet-weaving region and to provide appropriate training to the teachers.

Dr. Zutshi presented the programme outline and stated that the whole programme has been planned into five phases. The phases are as follows:

- ? **Phase –I Workshop on Curriculum Review and Lesson Analysis of Books followed in the Primary Schools in the Carpet- Weaving region of Uttar Pradesh.** The Workshop was held from 10-12 October 2001 at UNICEF Conference Hall, New Delhi. 12 Master trainers selected from various NFE schools in the carpet-weaving region were trained in the workshop. Experts from UNESCO, ILO, NCERT, NOS, SCERT, Universities, Ministry of Labour, Child Labour Project Societies and successful NFE programme NGOs and local NGOs were involved for the review and development of curriculum, teaching-learning materials and module for imparting training to the instructors.
- ? **Phase-II Civil Societies Awareness, Curriculum Review and Development and Master Trainers.** The programme was held at Janvihi Hotel, Mirzapur from 20th October – 24th October 2001.
- ? **Phase-III Teachers Training.** The teacher training was to be held from 31st October – 7th November 2001 at Nav Sadhna, Regional Pastoral Center, Shivpur, Varanasi, and Uttar Pradesh. 63 teachers teaching in the NFE schools, supervised by Civil Societies and NGOs under the guidance of District Child Labour Societies of Allahabad, Varanasi, Mirzapur, Bhadhoi and teachers from NFE schools supervised by Project Mala, Carpet Export Promotion Council, CREDA and ILO-IPEC programme are being provided training by experts and Master trainers.
- ? **Phase-IV Monitoring of teaching by trainees at NFE schools.** This phase will start from 15th December to 15th February 2002. Experts and Master trainers will visit NFE schools and observe the teaching provided by the trainees. Appropriate support and guidance will be given by the experts and Master trainers in the school to improve the quality of teaching.

- ? **Phase-V Assessing Achievement Levels of Children in the schools.** An assessment survey among the selected children for identifying the achievement levels will be conducted in April-May 2002 to examine the results of the whole programme.

Prof. C. J. Daswani in his inaugural address suggested that various NFE programmes, being undertaken under different banners and agencies, could all be under a common umbrella. Prof. Daswani presented the major problem of dropouts which exists in three forms namely the 'stay outs' due to non-existence of schools, the 'pull outs' by parents themselves due to economic and cultural compulsions especially in the case of girl children and the 'push outs' belonging to the age group of 10 to 12 years due to the school system not being geared to their needs.

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Prof. Daswani believed that any child who did not go to school would automatically imply that he/she was engaged in some other activity and would therefore be considered as a working child. The Ministry of Labour set up this scheme 8 to 9 years back and pulled out such children and gave them a stipend to join school. He focussed on the main problems faced by such a programme e.g. that of inadequate teachers lack of teachers training and a dearth of materials. He was hopeful to achieve the analysis of the textbooks and develop a curriculum as well as develop the teachers training programme.

Ms. Maria Malevri, Education Specialist, UNESCO shared the concern of UNESCO to achieve Education For All as well as to provide quality education. She extorted that it was with this perspective in mind that the UNESCO supported the curriculum development and training programme in the carpet-weaving belt of Uttar Pradesh. She focussed that the main problem of street and working children should be addressed through quality education. She expressed the view that civil societies, NGOs and parents have to play a significant role to inculcate the sense of discipline among the teachers for achieving the basic objectives of education the children. She expressed confidence for the positive outcomes from the programme, judging the participation by civil societies, parents especially mothers and social activists. She also presented a brief on the various activities of UNESCO; New Delhi conducted from time to time especially on Curriculum development in Jaipur and various other parts of India. She stated the efforts of UNESCO under the programme of education for children in difficult circumstances and the support given to various NGOs like Don-Bosco Ashalayam, Cini Asha and Prayas to rehabilitate and provide education to the street and working children in India. She stated that the results of the study on " A situational analysis of street and

working children in India”, sponsored by UNESCO had indicated that majority of teachers teaching in the NFE schools run by NGOs with the support of government of India, voluntary agencies, etc; work without appropriate curriculum, teaching-learning materials and appropriate training to the teachers. It was with this background that UNESCO, New Delhi and IBE, Geneva supported an ISCA proposal to review and develop the curriculum and provide training to the teachers.

Mr. A.N. Misra, Deputy Labour Commissioner, Mirzapur Range, gave a vivid explanation of the National Child Labour Projects undertaken in the regions and felt that the programme has helped in the eradication of child labour in carpet weaving activities. He explained that in addition to education the NCLP covers other rehabilitation measures for the families of the children released from the work. Dr. David Rangpal, Director, CES schools presented his methodology for the successful model of Non-formal schools in the region.

Mr. D.V. Dixit in his presidential remarks commended the organizers for undertaking the most important component of providing appropriate training to the teachers. He explained that the course to be taught in these schools would be Uttar Pradesh Board course books. He stated that education is a tool, which empowers voiceless and marginalized societies, thereby ensuring equitable social and economic justice. He expressed his pleasure to be associated with this social awakening.

Mr. Rakesh Dewedi gave vote of thanks, expressing gratitude to the participants for sharing their unequivocal support to the cause of education.

The second part of the inaugural session was devoted to provide awareness about the NFE programmes undertaken by the NGOs with the support from government and other donor agencies. Several participants asked question about the relevance, efficacy and strategy for non-formal education. Government officials of the labour department answered the queries. The question-answer session continued for one and a half hour. Parents of the enrolled children, NGOs personnel supervising NFE programme and social activists also raised several questions. All officials, and the organisers clarified reservations about the programme raised by parents and NGOs. The session generated tremendous enthusiasm and parents expressed their willingness to cooperate with the Child Labour Societies for improving the quality of education. The participants appreciated the UNESCO initiative and felt that it will go a long way to improve the quality of education especially the skills of teaching.

Master Trainers Training Programme:

The third session on 20th October 2001, started at 2.30 P.M. to train 12 Master Trainers who have been already been given three- days orientation course at Delhi from 10-12 October 2001. The objective of the training cum workshop was to provide appropriate training skills for 5 days by identified experts to the selected Master trainers (Refer Annexure III List of Master Trainers). The training was residential training. Prof.

C.J. Daswani, Education expert and Consultant UNESCO and Dr. Om Prakash Singh (from Jawaharlal Nehru University) conducted the training programme for the 12 Master Trainers for the 5 days. Two groups of 5 trainees each were made to impart the training. The training programme covered the following aspects:

| Date: | Particulars |
|-------------------------------|--|
| 20-22 October 2001 | Analysis of Teachers Training manual. |
| 23 rd October 2001 | Demonstration given by Master Trainers at Mujhera School, Project Mala , Mirzapur. |
| 23 rd October 2001 | Analysis of the Demonstration. |
| 24 th October 2001 | Lesson Analysis of Class I-V books followed by UP Board. |

The analysis of teacher training manual include

- ? **Background Information to Trainee**
 - o Role and responsibility of Community Volunteer in the Centers
 - o Significance of proper and suitable management of conducting activities in the centers.
 - o Help required from Community, people of the area, other teachers of the area, local surroundings etc; to develop be in the centers.
- ? **Understanding of Non-formal Education**
- ? **Intellectual, cultural and social understanding of children**
 - o Knowing the children of center- their intellectual and understanding level, their behaviour, their interests, development and understanding level and problems while learning.
- ? **Methods of learning and teaching**
 - o Learning through various methods- words, language, home surroundings, and community surroundings.
 - o Learning and teaching with the help of story, poems, jokes, small plays, participatory method of discussion among children, demonstration through charts, local surroundings, learning and doing, visits to nearby areas.
 - o Experiences of children, collecting information from other and joint work by the groups.
- ? **Knowledge about learning-teaching materials:**
 - o Types of teaching-learning materials- books, charts, workbooks, films, TV, etc;
 - o Lesson analysis of school primers, Worksheet books
 - o Methods to be utilized of teaching based on lesson analysis.
- ? **Significance of education for girls.**
- ? **Details about teaching Arithmetic / Maths**
- ? **Details about teaching Science**
- ? **Details about teaching Surroundings and Social Science**
- ? **Evaluation of achievement.**

The Master Trainers undertook the lesson analysis of the books from Class I-V followed by the UP Board. Each master trainer was given separate project to complete the instructional manual and lesson analysis of the books for class I-V. The methodology followed was to identify the lessons in terms of

10. Title of the book
11. Subject
12. Source
13. Contents of the lesson
14. Competencies in the lesson
15. Teaching-learning processes adopted in the lesson
16. Nature of exercise assignments given in the lesson
17. Language Vocabulary and level of their difficulty
18. Remarks.

On the basis of lesson analysis five years of course was reformed into three years course deleting some of the repeated lessons as well as some lesson, which have little relevance with the area. The 10 Master trainers were highly satisfied with the training. Homework was given to them to analyse all the lessons of the books for Class VI. The Master trainers were asked to attend and provide supervision and guidance for the teachers training programme from 31st October to 7th November at Varanasi.

PROGRAMME

*Workshop on Civil Society Awareness, Curriculum Review and Master Trainers
Training for NFE Schools*

In Carpet-weaving region of Uttar Pradesh

20-24th October 2001

Venue: Hotel Janvihi, Mirzapur, Uttar Pradesh

Date: Saturday, 20th October 2001

9.30 to 10.00 Registrations

10.00 – 11.30 Inaugural Sessions

Chairman: Mr. D.V. Dixit, Commissioner, Mirzapur Range

| | |
|------------------------------------|---------------------|
| ? Welcome and Introductory Remarks | Dr. Bupinder Zutshi |
| ? Inaugural Address | Prof. C.J. Daswani |
| ? Guest Address | Ms. Maria Malevri |
| ? Address | Mr. A.N. Misra |
| ? Address | Dr. David Rangpal |
| ? Presidential Address | Mr. D.V. Dixit |
| ? Vote of Thanks | Mr. Rakesh Dewedi |

11.30 Tea Break

11.30- 1-30 Technical Session I- Civil Society Awareness Programme

Chair Prof. C.J. Daswani

| | |
|---|---|
| ? Non-formal Education – Strategy | |
| Background Paper | Dr. B. Zutshi |
| Questions and Intervention from the Floor (NGOs personnel, Parents, Journalistes) | |
| Answers by Mr. A.K. Rai | Deputy Labour , Bhadhoi |
| Mr. A.N. Misra | Deputy Labour Commissioner, Mirzapur |
| Mr. Rakesh Dewedi | Assistant Labour Commissioner, Mirzapur |
| Dr. B. Zutshi | Coordinator Training Programme |
| Prof. C.J. Daswani | Experts |

1.30- 2.30 LUNCH

2.30- 5-30 Master Trainers Training- Session –I

Experts: Prof. C.J. Daswani and Dr. Om Prakash Singh

| | |
|-------------------------------|--|
| 20-22 October 2001 | Analysis of Teachers Training manual. |
| 23 rd October 2001 | Demonstration given by Master Trainers at Mujhera School, Project Mala , Mirzapur. |
| 23 rd October 2001 | Analysis of the Demonstration. |
| 24 th October 2001 | Lesson Analysis of Class I-V books followed by UP Board. |

List of Participants
Workshop on Civil Society Awareness, Curriculum Review and Master Trainers
Training for NFE Schools

20-24TH October 2001 (Mirzapur, Uttar Pradesh)

List of Participants:

- | | |
|--------------------------|---|
| 1. Mr. D.V. Dixit I.A.S. | Commissioner, Mirzapur Range |
| 2. Ms. Maria Malevri | Education Expert (UNESCO) |
| 3. Prof. C.J. Daswani | Education Expert |
| 4. Mr. A.N. Misra | Deputy Labour Commissioner, Mirzapur |
| 5. Mr. A.K. Rai | Project Director, NCLP, Bhadhoi |
| 6. Dr. Bupinder Zutshi | Coordinator |
| 7. Mr. Rakesh Dewedi | Assistant Labour Commissioner, Mirzapur |
| 8. Dr. Om Prakash Singh | Expert, J.N. University |
| 9. Mr. Peter Scoopes | Education Expert, Project Mala, U.K |
| 10. Dr. David Rangpal | CEO, Project Mala |
| 11. Mr. Shamshad Khan | CREDA |
| 12. Mr. Shiva | Coordinator, ILO- IPEC Project |

List of Master Trainers

- | | |
|-----------------------------|-----------------------|
| 13. Rajendra Prasad Mishra | (Itwa, Bhadhoi) |
| 14. Rajendra Prasad | (Kolhan, Bhadhoi) |
| 15. Deep Chand | (Project Mala) |
| 16. Mahadev | (Project Mala) |
| 17. Dharmraj | (CREDA) |
| 18. Sh. Sanjay Pal | (Karchana, Allahabad) |
| 19. Sh. Pradeep Kumar | (Allahabad) |
| 20. Sri Manoj Kumar | (Mirzapur) |
| 21. Sri Sriram | (Mirzapur) |
| 22. Sh. Sunil Trivedi | (SAACS) |
| 23. Shri. Adeep Kumar Dubey | NCLP, Varanasi |

List of NGOs Personnel

- | | |
|-------------------------------|--------------------------------------|
| 1. Smt. Lakshimi Kumari | Nirgham Swaraswati Bal Vidhya Mandir |
| 2. Sh. Girdhar Gopal Tripathy | Vishambarnath Laxhimi Narayan Samiti |
| 3. Ms. Nilma Shrivastava | Priyadarsini Khadi Gramodyog |
| 4. Dr. Ashok Kumar Nigham | Krishna Jain Sewa Sansthan |
| 5. Sh. Laxhimi Shanker Mishra | Gramin Vikas Sewagram |
| 6. Sh. Sheshmani Singh Yadav | Swatantra Bharat Kisan Sewa Jan |
| 7. Sh. Vijay Kumar Pandey | Samajostan Avam Bal Vikas |
| 8. Sh. Prem Bihari Mishra | Pachdevra Gramin Vikas Samiti |
| 9. Sh. Sangham Lal Shukla | Adarsh Janta Vikas Samiti |
| 10. Sh. Vijay Shankar Shukla | Janta Hit Karyakarni Sewa |
| 11. Sh. Ram Kailash Yadav | Gram Vikas Sewa Samiti |
| 12. Sh. Ram Milan Yadav | Sharim Vikas Sewa Ashram |
| 13. Sh. S. Kumar | Lok Kalyan Sansthan |
| 14. Sh. S.N. Tiwari | Vaishnavi Shiksha Samiti |
| 15. Sh. Baijnath Bind | Jan Kalyankari Vikas Sewa |
| 16. Smt. Sushila Tiwari | Adiwasi Mahila Bal Vikas |
| 17. Sh. Rajendra Kumar | Gram Vikas Shiksha Samiti |

| | |
|-----------------------------|-------------------------------|
| 18. Sh. Shiv Narayan Singh | Sarvodaya Sewa Sansthan |
| 19. Sh. Alok Shrivastava | Manas Chetna Vikas Samiti |
| 20. Dr. Kamla Singh | Kamla Lok Sangit |
| 21. Sh. Ram Nidhi | Dr. Bhimrao Ambedkar Dalit |
| 22. Sh. Sachin Kumar | Harijan Avam Samajik Uthhan |
| 23. Om Prakash Singh | Prerna Bal Mandir (Mirzapur) |
| 24. Shri. Kamla Prasad | |
| 25. Shri. Brughunath Sharma | |
| 26. Sh. Mahesh Pandey | Sarvodaya Gram Swaraj |
| 27. Sh. Rajkumar Phathak | |
| 28. Sh. Prem Chandra | SVSS |
| 29. Smt. Kamini | SVSS |
| 30. Sh. Ramnath | Gram Vikas Pariyavaran |
| 31. Sh. Hubulal | Karnodya |
| 32. Sh. Nandlal Dubey | Karnodaya |

NGOs Represented:

| | | |
|---|------------------|-----------|
| 33. Bal Kalyan Avam Samajik Vigyan Sansthan, Gyanpur | | |
| 34. Dr. Shambu Nath Singh Sodh Sansthan, Varanasi | | |
| 35. Jan Kalyan Samiti, Assi, Varanasi | | |
| 36. Bal Avam Mahila Kalyan Sansthan, Varanasi | | |
| 37. Lok Sewa Sansthan, Gopalapur | | |
| 38. Deen Dukhi Sewa Ashram | | |
| 39. Bal and Mahila Kalyan Santthan | | |
| 40. .Badte Kadam Sewa Samiti, S-25/235, K.A. Sarsoli | | |
| 41. Mahila Chetna Samiti, N-6/2, Indira Nagar, Chitapur | | |
| 42. Social Welfare Institute, S-8/4-1K, Rambhorse Nagar | | |
| 43. Mahila Aarthik Sanskritik Avam Shakshik Vikas Sansthan, Ashok Bihar Colony, | | |
| 44. Gangapur Gramodaya Vikas Samiti, Gangapur | | |
| 45. .Manav Sansadan Avam Mahila Vikas Sansthan | | |
| 46. Sushriya Samiti,7 Professor Colony, Jagatganj | | |
| 47. Sarthak Sanstha, S-20/51-78, Nepali Kothi, Varun Bridge | | |
| 48. Sh Sarvesh Pandey | Field Officer | Allahabad |
| 49. Sh. Satver Pandey | Field Officer | Allahabad |
| 50. Sh. Krishen Kumar Yadav | Typist cum clerk | Allahabad |
| 51. Mr. Anand Kumar | Field Officer | Bhadhoi |
| 52. Inderjeet Kumar Tiwari | Field Officer | Bhadhoi |
| 53. Mr. Chandrika Prasad | Accountant | Bhadhoi |
| 54. Kumari. Bhavana Srivastava | Steonographer | Bhadhoi |

Parents Represented

| | |
|---|----|
| Mothers of Children Enrolled in NFE Schools | 19 |
| Fathers of Children Enrolled in NFE Schools | 36 |

Other Participants:

Media Personnel

Staff from Labour Department, Mirzapur.

Teachers Training Programme
31st October – 7th November 2001, Nav Sadhna, Shivpur, Varanasi

Eight-days Teachers Training for Non-formal Education (NFE) Schools in the carpet-weaving region of Uttar Pradesh was held under the auspices of Initiative for Social Change and Action (ISCA) in collaboration with UNESCO, New Delhi and International Bureau of Education (IBE, UNESCO, Geneva) from 31st October – 7th November 2001 at Nav Sadhna Regional Pastoral Center, Shivpur, Varanasi, Uttar Pradesh (Refer Annexure III, Programme of the training programme cum workshop)

The Training Programme was inaugurated by Fr. Eugene, Director, Regional Pastoral Center, Nav Sadhna, Shivpur, Varanasi on 31st October at 10 A.M. Other experts in the Training programme were Dr. Bupinder Zutshi, Coordinator of the Training programme, Dr. Om Prakash Singh NFE Trainer (J.N. University, New Delhi), Dr. Graham St. John-Wiley from Action for Child Campaign, United Kingdom and Member United Nations Human Rights Commission on Contemporary Forms of Slavery, Dr. David Rangpal, Director, CES (Project Mala) and Dr. Devendra Kumar Singh Trainer (Education Department, Banaras Hindu University).

55 NFE teachers and 8 Master trainers representing District Child Labour Societies from Allahabad, Varanasi, Mirzapur and Bhadhoi districts and NFE teachers from ILO-IPEC NFE schools, Project Mala schools and NFE centres supported by Carpet Export Promotion Council (CEPC) participated in the teachers training programme. The training programme was residential. The residential training helped to create conducive environment and gave more time for the training. (Refer Annexure IV – for List of Teachers participated in the training, List of Master Trainers and Experts.)

Dr. Bupinder Zutshi Coordinator of the programme welcomed all the participants and elaborated the background for the organization of the training programme.

Dr. Graham St. John-Wiley forcibly put forward the significance of Education. He stated that Education is essential for LIFE. He explained that L – indicates leadership, which the teachers are support to provide to the children. I – indicates Initiatives, which the teachers have to take to provide positive teaching – learning methods. F – Foresightedness and E- indicates Experiences. He stated that teachers must provide leadership, initiative, foresightedness and experiences to the children.

Dr. David Rangpal thanked all the participants, UNESCO, IBE for organising this initiative and he felt this was the most important requirement of the NFE schools in the region.

Dr. David Rangpal who has vast experience of conducting NFE gave detailed experiences of NFE in the region in the First Session. He gave details of the requirements for effective NFE programme, which includes teachers quality and understanding the

social-cultural and economic set up of the children and their families. He felt that along with curriculum teaching, ethical teaching of values, respect for elders and cleanliness teaching was an important component of NFE. He explained his vast experiences in this field and hoped the teachers would adopt such practices while imparting education to the children.

The trainees were divided into four groups for ease of imparting appropriate training. One expert and 4 Master trainers were supervising 2 groups, while another expert and 4 Master trainers were supervising the other two groups. Two separate halls were arranged for transacting the business. The programme followed for 8 days was as follows:

The training programme covered the following aspects:

| Date: | Particulars |
|--|--|
| 31 st October – 3 rd November 2001 | Analysis of Teachers Training manual. |
| 3-5 th November | Lesson Analysis of Class I-V books followed by UP Board. |
| 6 th November 2001 | Demonstration of teaching at nearby primary school |
| 6- 7 th November 2001 | Analysis of teacher's demonstration. |

Background Information to Trainee

- Role and responsibility of Community Volunteer in the Center
- Significance of proper and suitable management of conducting activities in the center.
- Help required from Community, people of the area, other teachers of the area, local surroundings etc; to develop the center

? **Understanding of Non-formal Education**

? **Intellectual, cultural and social understanding of children**

- Knowing the children of center- their intellectual and understanding level, their behaviour, their interests, development and understanding level and problems while learning.

? **Methods of learning and teaching**

- Learning through various methods- words, language, home surroundings, and community surroundings.
- Learning and teaching with the help of story, poems, jokes, small plays, participatory method of discussion among children, demonstration through charts, local surroundings, learning and doing, visits to nearby areas.
- Experiences of children, collecting information from other and joint work by the groups.

? **Knowledge about learning-teaching materials:**

- Types of teaching-learning materials- books, charts, workbooks, films, TV, etc;
- Lesson analysis of school primers, Worksheet books
- Methods to be utilized of teaching based on lesson analysis.

- ? **Significance of education for girls.**
- ? **Details about teaching Arithmetic / Maths**
- ? **Details about teaching Science**
- ? **Details about teaching Surroundings and Social Science**
- ? **Evaluation of achievement.**

The teachers undertook the lesson analysis of the books from Class I-V followed by the UP Board. Each trainee was given separate project to complete the instructional manual and lesson analysis of the books for class I-V. The methodology followed was to identify the lessons in terms of

19. Title of the book
20. Subject
21. Source
22. Contents of the lesson
23. Competencies in the lesson
24. Teaching-learning processes adopted in the lesson
25. Nature of exercise assignments given in the lesson
26. Language Vocabulary and level of their difficulty
27. Remarks.

On the basis of lesson analysis five years of course was reformed into three years course deleting some of the repeated lessons as well as some lesson, which have little relevance with the area. The trainees were highly satisfied with the training. Homework was given to them to analyse all the lessons of the books for Class VI. The trainees were asked to teach the children as per the guidance given in the training programme.

PROGRAMME

Workshop Teachers Training for NFE Schools
In Carpet-weaving region of Uttar Pradesh
31st October -7th November 2001

Venue: Nav Sahdna Regional Pastoral Center, Shivpur, Varanasi

Date: Wednesday, 31st October 2001

9.30 to 10.00 Registration
10.00 – 11.30 Inaugural Session

| | | |
|------------------------------------|-------------------|-----------------------------|
| Chairman: | Fr. Eugene | Director, Nav Sadhna |
| ? Welcome and Introductory Remarks | | Dr. Bupinder Zutshi |
| ? Inaugural Address | | Dr. Graham St.John-Wiley |
| ? Address | | Dr. Om Prakash Singh |
| ? Presidential Address | | Fr. Eugene |
| ? Vote of Thanks | | Dr. David Rangpal |

11.30 Tea Break
11.30- 12-30 Technical Session I-

Dr. David Rangpal , CEO, Project Mala Non-Formal Education Experiences

12.30- 1.30 LUNCH

1.30- 5-30 Teachers Trainers Training- Session –I
Experts: Dr. Om Prakash Singh, Dr David Rangpal
and Dr. Devendra Kumar Singh

| | |
|--|--|
| 31 st October – 3 rd November 2001 | Analysis of Teachers Training manual. |
| 3-5 th November | Lesson Analysis of Class I-V books followed by UP Board. |
| 6 th November 2001 | Demonstration of teaching at nearby primary school |
| 6 th November 2001 | Analysis of teacher’s demonstration. |
| 7 th November 2001 | Curriculum Framework |

List of Participants

Workshop on Teachers Training for NFE Schools

In Carpet-weaving region of Uttar Pradesh

31st October-7 November 2001 (Varanasi)

List of Participants:

1. Fr. Eugene Director, Nav Sadhna
2. Dr. Graham St.John-Wiley Director, Action for Children Campaign, U.K
3. Dr. Bupinder Zutshi Coordinator
4. Dr. Om Prakash Singh Expert, J.N. University
5. Dr. David Rangpal CEO, Project Mala
6. Dr Devendra Kumar Singh Trainer (Banaras Hindu University)

List of Master Trainers Selected for Training

7. Rajendra Prasad Mishra (Itwa, Bhadhoi)
8. Rajendra Prasad (Kolhan, Bhadhoi)
9. Deep Chand (Project Mala)
10. Mahadev (Project Mala)
11. Sh. Sanjay Pal (Karchana, Allahabad)
12. Sh. Pradeep Kumar (Allahabad)
13. Sri Manoj Kumar (Mirzapur)
14. Sri Sriram (Mirzapur)
15. Shri. Adeep Kumar Dubey NCLP, Varanasi

List of NFE Teachers for Training

16. Maheshwar Prasad Singh (Project Mala) Male
17. Mrs. Vedavati Singh (Project Mala) Female
18. Mr. S.B. Yadav (Project Mala) Male
19. Mrs. Ritu Singh (Project Mala) Female
20. Mr. Dharmender (Project Mala) Male
21. Mr. Jawaharlal (Project Mala) Male
22. Mrs. Suman Srevestava (NCLP Bhadhoi) Female
23. Smt. Sabita Dubey (NCLP Bhadhoi) Female
24. Mr. Sushil Kumar Pathak (NCLPBhadhoi) Male
25. Smt. Mandevi Singh (NCLP Kolhan, Bhadhoi) F
26. Smt. Meena Srivastava (NCLP Jalalpur, Bhadhoi) F
27. Baburam Bind (NCLP Matethu, Bhadhoi) M
28. Rampal (NCLP Hinchanpur, Bhadhoi)M
29. Munnilal Pal (NCLP Balipur, Bhadhoi) M
30. Smt. Seema Singh (NCLP Tal Supaila, Bhdhoi) F
31. Suresh Prakash Dubey (NCLP Banvaripur, Bhdhoi) M
32. Sh. Mukesh Kumar (NCLP, Allahabad) M
33. Sh. Gangadhar (NCLP, Allahabad) M
34. Sh. Rajesh Chander (NCLP, Allahabad) M
35. Sh. Sunil Kumar (NCLP, Allahabad) M
36. Sh. Amresh Chander (NCLP, Allahabad) M

| | | |
|---|--------------------|---|
| 37. Sh. Rajender Prasad | (NCLP, Allahabad) | M |
| 38. Sh. Ravinder Kumar | (NCLP, Allahabad) | M |
| 39. Sh. Krishen Babu | (NCLP, Allahabad) | M |
| 40. Sh. Brijesh Kumar | (NCLP, Allahabad) | M |
| 41. Sh. Bharat Singh | (NCLP, Allahabad) | M |
| 42. Sri Om Prakas Singh | (NCLP, MIRZAPUR) | M |
| 43. Sri Kamla Prasad | (NCLP, MIRZAPUR) | M |
| 44. Sri Bhrigunath Sharma | (NCLP, MIRZAPUR) | M |
| 45. Sri Mahesh Pandey | Do | M |
| 46. Sri Ram Kumar Pathak | Do | M |
| 47. Sri Prem Chand | Do | M |
| 48. Smt Kamini | Do | F |
| 49. Sri Ram Nath | Do | M |
| 50. Sri Hub Lal | Do | M |
| 51. Sri Nand Lal Dubey | (NCLP, MIRZAPUR) | M |
| 52. Smt. Madhu Trivedi | (SAACS) | F |
| 53. Smt. Salama Begam | (SACCS) | F |
| 54. Smt. Bano | (SACCS) | F |
| 55. Sh. Nandlal | (SACCS) | M |
| 56. Sh. Murlidhar | (SACCS) | M |
| 57. Smt. Suman Upadhayay | (NCLP, Varanasi) | F |
| 58. Smt. Tara Devi | (NCLP, Varanasi) | F |
| 59. Riyashat Ali | Do | M |
| 60. Smt. Sunita | Do | F |
| 61. Samaru Yadav | Do | M |
| 62. Sugupta Parveen | Do | F |
| 63. Shish Pathak | Do | M |
| 64. Ramesh Kumar | Do | M |
| 65. Smt. Babita Uppadhay | Do | F |
| 66. Omkar Nath Singh | Do | M |
| 67. Mr. Suryakant Maurya | CEPC | M |
| 68. Kumari. Krishna Singh/ Smt. Archana | CEPC | F |
| 69. Smt. Saroj Saini/ Smt. Shila Maurya | CEPC | F |
| 70. Shri. Umesh Mishra | CEPC | M |
| 71. Shri. Jai Shree | CEPC | M |
| 72. Mr. Prabhu Narain Viswakarma | ILO-IPEC | M |
| 73. Mr. Gupta Sen Viswakarma | ILO-IPEC | M |
| 74. Mr. Suresh Chandra | ILO-IPEC | M |

List of Officials

1. A.K. Kapoor
2. Mr. Parveen Chaudhuri

Monitoring of NFE Teacher's trained by ISCA with support from UNESCO (New Delhi) and IBE (Geneva)

As part of the project, monitoring and provision of support to the teacher's trained by ISCA with the support of UNESCO (New Delhi) and IBE (Geneva) in their respective schools was conducted from 14th January – 20th January 2002. During the period November – December 2001, curriculum for the 3 years course in these NFE schools was developed on the basis of required Minimum Levels of Learning Competencies from class 1-5 for Language, Arithmetic and Environmental Science (Refer Annexure –1). The curriculum was prepared while considering the minimum levels of competencies required by the children at each level. The three years period were divided into 4 levels:

| | |
|----------------------|--|
| 1st Year | 1st Semester of 6 months 2 nd Semester of 6 Months |
| 2 nd Year | |
| 3 rd Year | |

Uttar Pradesh Education Board books from Class I-V (for Hindi, Social Studies and Maths) were analyzed by the expert committee in order to identify lessons to be covered during Ist, 2nd and 3rd year of the NFE course. The identification of lessons to be covered by the teachers in the respective years is enclosed (Annexure - 2). The Hindi version of the MLL and lessons to be covered has been given to the NCLP project Directors for the four districts covered under this training for incorporating in the NFE programme.

Prof. C. J. Daswani, Dr. Om Prakash Singh and Dr. Bupinder Zutshi visited 27 NFE schools located in the districts of Varanasi, Allahabad, Mirzapur and Sant Ravidas Nagar in the state of Uttar Pradesh from 15th – 19th January 2002. The objective of the visit was to evaluate, monitor and provide appropriate teaching support to the NFE teachers trained by the experts at New Delhi, Mirzapur and Varanasi. On the spot support was providing to the teachers for improving the teaching methodology in the schools. A proforma was prepared for this purpose and experts were requested to fill up the proforma (Refer Annexure-3 for the Proforma).

The Schedule of visits by the experts was as follows:

| Date | District | Name of NFE School under NCLP | Name of Teacher who was Evaluated |
|---------|----------|--|--|
| 15-1-02 | Varanasi | Salarpur Madhaipur Pathani Tola Taria | Vikas Shrivastava Ramesh Kumar Shagufta Parveen Suman Upadhyay and Adeep Kumar |

| | | | |
|---------|--------------------|---|--|
| 16-1-02 | Allahabad | Lilwar Jhirihari Baraipur Atrora Bijhwania Araon Sripur Sodhia | Mukesh Kumar Krishna Babu Gangadhar Srivstava Subash Chander Ravinder Kumar Amresh Chander Sanjay Pal |
| 17-1-02 | Mirzapur | Sheetalgarh Khutari Devri Kalan Khajari Vijaypur Akorhi | Om Prakash Singh Brughnath Sharma Sri Ram Vandhana Srivastava Ram Nath Ramakant |
| 18-1-02 | Sant Ravidas Nagar | Kolhar Kolhar Jalalpur Tal Supela Makanpur | Mandavi Singh Rajender Prasad Meena Srivastava Seema Singh Savita Dubey |
| 19-1-02 | Sant Ravidas Nagar | Itwa Banvaripur | Rajender Prasad Mishra Suresh Prakash Dubey |
| 19-1-02 | Mirzapur | Mavai Mujhera Mujhera | Smt. Kamini Ritu Singh Mahadev |

The evaluation report submitted by the experts has been analysed and the results indicate significant changes have been incorporated by majority of the trained teachers while transacting the lessons to the children.

On the basis of experts report a schedule of further monitoring by the Master Trainers was prepared. The objective was that another round of monitoring could provide inputs to the experts about the outcomes of the present monitoring before final monitoring is conducted by the middle of March 2002. The Master trainers were guided to conduct the monitoring and provide on the spot support to the trained teachers. The schedule of the monitoring by the Master Trainers was as follows:

Programme of Visits by Master Trainers

NCLP- VARANASI

| S.No. | Name of Village (Master Trainer) | Teacher's Name | Date of Visit |
|--------------|--|-----------------------|----------------------|
| 1. | Tadi (Riyasat Ali) | Smt. Tara Devi | 28-1-02 |
| 2. | Tadi (Riyasat Ali) | Rajmani Singh | 28-1-02 |
| 3. | Tariayan (Riyasat Ali) | Suman Upadhayay | 29-1-02 |
| 4. | Dharsena (Adeep Kumar) | Riyasat Ali | 30-1-02 |
| 5. | Salarpur (Adeep Kumar) | Vikas Shrivastava | 31-1-02 |
| 6. | Pathani Tola(Adeep Kumar) | Shagupta Parveen | 1-2-02 |

| | | | |
|-----|----------------------------|------------------|--------|
| 7. | Khandak (Riyisat Ali) | Smt. Sunita | 1-2-02 |
| 8. | Madaipur (Riyasat Ali) | Ramesh Kumar | 2-2-02 |
| 9. | Surjan Basti (Adeep Kumar) | Shashi Pathak | 4-2-02 |
| 10. | Kotwa (Adeep Kumar) | Babita Uppadhyay | 5-2-02 |
| 11. | Suichek(Adeep Kumar) | Omkar Nath Singh | 6-2-02 |

NCLP- ALLAHABAD

| | | | |
|----|---------------------------|----------------|---------|
| 1. | Atroara (Pradeep kumar) | Bharat Singh | 28-1-02 |
| 2. | Araon (Pradeep Kumar) | Ravinder Kumar | 29-1-02 |
| 3 | Siripur (Pradeep Kumar) | Amesh Chander | 30-1-02 |
| 4. | Bijawania (Sanjay Pal) | Subash Cnander | 28-1-02 |
| 5. | Baraipur (Sanjay Pal) | Gangadhar | 29-1-02 |
| 6 | Lilwar (Sanjay Pal) | Mukesh Kumar | 30-1-02 |
| 7 | Jhiriahari (Bharat Singh) | Krishen Babu | 29-1-02 |
| 8 | Karchana (Bharat Singh) | Brijesh Kumar | 30-1-02 |
| 9 | Lilwar (Sajay Pal) | Rajesh Chander | 31-1-02 |

NCLP- MIRZAPUR

| | | | |
|----|--------------------------|---------------------|---------|
| 1. | Barkachha (Deep Chand) | Jayshree | 28-1-02 |
| 2. | Khutari (Deep Chand) | Brugnath Sharma | 29-1-02 |
| 3. | Shitalgarh (Deep Chnad) | Om Prakash Singh | 30-1-02 |
| 4. | Devri Kalan (Deep Chand) | Sri Ram | 31-1-02 |
| 5. | Khajri (Sri Ram) | Vandhana Srivastava | 28-1-02 |
| 6. | Vijaypur (Sri Ram) | Ram Nath | 29-1-02 |
| 7. | Lakhanpur (Mahadev) | Prem Chand | 28-1-02 |
| 8. | Mavai (Mahadev) | Smt. Kamini | 29-1-02 |
| 9. | (Sri Ram) | Kumkum Shrivastava | 28-1-02 |
| 10 | Kachhwa (Mahadev) | Jatashanker | 30-1-02 |

NCLP- Sant Ravidas Nagar

| | | | |
|-----|---------------------|-------------------|---------|
| 1. | Itwa (RP KL) | Rajender Prasad | 4-2-02 |
| 2. | Kolhan (RP-IW) | Rajender Prasad | 2-2-02 |
| 3. | Makanpur (RP-IW) | Savita Dubey | 28-1-02 |
| 4. | Matethu (RP-KL) | Susheel Kumar | 28-1-02 |
| 5. | Kolhan (RP-IW) | Mandvi Singh | 2-2-02 |
| 6. | Jalalpur (RP-IW) | Meena Shrivastava | 30-1-02 |
| 7. | Mathetu (RP-KL) | Baburam Bhind | 28-1-02 |
| 8. | Hinchenpur (RP-KL) | Rampal | 30-1-02 |
| 9. | Balipur (RP-IW) | Munnilal | 31-1-02 |
| 10. | Tal Suphela (RP-KL) | Seema Singh | 31-1-02 |
| 11. | Banwaripur (RP-KL) | Suresh Dubey | 1-2-02 |

**Monitoring of NFE Teacher's trained by ISCA with support from
UNESCO (New Delhi) and IBE (Geneva)
11th March –16th March 2002**

The Committee report on monitoring and evaluation conducted in January recommended to conduct another round of monitoring. Subsequently monitoring and provision of support to the teacher's trained by ISCA with the support of UNESCO (New Delhi) and IBE (Geneva) in their respective schools was conducted from 11th March – 16th March 2002. The experts noted that the Master trainers have successfully conducted the monitoring and evaluation of all the trained teachers according to the schedule during the month of February 2002. They also provided necessary support at the respective schools to the trained teachers.

Dr. Om Prakash Singh and Dr. Bupinder Zutshi visited 39 NFE schools located in the districts of Varanasi, Allahabad, Mirzapur and Sant Ravidas Nagar in the state of Uttar Pradesh from 11th – 16th March 2002. 45 Master Trainers and trainers were evaluated and provided appropriate support during the visits. The objective of the visit was to evaluate, monitor and provide appropriate teaching support to the NFE teachers trained by the experts at New Delhi, Mirzapur and Varanasi. On the spot support was providing to the teachers for improving the teaching methodology in the schools.

The Schedule of visits by the experts was as follows:

| Date | District | Name of NFE School under NCLP | Name of Teacher who were Evaluated |
|---------|-----------|--|---|
| 11-3-02 | Allahabad | Kolhan Phooltara Sodhia | Mr. Bharat Singh Mr. Sushil Kumar Mishra Mr. Sanjay Pal |
| 12-3-02 | Allahabad | Lilwar Jhirihari Baraipur Atrora Bijhwania Araon Sripur | Mr. Mukesh Kumar Mr. Krishna Babu Mr. Gangadhar Mr. Srivstava Mr. Subash Chander Mr. Ravinder Kumar Mr. Amresh Chander |
| 13-3-02 | Mirzapur | Sheetalgarh Khutari Devri Kalan Khajari Vijaypur Pathera Pathera Amoi | Mr. Om Prakash Singh Mr. Brughnath Sharma Mr. Sri Ram Ms. Vandhana Srivastava Mr. Ram Nath Ms. Vedwati Singh Mr. Deep Chand Mr. Shyam Bihari |

| | | | |
|---------|--|---|--|
| | | Hasra Nuaon Lakhanpur Mawaiya | Mr. Meheswar Prasad Ms. Kumkum Srivastava Mr. Premchand Ms. Kamani |
| 14-3-02 | Sant Ravidas Nagar | Mujhera Mujhera Kolhar Kolhar Jalalpur Tal Supela Makanpur Hinchenpur Metethu | Ms. Reetu Singh Mr. Mahadev Mr. Mandavi Singh Mr. Rajender Prasad Ms. Meena Srivastava Ms. Seema Singh Ms. Savita Dubey Mr. Rampal Mr. Sushil Kumar Pathak |
| 15-3-02 | Varanasi | Kotwa Khandak Suichek Sarai Surjan Pathani Tola Salarpur | Ms. Babita Upadhyay Ms. Sunita Singh Mr. Ram Dutt Pandey Ms. Shashi Pathak Ms. Shagupta Bano Mr. Yogesh |
| 16-3-02 | Sant Ravidas Nagar Sant Ravidas Nagar Varanasi Varanasi Varanasi Varanasi | Itwa Banvaripur Guria Taria Taria Dharsena | Mr. Rajender Prasad Mishra Mr. Suresh Prakash Dubey Ms. Suman Upadhyay Mr. Adeep Kumar Dubey Mr. Riyasat Ali |

The evaluation report submitted by the experts has been analysed and the results indicate significant changes have been incorporated by majority of the trained teachers while transacting the lessons to the children. In majority of cases a significant improvement was observed compared to the previous monitoring and evaluation results. (Refer Report of Monitoring and Evaluation of NFE teachers)

The overall training was highly appreciated by the teachers with highly positive results. However owing to several operational problems some of the training procedures was not helpful. Several trained teachers have gained the transacting abilities due to the training but this has not been translated satisfactorily into the classroom transaction because of several operational problems, like lack of space, teaching learning materials and books. The experts provided on the spot support to these teachers in order to inculcate the sense of responsibility and enthusiasm in spite of several operational problems faced by them. The teachers were asked to prepared detailed lesson plans at homes before taking the lesson in the classes. The project Directors and Field Officers of the District NCLP committees were also provided these inputs, so that they could provide such monitoring and teaching support in future to these teachers. The NCLP Committee was informed to overcome some of the operational problems so that appropriate teaching by the trained teachers could be conducted. Some of the operational problems faced by the teachers are:

- ? Non-availability of books to all children.
- ? Non-availability of demonstrational teaching learning materials.
- ? Lack of appropriate location and surrounding environment of the schools.
- ? Inappropriate clubbing of children in the classes. Several instances were found where different competency levels of children were in the same class. Hence transaction of the lessons becomes difficult for the teacher concerned.

One of the major recommendation from the NCLP societies was to provide appropriate training to the field officers of the NCLP's so that they could undertake monitoring and evaluation programme effectively.

**Report on Monitoring and Evaluation of
Trained Non-formal Education Teachers
Mirzapur-Bhadhoi Carpet Weaving Region in Uttar Pradesh**

| Name of Village/ District | Name of Master Trainer/ Teachers | Assessment Indicators | Monitoring Period Assessment | |
|------------------------------|-------------------------------------|---|------------------------------|--|
| | | | January 2002 | March 2002 |
| Kolhan / Allahabad | Mr. Bharat Singh | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods Used 8. Language Used 9. Evaluation 10. Overall Report | | Nil Nil Average Black Board/ Books Normal Normal Text book Standard Nil Needs Improvement |
| Phooltara/ Allahabad | Mr. Sushil Kumar | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods Used 8. Language Used 9. Evaluation 10. Overall Report | | Nil Nil Poor Nil Poor Poor Text book Book Language Average Needs improvement |

| | | | | |
|-----------------------|-------------------------------|---|---|--|
| Sodhia/ Allahabad | Mr. Sanjay Pal | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods Used 8. Language Used 9. Evaluation 10. Overall Report | | V.Good V.Good V.Good Black Board/ Book V. Good V.Good Discussion/ books Standard / Local Oral / Good Improved a lot |
| Araon/ Allahabad | Ravindra Kumar | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Language Used 8. Methods Used 9. Evaluation 10. Overall Report | Nil Nil Poor Book Poor Poor Simple Book Reading Nil Poor | Nil Nil Average Nil Poor Poor Standard Book reading Oral/ Average Needs Improvement |
| Sripur/ Allahabad | Mr. Amresh Chander Jaiswal | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil No Plan Poor Books/ Bb Poor Poor Text Difficult Nil Poor | Good Good Good BB, LT, Book Positive Positive Discussion/ Text Standard Good/ Black Board Good Improvement |
| Atroara/ Allahabad | Mr. Pradeep Srivastava | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Books Average Average Text Reading Standard Average Poor | Nil Nil Good BB/ Books Good Good Discussion, text book Standard Text Good Good Improvement |
| Lilwar/ Allahabad | Mr. Mukesh Kumar | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average Books Good Poor Text Reading Standard Poor Poor | Nil Nil Average BB/ Books Good Poor Text Reading Standard Poor Needs Improvement |

| | | | | |
|-------------------------|-------------------------|--|---|--|
| Baraipur/ Allahabad | Mr. Gangadhar | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Poor BB/ Books Poor Poor Text Reading Standard Poor Poor | Nil Nil Average BB/ Books Average Poor Text Book Reading Standard Poor Needs Improvement |
| Jhirihari/ Allahabad | Mr. Krishna Babu | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Books Average Good Text Reading Standard Poor Poor | Nil Nil Average BB/ Books Average Poor Text Reading Standard Poor Needs Improvement |
| Bijwania/ Allahabad | Mr. Subash Chander | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Books Good Good Text Reading Standard Poor Poor | Nil Nil Average BB/ Books/ LT Good Good Discussion Standard Poor Needs Improvement |
| Kutari/ Mirzapur | Mr. Brugunath Sharma | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Poor BB/ Books Average Average Text Book Lang. Oral/ Poor Poor | Good Good V. Good BB/ Books/ LT Good V. Good Discussion/ Text Standard Oral/ Good Improved |
| Pathera/ Mirzapur | Mrs. Vedwati Singh | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Good V. Good V. Good BB/ LT/ Books V. Good V. Good Discussion/ Text Local and Standard Oral/ Good V. Good |

| | | | | |
|-----------------------------|----------------------------|--|--|--|
| Amoi/ Mirzapur | Mr. Shyam Bihari | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Good Good V. Good BB/ Books V. Good V. Good Discussion Local/ Standard Oral/ Good Good |
| Hasra/ Mirzapur | Mr. Meheshwar Prasad Singh | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Poor Poor Poor Book Average Average Book Reading Local/ Standard Oral/ Average Needs Improvement |
| Deori Kalan/ Mirzapur | Mr. Sri Ram | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Average Average Good BB/ Books Average Poor Reading Standard Oral/ written Good | Average Good Good BB/ Books Average Average Reading/ Discussion Local/ Standard Oral/ Good Good |
| Khajuri/ Mirzapur | Ms. Vandana Srivastava | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Poor Nil Nil Nil Nil Book Nil V. Poor | Nil Nil Average Book Good Good Discussion Local/ Standard Nil Needs Improvement |
| Sheetalgarh/ Mirzapur | Mr. Om Prakash | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Average Average Average BB/ Books Good Good Reading Standard Oral Needs Impr. | Good Good Good BB/ Books/ LT Good Good Discussion/ Text Local/ Standard Oral/ Good Good/ Improved |

| | | | | |
|------------------------|--------------------------|--|---|--|
| Nuaon/ Mirzapur | Ms. Kumkum Srivastava | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Nil Nil Average Books Poor Poor Text Reading Standard Nil Poor Needs effort |
| Lakhanpur/ Mirzapur | Mr. Premchand | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Good Good Good BB/ Books Good Good Discussion/ Text Standard Oral/ Written/ Good Good |
| Vijaypur/ Mirzapur | Mr. Ram Nath | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Poor Nil Nil Average Text Reading Standard Nil Poor | Nil Nil Average BB/ Books/ QA Good Good Text Reading Standard Nil Needs Improvement |
| Mujhera/ Mirzapur | Ms. Ritu Singh | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Good BB/ Books Good Good Reading Standard Oral/ Good | V. Good V. Good V. Good BB/Books/ LT/ QA V. Good V. Good Discussion/ Text Standard Oral/ Good V. Good |
| Mujhera/ Mirzapur | Mr. Mahadev | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Good Good Good BB/ Books Good Good Discussion Standard Oral/ Good Good | |

| | | | | |
|------------------------|-------------------------|--|---|---|
| Mavaiya/ Mirzapur | Ms. Kamini | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil V. Poor Nil Poor Poor Nil Book Lang. Nil V. Poor | Nil Nil V. Poor Nil Poor Poor Nil Reading from book Nil V. Poor |
| Kolhar/ Bhadhoi | Ms. Mandvi Singh | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Poor Book Poor Poor Text Reading Book Poor V. Poor | Nil Nil Poor Book Poor Poor Text Reading Book Language Poor V. Poor |
| Kolhar/ Bhadhoi | Mr. Rajinder Prashad | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Good Average BB/ Books Good Good Reading Standard Oral/ Written Good | V. Good V. Good V. Good BB/ Books/ QA/ LT V. Good V. Good Discussion/ reading Local/ Standard Oral/ QA/ Good V. Good |
| Hinchenpur/ Bhadhoi | Mr. Rampal | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Good Good V. Good BB/ Book/ LT V. Good V. Good Discussion/ Text Local/ Standard Oral/ Good Good |
| Jalalpur/ Bhadhoi | Ms. Meena Srivastava | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Book Poor Poor Book Reading Book Language Nil Poor | Nil Nil Average BB/ Book Poor Poor Book Reading Book Language Nil Poor |

| | | | | |
|------------------------|--------------------------------|--|---|---|
| Makanpur/ Bhadhoi | Mrs. Savita Dubey | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Books Poor Poor Text Reading Standard Oral Poor | Good Good Good BB/ Books/ LT Good Good Discussion/ Text Standard Oral/ Good Good /Improved |
| Tal Supela/ Bhadhoi | Mrs. Seema Singh | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Poor BB/books Poor Poor Book Reading Standard Nil Poor | Nil Nil Average BB/ Books/ LT Good Good Book Reading Standard/ Local Nil Needs Improvement |
| Matetu/ Bhadhoi | Mr. Sushil Kumar Pathak | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Nil Nil Average BB/ Book Average Average Reading from book Standard Oral/ Average Needs Improvement |
| Guria/ Bhadhoi | Mr. Dharmendra | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | V. Good V. Good V. Good BB/ LT/books V. Good V. Good Discussion/ Story Local/ Standard V Good / Oral/ QA V. Good |
| Itwa/ Bhadhoi | Mr. Rajinder Prashad Mishra | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Average Good BB/ Books/ LT Good Good Discussion Standard Oral/ Good Good | V. Good V. Good V. Good BB/ LT/ Books Good Good Discussion/ Text Local/ Standard Oral/ Good Good |

| | | | | |
|------------------------------|-----------------------------|--|--|--|
| Banwaripur/ Bhadhoi | Mr. Suresh Prakash Dubey | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Books Average Average Book Reading Standard Poor Poor | Nil Nil Average Book/ BB Average Average Book Reading Standard Poor Needs Improvement |
| Kotwa/ Varanasi | Ms. Babita Upadhyay | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Good Good Good BB/ Books/ LT V. Good V. Good Discussion/ Text Standard Oral/ Good Good |
| Khandak/ Varanasi | Ms. Sunita Singh | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Nil Nil Average Nil Poor Poor Book Reading Standard Nil Poor |
| Suichek/ Varanasi | Mr. Ram Dutt Pandey | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Nil Average Average BB/ Books Average Poor Reading from Book Standard Nil Poor |
| Saria Surjan/ Varanasi | Ms. Shasi Pathak | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Nil Nil Average BB/ Books Average Average Reading from Text Standard Oral/ Good Needs Improvement |

| | | | | |
|------------------------------|-------------------------|--|---|---|
| Pathani Tola/ Varanasi | Ms. Shagufta Parveen | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Good Good Good BB/ Books/ LT Good Poor Reading/ Dis Standard Oral Good | V. Good V. Good V. Good BB/ Book/ LT Good Average Reading/ Discussion Standard Oral Good |
| Salarpur/ Varanasi | Mr. Vikas Srivastava | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Books Poor Poor Text Reading Difficult Nil V. Poor | Nil Nil Average BB/ Books Poor Poor Reading from Text Standard Nil Poor, Needs Improvement |
| Salarpur/ Varanasi | | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | V. Good V. Good Excellent BB/ Books/ LT/ QA Excellent Excellent Discussion/ Story Standard V. Good Excellent |
| Madhaipur/ Varanasi | Mr. Ramesh Kumar | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Average Average Books/ BB Good Good Reading Difficult Oral/ Good Average | |
| Taria/ Varanasi | Ms. Suman Upadhyay | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | Nil Nil Average BB/ Books Average Average Reading Standard Oral Poor. | Good Good Good BB/Books Good Good Discussion/ Reading Standard Oral/ Average Needs Improvement |

| | | | | |
|--------------------|--------------------------|--|--|--|
| Taria/ Varanasi | Mr. Adeep Kumar Dubey | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Average Average Average BB/ Books Good Good Reading from Text Standard Oral/ Good Needs Improvement |
| Dharsena | Mr. Riyasat Ali | 1. Recall of Previous Lesson 2. Presentation of Summary 3. Concepts 4. Teaching Aids Used 5. Interaction with children 6. Students Participation 7. Methods 8. Language Used 9. Evaluation 10. Overall Report | | Nil Average Average BB/ Book Average Average Reading from Book Standard Oral Needs Improvement |

Annexure –1

Competencies of Minimum Levels of Learning for Non-formal Education (Language, Arithmetic and Environmental Science) Up to Class 5th

Language

Class-I

1. Listen with understanding to simple, familiar and popular rhymes, poems and tales.
2. Listen with understanding to conversation and dialogues in familiar situations
3. Listen with understanding to oral requests and simple instructions (in familiar situations)
4. Repeat simple sentences correctly.
5. Recite simple rhymes, poems and songs with actions.
6. Answer simple questions requiring Yes/No answers
7. Ask simple questions.
8. Recognize common letters of the alphabet in combination or singly.
9. Read crude handwritten letters.
10. Read simple known words aloud.
11. Copy vowels, consonants, *Matra's (accents)*, and conjunct words.
12. Write (taking dictation) vowels, consonants, *Matra's*, and conjunct words.
13. Write simple and familiar words and simple sentences.
14. Recall simple information given in a short, spoken text.
15. After listening, be able to answer short questions of the 'when?', 'who?', and 'where?' type.
16. Become aware of similarities between words on the basis of word endings.
17. Be able to use a simple picture glossary where available.
18. Understand and use simple polite information and practical phrases and apply them.
19. Acquire a reading / comprehension vocabulary of approximately 1500 words.

Class 2

1. Listen with understanding to simple but unfamiliar poems, songs and stories.
2. Understand conversation and dialogues in familiar situations.

3. Understand oral requests, instructions, commands and questions in familiar situations.
4. Pronounce all sounds of the language.
5. Recite poems and songs in a group and individually.
6. Answer simple questions in sentences.
7. Seek information about familiar things.
8. Recognize conjunct letters and infrequent letters.
9. Read simple printed material.
10. Read aloud poems, songs and stories.
11. Copy words and sentences.
12. Take dictation of known words.
13. Write simple guided descriptive sentences.
14. Recall in sequence events in a short spoken or written text.
15. After listening be able to answer questions of 'what?' and 'how?' type.
16. Become aware of similarities between words and the basis of word roots.
17. Be able to use simple picture encyclopaedia where available.
18. Speak politely and be attentive while listening.
19. Acquire a reading/comprehension vocabulary of approximately 2000 words.

Class 3

1. Listen with understanding to narration, descriptions, word play and riddles.
2. Understand conversation and dialogues in unfamiliar situations.
3. Understand oral instructions for playing and carrying out simple activities.
4. Speak with correct pronunciation.
5. Narrate simple familiar stories and events with gestures and actions.
6. Describe familiar things with gestures and actions.
7. Ask more complex questions.
8. Read road signs, advertisements and notice boards.
9. Read handwriting of others.
10. Read simple children's books.
11. Write with proper shapes and spacing of letters and words.
12. Take dictation of unknown words
13. Write a simple composition or essay.

14. Locate main ideas in a spoken or written text.
15. After listening to or reading a text, be able to answer questions of 'why?'.
16. Become aware of meaning relationships between words.
17. Be able to use an illustrated dictionary.
18. Take turns while speaking in a group.
19. Acquire a vocabulary of 3000 words.

Class 4

1. Listen with understanding to simple speeches in familiar situations.
2. Understand conversation and dialogues in unfamiliar situations.
3. Understand a series of oral instructions.
4. Speak without stopping unnaturally.
5. Recite a poem with proper delivery.
6. Describe unfamiliar things.
7. Take part in a simple classroom discussion.
8. Read comics, cartoons and posters.
9. Read handwritten letters.
10. Read children's magazines.
11. Write neatly and legibly.
12. Take dictation with punctuation marks.
13. Write guided composition with punctuation marks.
14. Recognize simple cause and effect relationships between events or ideas in oral or written material.
15. After listening to or reading a text, be able to answer questions using 'because' and 'since'.
16. Understand simple functional or general rules of sentence construction.
17. Be able to use a dictionary.
18. Learn the difference between formal and informal language.
19. Acquire a vocabulary of 4000 words.

Class 5

1. Listen with understanding to recitations, plays, and debates during a school function or competition.

2. Understand conversation, dialogues etc. in unfamiliar situations.
3. Understand instructions for performing a group activity.
4. Speak fluently and naturally.
5. Describe situations and events.
6. Take part in plays, debates etc. and make formal announcements.
7. Read charts and maps.
8. Read freely handwritten and printed text.
9. Read newspapers and other material.
10. Write with proper format and spacing.
11. Take dictation with all punctuation marks.
12. Write short and free compositions.
13. Make inferences from oral and written materials.
14. After listening to or reading a text, be able to answer and question using 'if... then' and 'if not ... then'.
15. Understand simple functional or general rules of parts of speech.
16. Be able to use junior encyclopaedia where available.
17. Use appropriate language in formal and informal situations.
18. Acquire a vocabulary of 5000 words.

Arithmetic

Class I

1. Count from 1 to 20 using objects and pictures.
2. Recognize numerals and match numbers with numerals from 1 to 100.
3. Understand the concept of Zero
4. Understand place value by expanding numbers 10 to 20 into tens and ones.
5. Understand the place value of digits in the numbers 10-20.
6. Arrange numbers from 1-100 in ascending or descending order.
7. Identify the numeral before, after or in between any numbers from 1 to 100.
8. Understand numbers 1 to 100 using words 'more than', 'less than', and 'same as'.
9. Write the numerals from 1 to 100.
10. Add numbers 0-18 with sum not exceeding 18.
11. Add two numbers mentally with sum not more than 9.

12. Subtract numbers from 0-18 to separate smaller numbers from a larger number and to find the difference between two numbers.
13. Relate above operation of additions and subtractions to day-to-day life.
14. Recognize coins and currency notes of difficult denominations.
15. Know and use non-standard units to measure length.
16. Know about non-standard units of weight.
17. Know about non-standard units of measuring capacity.
18. Recognize names of the four basic shapes : square, circle, triangle and rectangle.

Class 2

1. Demonstrate understanding of place value of numbers between 10-99 and ability to express place value in two digits.
2. Display understanding of ordinal numbers 1-10 (e.g. 1st , 2nd , 3rd etc.)
3. Find the number of objects in a given set by counting in 2's and 5's (set of objects not exceeding 100)
4. Add two-digit numbers and sum not exceeding 99.
5. Subtract 2-digit numbers with and without borrowing.
6. Solve one step of daily life problems involving skills mentioned in 4 and 5.
7. Add two numbers mentally between 0-18 with the sum not exceeding 18.
8. Be able to use skills of addition and subtraction in daily life.
9. Demonstrate understanding of multiplication as repeated addition.
10. Experience orally and write tables from 1-10.
11. Solve problems of daily life through tables.
12. Make any value up to Rs.1 by using varying collections of coins and toys.
13. Use non-standard units to measure length.
14. Use non-standard units of weight.
15. Use non-standard units to measure capacity.
16. Know the relationship of days to weeks, weeks to months and months to a year.
17. Know the names of months in sequence.
18. Name the objects found in environment, which have plain surfaces and curved surfaces.

Class 3

1. Recognize and write numerals from 100 to 1000.

2. Write number names from 1 to 100.
3. Demonstrate understanding of place value of 3 digit numbers by expanding numbers between 100-999 into 100's, 10's and ones, and by expressing the expanded form as a 3-digit number.
4. State the place value of the digits within a 3-digit numeral.
5. Arrange numbers from 100 to 1000 in ascending and descending order.
6. Compare numbers from 100 to 1000 using signs $<$, $>$ and $=$.
7. Demonstrate understanding of ordinal numbers.
8. Demonstrate understanding of even and odd numbers.
9. Add two or three digit numbers with carrying and sum not exceeding 999.
10. Subtract 3-digit numbers with borrowing.
11. Add and subtract mentally two numbers that are whole 100's, where no number in the operation exceeds 1000.
12. Understand different terms of operation of multiplication.
13. Add and subtract mentally two numbers that are multiples of 10 or 100, between 10 and 100, where one of the numbers is a two-digit number and where no carrying or borrowing is involved.
14. Know tables of 2 to 10 (orally or in written).
15. Multiply 2- and 3- digit numbers by single digit numbers with carrying and product not exceeding 999.
16. Demonstrate understanding of the concept of division as repeated subtraction.
17. Divide three digit numbers by one digit numbers without carrying or remainders.
18. Solve daily life problems based on the operations of multiplication and division.
19. Understand use of coins and currency rates up to Rs. 10.
20. Keep account of ordinary purchases.
21. Demonstrate understanding of mutual relationship of meters and centimetres.
22. Add two lengths of metres and centimetres and find out their difference.
23. Understand the relationship of standard units of weight.
24. Recognize different block measures of mass.
25. Add the mass (weight) of 2 or 3 objects when the mass of each object is expressed in Kg and grams without conversion.
26. Find the difference in the mass (weight) of two objects.
27. Understand the relationship between standard units of capacity (litres).

28. Add and subtract two or three quantities of liquid.
29. Make inferences on the basis of non-standard units of measuring weight.
30. Understand intervals of hours, minutes, and second by the clock.
31. Interpret a calendar.
32. Draw plain shapes of squares, rectangles, circles and triangles and state their properties.

Class 4

1. Recognize numerals from 1000 to 10,000.
2. Write the names of numbers up to 10,000.
3. Understand the place value of numbers from 1001- 9999
4. Arrange numbers from 1000 to 10000 in ascending and descending order.
5. Identify the numerals before, after or in-between any numbers from 1000 to 10,000.
6. Compare numbers from 1000 to 10,000 using signs $<$ $>$ and $=$.
7. Demonstrate understanding of multiples and factors of numbers.
8. Demonstrate understanding of prime numbers up to 50.
9. Add two or three 4-digit numbers with carrying and sum not exceeding 9999.
10. Subtract 4-digit number with borrowing.
11. Add and subtract mentally two numbers that are whole 1000's, where no number in the operation exceeds 10,000.
12. Multiply 2 and 3-digit numbers by 2-digit numbers.
13. Understand various terms of division.
14. Divide a number up to 3-digits by a number not exceeding 10 with borrowing and with remainder.
15. Multiply mentally any number by 100 and product not exceeding 10,000.
16. Solve ordinary problems of daily life by using the unitary method.
17. Use basic skills of arithmetic in money related matters.
18. Use unitary method in buying and selling-related problems.
19. Do mentally operations of addition, subtraction, division and multiplication involving amount of Rs.100.
20. Solve simple questions of profit and loss.
21. Understand relationship between kilometres and metres.
22. Convert kilometres to metres and vice versa.

23. Convert standard units of length with each other.
24. Estimate objects and distances in metres and centimetres.
25. Convert grams into kilograms and vice versa.
26. Solve daily life problems related to weight.
27. Convert litres into millilitres and vice versa.
28. Estimate and compare small units of capacity in terms of non-standard measures.
29. Measure in non-standard and standard units rectangles, square, triangle etc., and objects available in the surroundings.
30. Use formula to find out area of objects found in the surroundings.
31. Interpret the calendar.
32. Read clock-hours, minutes and seconds.
33. Convert hours into minutes and minutes into hours.
34. Demonstrate understanding of fraction as a part of any area where denominator does not exceed 20.
35. Demonstrate understanding of equivalent fractions.
36. Place similar fractions in decreasing and increasing order.
37. Convert mixed fractions into odd fractions and vice versa.
38. Add, subtract and compare fractions of same denominator.
39. Convert fractions into decimals and decimals into fractions.
40. Be able to do standard measurement of a line segment.
41. Classification of angles, to draw angles using the protractor.
42. Classify triangle on the basis of angle and area.
43. Recognize similar and dissimilar shapes.

Class 5

1. Recognize and write numerals from 10,000 to 10,000,000 and write their number names.
2. Manifest understanding of place value of numbers up to 10,000,000 and expanded form of 5-6 digit numbers.
3. Arrange numbers from 10,000 to 10,000,000 in ascending and descending order.
4. Identify the numeral/numerals before, after and in-between any number from 10,000 to 10,000,000.

5. Compare numbers up to 10,000,000 using arithmetical signs.
6. Calculate highest common factor (HCF) of numbers of two digits not exceeding 100.
7. Calculate lowest common multiples (LCM) of two to three numbers, each of which does not exceed 10.
8. Add 2 to 4, 5 and 6 digit numbers.
9. Subtract 5 and 6 digit numbers.
10. Multiply any number by a number up to 3 digits (with sum not exceeding 9,99,999.)
11. Divide a four-digit number by a two-digit number.
12. Use of unitary method.
13. Understand the meaning of average and be able to calculate it.
14. Find the average height/ score/ rainfall/ attendance, etc from the given data.
15. Solve simple money problems including profit and loss.
16. Solve ordinary problems related to simple interest.
17. Convert standard units of length into each other.
18. Infer and measure simple straight and curved lines and distances in meters and centimetres.
19. Divide and multiply kilometres, meters and centimetres.
20. Solve problems related to standard units of weight.
21. Solve simple daily problems related to standard units of capacity by conversion of units.
22. Estimate small units of capacity in terms of non-standard measures and solve mentally daily life problems.
23. Solve problems relating to area and using the formula.
24. Estimate and compare in standard and non-standard units area of objects found in an environment.
25. Calculate the duration of an activity/ event across A.M and P.M.
26. Solve problems relating to time involving weeks, days, hours and minutes.
27. Arrange simple and proper fractions in increasing and decreasing order.
28. Reduce simple fractions to lowest terms.
29. Add and subtract fractions and mixed number of fractions.
30. Add mentally some combinations of fractions, which occur frequently.
31. Divide and multiply fractions with denominator up to 10 and express the answer in its lowest terms.

32. Add decimals up to 3 decimal places.
33. Express units of length, weight and capacity in decimals up to 3 decimal places.
34. Multiply and divide a number up to 3 decimal places by a single digit number.
35. Convert fractions and decimals into percentages and percentages into fractions in lowest terms and decimals.
36. Draw triangle, rectangle and square.
37. Draw circle of a given radius with the use of compass and ruler.
38. Know various terms related to a circle and their relationships.
39. Identify whether a pair of simple figures are reflections of each other. Draw the line of reflection if it exists.
40. Identify in two simple figures whether one can be rotated or turned around to look like the other.

Environmental Science

Class 1

1. Body and hygiene.
2. Main parts of the body.
3. Importance of body hygiene.
4. Requirement of clothes according to weather.
5. Habits of hygiene.
6. Observe how animals and birds keep their body clean.
7. Our family and neighbours.
8. Identify relationships between different members of the family.
9. Show due courtesy to people in the neighbourhood.
10. Observe members of the family at work.
11. Know about local environment.
12. Identify local land features.
13. Recognize local animals, birds and insects.
14. Estimate distances in locality.
15. Local festivals.
16. Share experiences with peers about fairs visited and festivals celebrated.

Class 2

1. Our food and shelter.
2. Understand the need of food for health.
3. See relationship between unclean food and water and diseases.
4. Appreciate why the house is an essential requirement.
5. Share activities to keep the house and surroundings neat and clean
6. Observe and compare various kinds of shelters including those of animals, birds and insects.
7. Identify important public places in the neighbourhood and know their importance.
8. Realize the importance of going to school.
9. Observe and list the occupations carried on in the locality and find out their usefulness.
10. Realize the importance of work in life.
11. Our neighbourhood.
12. Use sunrise and sunset to find directions.
13. Relate the nature of weather with seasons and seasons with human activities, plants, birds, animals etc;
14. Identify main places from a local sketch map of the locality.
15. Recognize some common trees, birds, animals and crops etc., of the locality.
16. Know about national festivals and other celebrations and their importance.
17. Understand the similarities and differences in celebrating national festivals and other celebrations.
18. Know about the national flag.
19. Sing national anthem.

Class 3

1. Rules of safety and orderly behaviour.
2. Appreciate the need of orderly behaviour in public places.
3. Appreciate the importance of standing in a queue and waiting for one's turn.
4. Interpret important road signs and observe rules.
5. Civic amenities.
6. Enquire about functions of public institutions.

7. Know the importance of local and district level functionaries.
8. Food production.
9. List the occupations engaged in producing articles of daily need.
10. Identify people who produce foodstuff and describe activities and ways of life.
11. Knowledge about block and district.
12. Identify directions on a map/ sketch map.
13. Locate the local areas in the maps of a district.
14. Know about the important physical features, climate, vegetation, crops and industries of the district.
15. Describe life of the people of the district.
16. Our early forefathers/ early men
17. Small family/ Happy family.
18. Observe the difficulties faced by large families living in small houses.
19. Observe overcrowding in hospitals, trains, buses etc and understand its implications.
20. Function and care of different parts of our body.
21. Understand important functions of the human body.
22. Know how to take care of parts of the body.
23. Know about living and non-living things.
24. Understand similarities and differences between animals and plants and identify main parts of a plant.
25. Observe food habits of different animals and birds.
26. Resources and the Sun
27. Understand the value of air, water, and land in our life and pollution by human activities.
28. Know about sources of water.

Class 4

1. Precautions against pollution of air water and land.
2. Precautions against common accidents.
3. Know how we manage our local civic affairs.
4. Find out how the Panchayats and Municipality are useful for us and know about local self- government.
5. Manufacturing of foodstuff.

6. Recognize importance of manufacturing articles and the occupations related to them.
7. Compare the status of life of farmers and workers.
8. Our State, Union Territory and Country.
9. Know main geographical features of the State.
10. Describe natural resources, main crops, occupations and industrial areas of the State.
11. Know the important routes of the State.
12. Know how to use an atlas.
13. Understand the use of symbols for showing different places on a map.
14. Progress of man from early times to the present age.
15. Notice the gradual improvement of tools and techniques of man.
16. Appreciate the role of science and technology towards modern development.
17. Know about important aspects of cultural life.
18. Need for national unity.
19. Name the national bird, national animal and national flower and understand their importance.
20. Understand the variety of resources, environment, culture and life of people enriches our unity.
21. Know about national symbols.
22. Nutrition and cleanliness – basic requirements for a healthy body and mind.
23. Classify food in terms of nutritive functions and understand the need of a balanced diet.
24. Know how food and drinking water get polluted.
25. Relate unhygienic conditions with spread of diseases.
26. Usefulness of all living things.
27. Materials and their properties and states of matter (solid, liquid and gases)
28. The earth and its movements.
29. Know about heavenly bodies and difference between sun, earth and moon.
30. Know about weather phenomena.
31. Understand the importance of soil in life.
32. Classify different types of soil in local conditions.
33. Find out how soil is kept fertile.
34. Realize the need for preventing soil erosion.

Class 5

1. Care against persons of bad habits and bad character.
2. See relationship between crime and bad habits.
3. Measures to prevent crime.
4. How we govern ourselves.
5. Understand the role of and relationship between the Central, State and Local self-governments in simple situations.
6. Describe simple facts about the Union /Central government and State level governments and interpret the terms Democracy and Union.
7. Realize the importance of workers engaged in various activities.
8. Realize the importance of trade and commerce.
9. Local exports and imports
10. Appreciate the existence of increasing variety of occupations and interdependence among them in local and familiar conditions.
11. Our Country – broad physical features, population size and composition.
12. Identify continents, equator, and poles on a globe.
13. Locate India on the map of Asia with reference to the Indian Ocean and neighbouring countries.
14. Identify and clarify areas on the map on the basis of main geographical features.
15. Describe main characteristics of Indian climate.
16. Describe importance of natural resources in India.
17. Describe main crops of India.
18. Know the importance and location of significant places and routes in India.
19. Describe life of people in various important parts of India.
20. Our freedom struggle.
21. Realize how we won freedom, and important personalities associated with the freedom struggle and how freedom needs to be protected.
22. Our development strategies in local settings.
23. Realize the need for full cooperation among all castes and religious groups.
24. Know ill-effects of rapid increase in population.
25. Know major sources of disease and prevention of disease.

26. Knowledge of First Aid.
27. Forest conservation, methods to improve forest cover.
28. Energy, work and sources of energy.
29. Man, science and environment.
30. Describe the outstanding achievements of science and know about dangers from misuse of scientific knowledge.
31. Realize the need for scientific ways of using natural resources.

Annexure-2

Curriculum to be completed by teachers Uttar Pradesh Basic Primary Books – Class 1-5

The stipulated books from Class1-5 (Language, Arithmetic's and Environmental Science) by the Uttar Pradesh Basic Primary Education Board will be taught to the children in order to cover the minimum levels of learning competencies for the children enrolled in Non-formal Education schools of carpet-weaving region of Uttar Pradesh. Since the five years course in to be completed only in three years period hence the following clubbing of books and lessons to be taught during the three years has been stipulated.

Lesson of Uttar Pradesh Basic Primary Education

Identified for NFE Special School under NCLP in Uttar Pradesh

| First Year | | Second Year | Third Year |
|--|---|--|---|
| First 6 Months | Second 6 Months | | |
| Class I Language Bhasha Kiran-1 Praveshika (Language Learning Primer) | Class 2 and 3 Language Proposed lessons of Bhasha Kiran Books 2 and 3 (Language Books) Mathematics Proposed Lesson of Bal Ganit Book 2 and 3 (Mathematics) Social Studies Two lessons of Hamara Parivesh Book-3, ' Sharir ke Ang ' and 'Chandan ka Gaon'. (Environmental Science) | Class 3 and 4 Language Proposed lesson of Bhasha Kiran Books 3 and 4 (Language) Mathematics Proposed Lessons of Bal Ganit Books 3 and 4. Social Studies Proposed lessons of Hamara Parivesh Books 3 and Hamara Samaj Book 4 (EVS) Hamara Parivesh, Book 3 and Gyan Vigyan Books 4. | Class 5 Language Bhasha Kiran Book 5 Mathematics Bal Ganit Book 5 Social Studies Hamara Samaj Book 5(Our Society) Science Gyan Vigyan Book 5 |

ANNEXURE-3

Lesson of Uttar Pradesh Basic Primary Education for NFE Special School under NCLP in Uttar Pradesh (Year wise)

| FIRST YEAR | | SECOND YEAR | THIRD YEAR |
|--|--|--|--|
| First 6 Months | Second 6 Months | | |
| <p>LANGUAGE</p> <p>The whole Book- 1 of Bhasha Kiran will be taught in the first six months. This book has been prepared with an integrated approach. The skills essential for Class-1 will be developed through these lessons.</p> | <p>LANGUAGE</p> <p>The following lessons of Bhasha Kiran Books 2 and 3 will be taught during the second six months</p> <p>? Who made the sun and the moon?</p> <p>? Neighbourhood – lesson 2 ‘ Sharir Ke Ang’ of Hamara Parivesh Book-3 will be linked to this lesson.</p> <p>? How much learnt (exercises)</p> <p>? The House of Magan</p> <p>? Fair</p> <p>? Boat Sailed Through</p> <p>? How much learnt (exercises)</p> <p>? A Little Moon</p> <p>? The Children of Jagatpur Village</p> <p>? Who I am</p> <p>? The Barat of Kadduoje</p> <p>? How much learnt (exercises)</p> <p>? The Village of Chandan- Parivesh-3</p> <p>? Our Colleagues</p> <p>? Fairy</p> <p>? Our National emblem</p> <p>? How much learnt (exercises)</p> <p>? Cock and Fox</p> <p>? Where is the Cloud, Uncle</p> <p>? Seema Trapped in the Flood</p> <p>? The Journey to Varanasi</p> | <p>LANGUAGE</p> <p>Following lessons of Bhasha Kiran 3 and 4 will be taught in this year.</p> <p>? Kurta (Shirt) of the Moon</p> <p>? Puzzles</p> <p>? The Teachings of Bapu</p> <p>? Root and Flower</p> <p>? A Vagabond Turtle</p> <p>? How much learnt (exercises)</p> <p>? The Letter</p> <p>? Subhash Chandra Bose</p> <p>? India is my Home</p> <p>? Stroke of Luck</p> <p>? Teaching of Nature</p> <p>? How much learnt (exercises)</p> <p>? Brave Abhimanyu</p> <p>? Hai Me Hai</p> <p>? Circus</p> <p>? Bal Gangadhar Tilak</p> <p>? Bhakti Niti Madhuri</p> <p>? How much learnt (exercises)</p> <p>? Onam</p> <p>? Gramshree</p> <p>? Mohammad Saheb</p> <p>? Akbar- Birbal</p> <p>? Letter to a Daughter</p> <p>? How much learnt (exercises)</p> <p>? Note: The exercises given under ‘how much learnt’ will be changed.</p> | <p>LANGUAGE</p> <p>Lessons of Bhasha Kiran Book5</p> <p>? This Semester will be of one year. In this Semester Bhasha Kiran Book 5 can be taught as it is.</p> |

| | | | |
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| | ? How much learnt (exercises) | | |
| | <p>Arithmetic</p> <p>? Bal Ganit Books 2 and 3</p> <p>? During six months of this Semester the children will be taught following lessons of Bal Ganit Books 2 and 3.</p> <p>? Our Numbers</p> <p>? Numbers Big and Small</p> <p>? Addition</p> <p>? Bindiya's Shop (Subtraction)</p> <p>? How Many Times</p> <p>? How Much Share</p> <p>? Divide, Kankar, Play a Game</p> <p>? Lines and shapes (here teach two</p> | <p>Arithmetic</p> <p>? Bal Ganit Books 3 and 4</p> <p>? Following lessons of Bal Ganit Book 4 will be taught at the beginning of this semester:</p> <p>? Numbers</p> <p>? Comparison of Numbers</p> <p>? Addition of Numbers,</p> <p>? How much learnt (exercises)</p> <p>? Subtraction</p> <p>? Multiplication</p> <p>? Division</p> <p>? Mixed Operations,</p> <p>? How much learnt (exercises)</p> <p>? Point and Line Segment</p> | <p>Arithmetic</p> <p>Bal Ganit – Book 5</p> <p>In this semester the whole Book- 5 of Bal Ganit will be taught.</p> |

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| | <p>lessons together, tell them of lines first)</p> <p>? Exchange (find a way)</p> <p>? Measurement</p> <p>? Badki's Ribbon</p> <p>? Light and Heavy Things</p> <p>? Measuring with Tumbler and Glass</p> <p>? Tick- Tick Goes the Clock</p> <p>? Years and Months</p> <p>? Half of Half is One Fourth</p> <p>? House of Numbers</p> <p>? Numbers Meet</p> <p>? Addition</p> <p>? Subtraction</p> <p>? Multiplication</p> <p>? Equal Distribution of Numbers.</p> <p>? Note: The exercises given along with lessons are inadequate. The teacher's attention will have to be turned towards this and they will have to be trained for preparing new exercises.</p> | <p>? Only Numbers and Numbers</p> <p>? Manoj's Account</p> <p>? How much learnt (exercises)</p> <p>? Multiple</p> <p>? GCM</p> <p>? LCM</p> <p>? How much learnt (exercises)</p> <p>? Fractions (adding and subtracting fraction by one self)</p> <p>? How Heavy are Things</p> <p>? Capacity</p> <p>? Kuku Jumps and Measures</p> <p>? Heat</p> <p>? Decimals</p> <p>? Use of Decimal</p> <p>? How much learnt (exercises)</p> <p>? Perimeter</p> <p>? Time (by self)</p> <p>? Calendar- Teach Books 3 and 4 together</p> <p>? Data</p> <p>? How much learnt (exercises)</p> | |
| | | <p>Environmental Science</p> <p>? In this Semester the following lessons of Hamara Parivesh Books 3 and Hamara</p> <p>? Suraj Book 4 will be taught :</p> <p>? Our District</p> <p>? Self Rule</p> <p>? Weather and Us</p> <p>? Environment and Pollution</p> <p>? The Story of Human Development</p> <p>? Uttar Pradesh and Uttaranchal in India</p> <p>? Uttar Pradesh and Uttaranchal – Natural Physiography and Ways of Living</p> <p>? Uttar Pradesh and Main</p> | <p>Environmental Science</p> <p>Hamara Suraj (Parivesh)</p> <p>In this Semester Hamara Suraj Book 5 can be taught as it is.</p> |

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| | | <p>Cities of Uttaranchal</p> <p>? Important States of India</p> <p>? Administration of a Region</p> <p>? Few Tales – Hamara Parivesh Book 3</p> <p>? Some of our Rulers</p> <p>? Saints and Poets</p> | |
| | | <p>Social Science</p> <p>Hamara Parivesh Book 3 and Gyan Vigyan Book 4</p> <p>? Unit.1 Living Things</p> <p>? Chapter-1 - Different parts of a plant and their functions.</p> <p>? Chapter-2 - Utility of plants and animals and their care.</p> <p>? Unit.2 - Chapter3- The parts of Human Body and their functions</p> <p>? Chapter4 - Food and Health joined with the lesson “Food and Health” of Hamara Parivesh Book 3.</p> <p>? Chapter-5 - Environmental cleanliness and Health</p> <p>? Unit.3 - Matter and its Properties.</p> <p>? Chapter-6 - The states, properties and structure of matter. “Hamara Parivesh” Book 3 lessons “Matter” should be joined with this.</p> <p>? Chapter-7 - Solution of Matter and its separation</p> <p>? Unit.4- Air, Water and Weather</p> <p>? Chapter-8 - The Effect of Sun on Weather</p> <p>? Unit.5- Soil and Crops</p> <p>? Chapter-9 - Types of soil, Crops and Storage</p> <p>? Unit.6 - Power, Work and Energy</p> <p>? Chapter 10- Power, Work and energy</p> <p>? Unit.7- Earth and Sky</p> <p>? Chapter 11- Solar system and nebulae/</p> | <p>Science</p> <p>Gyan- Vigyan Book 5</p> <p>Fourth semester : one year</p> <p>In this semester Gyan- Vigyan Book 5 can be taught as it is.</p> |

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| | | Constellations. Before teaching this lesson Hamara Parivesh (Book 3) lesson 'Achraj Bhara Aakash' (Amazing Space) should be taught. | |
|--|--|---|--|

? Note: The exercises given under 'how much learnt' will change. The teacher's attention will have to be turned towards this fact during training and they will have to be given knowledge of methods of making exercises.