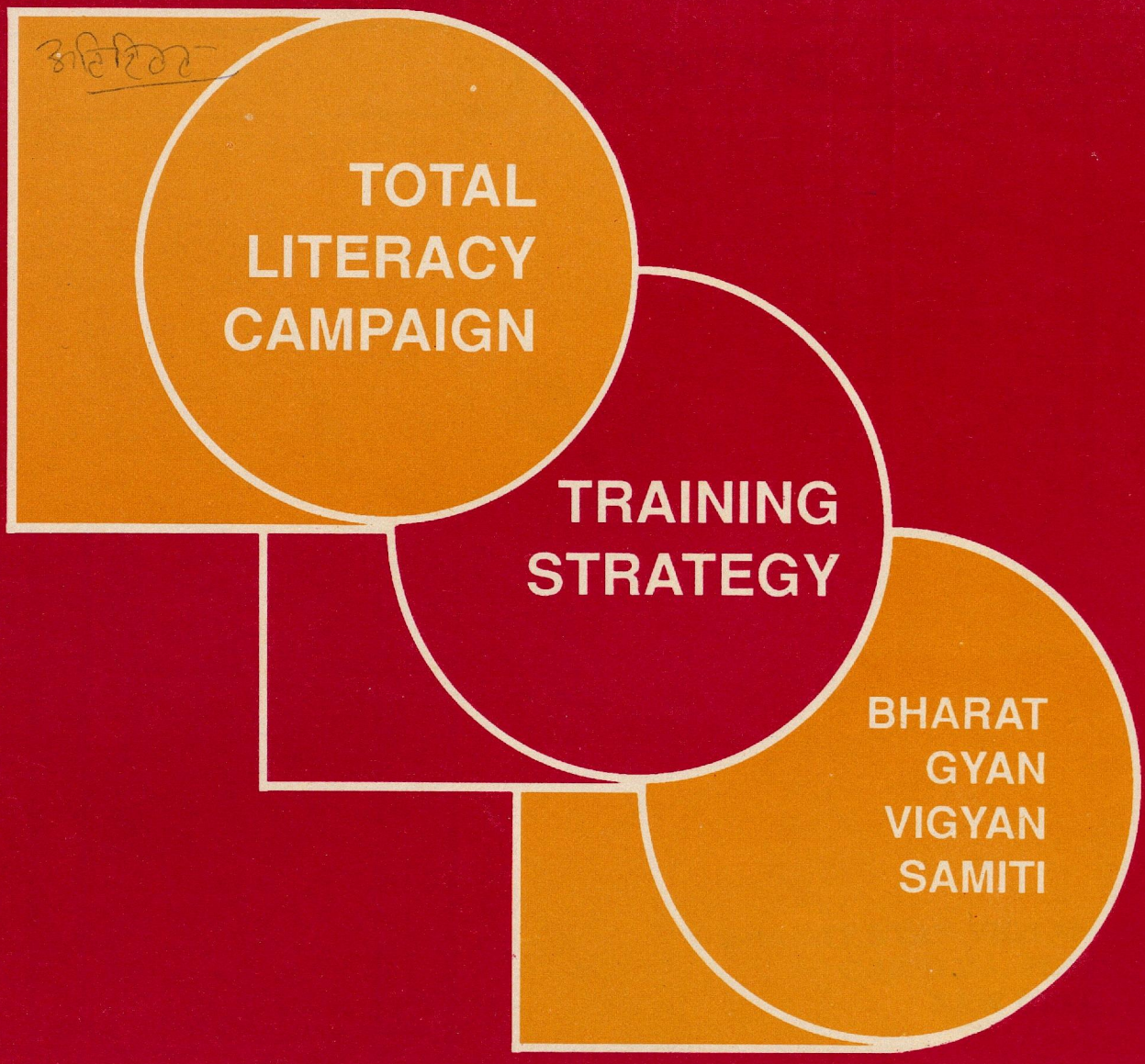

TOTAL
LITERACY
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GYAN
VIGYAN
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TOTAL LITERACY CAMPAIGN
TRAINING STRATEGY

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PREFACE

Following the success of the Eranakulam project, the rest of Kerala, Pondicherry, Daskshin Kannada and Bijapur in Karnataka, Burdwan and Midnapore in West Bengal and Chittoor and Nellore in Andhra Pradesh have completed total literacy campaigns. Today, total literacy campaigns (TLC) are going on in over 70 districts all over the country. Many more districts are getting ready to launch a TLC.

The major achievements of these campaigns have been the creation of unprecedented awareness of literacy and the need for education, mobilisation and training of lakhs of volunteers and the emergence of several lakhs of neo-literates.

Unfortunately, quite a few major weaknesses and bottle-necks have come to light, which could reduce the number of those who would have become literate. The weakest links in the campaign are the training programme and the management information system.

In the TLC situation, tens of thousands of volunteers have to be trained and for this thousands of trainers have to be equipped. Given the limitations of the volunteers, many of whom are barely literate themselves, and the quality of trainers as we recruit them by the thousands and also given the limitation imposed by the time available for training them and the numbers to be trained in this short time, an altogether new strategy had to be evolved to face these challenges. In this process we have gained new experiences. But a lot of errors have also been committed.

On the 26th, 27th and 28th August 1991, Bharat Gyan Vigyan Samiti organised a workshop at New Delhi. The participants included experts in training from state resource centres associated with TLC work, BGVS activists who had organized training campaigns in Kerala, Pondicherry, Nellore and Muzaffarpur and a number of activists who are in the process of planning training programmes. As a result of the sharing of experiences, and the varied and detailed group discussions, a set of guidelines for training were adopted.

These guidelines have been published in two parts

a Training Strategies

b Training curriculum.

These guidelines are, however, not to be treated as rigid rules. In each district, changes will be required to suit local conditions. But we hope the reader will closely follow the reasoning behind these guidelines and avoid repeating the errors committed elsewhere.

The BGVS also reiterates that it views the training programmes as more than just a training for teaching the three Rs. The identification, motivation and training of tens of thousands of volunteers to act as torch bearers of literacy and social change is the creation of a human resource that has high potential for the future. The literacy movement is part of a larger movement for a more democratic, materially wealthier, qualitatively better and culturally richer society. But for literacy to lead to such a social change, one has to plan and work up all aspects of the total literacy campaign.

1

THE TRAINING PYRAMID

Considering the number of persons to be trained, the entire training can be completed within the short time available only if it is organized as a pyramid or following a series of steps in a hierarchical fashion. These are:

1 KEY RESOURCE GROUP OR ACADEMIC COMMITTEE

This group by definition trains itself. It includes persons with past experience in adult education and training, experts from state resource centre etc. If such persons are available, they should be contacted, interacted with and invited to form the group. This group should conduct a workshop in which they work out the details of the entire training programme. The availability of a number of BGVS activists in each state who have been involved in training programmes will facilitate the planning cum learning process at this level. Usually this group will consist of 10 to 20 numbers, and they may be designated as members of the academic committee.

2 RESOURCE PERSONS

The next step is to find out resource persons. The number of resource persons required is roughly one for every 20 master-trainers. If all master-trainers are to be trained simultaneously, the number of resource persons required will be larger. If, however, all master-trainers are divided into two batches and trained in two waves, then one resource person would be sufficient for every 40 master-trainers. To train 100 resource persons at least 5 key resource persons must be available.

If the number of master-trainers, to be trained is small, i.e., less than 500 or so, the key resource persons can directly train the master-trainers.

3 MASTER-TRAINERS

Approximately one master-trainer is needed for training 20 volunteers. If, however, volunteers instructors are trained in two batches, a ratio of one master for a batch of 40 volunteers is adequate. To train about 200 master-trainers 5 resource persons are needed, if this training too takes place in two batches.

4 VOLUNTEER INSTRUCTORS

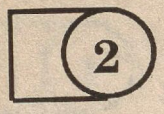
The volunteer instructors must be trained thoroughly by the master-trainers. The number of volunteers required can be calculated at the rate of one volunteer per 10 learners. However, since all volunteers who are trained may not engage in actual teaching, about 10-15 % additional volunteers have to be trained.

EXAMPLE OF A TRAINING PROGRAMME IN DISTRICT 'X'

Total number of learners in district 'X' in the target age group	6,00,000
Total number of volunteers to be trained	70,000
Total number of master-trainers needed	
if all volunteers are trained simultaneously	3,500
if the volunteers are trained in 2 batches	1,750
if the volunteers are trained in 3 batches	1170
Total number of resource persons needed	
if 3500 master-trainers are to be trained in 2 batches	90
if 1750 master-trainers are to be trained in 2 batches	45
if 1750 master-trainers are to be trained simultaneously	90

Total number of core group/academic committee/key resource group 10 to 15.

Note: If a master-trainer trains two batches of volunteers, he or she spends 8-10 days in imparting training and 4-5 days in getting themselves trained. Thus he/she has to be available to work full time for 12-15 days. On the other hand, if he/she has to train three batches, this increases to 16-20 days which is usually not possible for so many persons. If the training is conducted in one batch, the number of days full-time per master-trainer can be as low as 8 days, but the training quality is likely to be less. Nevertheless, in single block projects, especially where administrative support is weak, this may become essential.



SELECTION OF TRAINING PERSONNEL

This is one of the critical steps in organising training. Unless one has the most capable and motivated persons up in the pyramid, much of the content of the training will be lost in its downward transmission.

ACADEMIC COMMITTEE OR KEY RESOURCE GROUP

These are highly motivated persons with a capacity to plan and lead such a programme and an optimistic attitude to the programme. Past experience in adult education is useful but if the person is pessimistic, his presence will have a negative impact. On the other hand, on a number of technical issues they can give useful advice.

The key resource group should be ready to spend 5 to 7 days at an intensive residential camp and prepare themselves for the programme and plan all the details. Many senior persons who want to be key resource persons may be unable to learn or be under the impression that there is nothing to be learnt. They feel that after a day's meeting they can train all the resource persons. Such persons must be accommodated but they should not be allowed to take class alone. A key resource person trained in the workshop must also be present.

Activist doctors, lawyers, professionals, government employees, college and school teachers can be chosen. More than their formal qualification, their ability to grasp, to learn and to communicate is essential. And the most important quality is a high degree of commitment.

RESOURCE PERSONS AND MASTER-TRAINERS

Usually these are school and college teachers. Master-trainers are often almost entirely school teachers. Ideally, to add quality to the groups some persons other than school teachers may be inducted.

It is important that only those, who volunteer are selected. Volunteers cannot be made by orders from above. The selection made by the block level committees, preferably its active core group, helps to identify more committed master-trainers who understand the spirit of a people's movement.

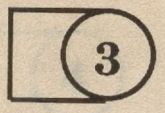
The choice of a master-trainer should not be made on the basis of educational qualifications or on his or her profession alone. Factors like motivation, experience, dynamism, self-confidence, ability to communicate and optimistic outlook also should be taken into account.

THE VOLUNTEER INSTRUCTOR

The number of volunteer instructors needed is so large that almost always there is no scope for selection. Everyone who volunteers may have to be included. Usually a volunteer is a 15 to 25 year old youth who has studied up to 10th or even up to 8th class. Sometimes, especially amongst weaker sections, one has to do with only a 5th class passed volunteer.

The next common category is likely to be students of 8th to 12th class. Again in more highly illiterate areas even 6th to 8th class students come forward as volunteers.

If at a particular place a selection has to be made, it need not be made on the basis of formal qualification. An 8th class pass is, however, desirable. Self-confidence, a fair degree of commitment and a locally familiar person is the usual choice at this level.



Objectives of Training

FOR THE VOLUNTEERS

1 To understand the importance of literacy.
2 To understand the whole strategy of the total literacy campaign and its rationale.
3 To understand how to approach adult learners.
4 To understand the methodology of imparting literacy, numeracy, functionality and awareness with special reference to the primers.
5 To strengthen the knowledge base of the volunteers.
6 To realize the importance of organisational aspects — monitoring, documentation, filing reports, punctuality, class timings, venue of classes etc.
7 To learn to evaluate progress continuously.
8 To learn to emotionally bind the entire group of learners into a unit.
9 To develop communication and organisational skills.
10 To generate excitement, deeper motivation, provide a patriotic element in their understanding, and help their self-realisation—a conversion from being non-entities to known entities.
11 To understand the possibilities of the literacy campaign leading to other areas of participatory development beyond literacy.
12 To impart the basic knowledge about the village, its problems and potentialities.

FOR MASTER-TRAINERS

1 All the objectives as listed for volunteers.
2 Understanding on how to impart training—information, skills and attitudes—to the volunteer instructors.
3 A better knowledge of the district—its geography, socio-economic conditions, health conditions etc., so that, later, they can be of help in rural planning.
4 An understanding of the role of master-trainers as monitors, evaluators and as persons to identify and rectify deficiencies in the teaching learning processes during the teaching phase.
5 Develop capability to absorb knowledge and information constantly and impart it to the volunteer instructors.
6 Impart knowledge about the significance and potentialities of the village gram panchayat academic committee of which he will be the convenor.

RESOURCE PERSONS AND KEY RESOURCE PERSONS

1 All the objectives as listed for volunteers and master-trainers.
2 A thorough understanding of the possibilities beyond literacy—universalisation of elementary education, post-literacy and continuing education, library movement, restructuring primary education, improving health status, local area planning for increasing income and providing employment and a more meaningful participatory democracy and a socio-cultural awakening.
3 A good background knowledge of development activities in the district.
4 A good knowledge of the educational status and institutions and progress of special programme i.e. non formal education, universalisation of elementary education, operation blackboard, teacher-training etc.
5 To learn the background about adult education and training methods and to plan the entire training process in details.
6 To understand the role of resource persons and key resource persons as intellectual guides and facilitators not only for the teaching/learning activities but for the entire processes that the literacy campaign sets in motion.

Note: Though the above statements may appear obvious enough, training often degenerates into meetings filled by numerous unrelated speeches by various experts. To be called training, the training process must result in imparting certain specified, demonstratable competencies. A training process that leaves the trained with the same competencies as before is no training at all.

4

Academic Committee or Key Resource Group Workshop

The number of key resource persons is determined by many factors but the total number of volunteers to be trained is not a deciding factor. These persons by definition are those who plan the training process and, in a sense, who train themselves. Their selection is described earlier.

For a successful training programme for key resource persons about 15 to 30 is a good number. More than 50 is unmanageable.

The camp is always residential, so as to be able to work in a relaxed informal atmosphere for 16 hours a day and develop closer interaction and mutual understanding. One usual problem is that a number of senior persons would find such a schedule not suitable. In such a situation the expertise and experience they possess is to be made use of by inviting them for guest lectures and discussions in specified sessions. They may be even designated as resource persons for the key resource person's camp (overlooking the contradiction in terms—the rest thereby acquiring the status for trainees).

The important point is however that only those who undergo the full training process should later impart training to resource persons and master-trainers and be responsible for the training programmes. If the number of resource persons' camps is not too high the experts can still be called in as guest lecturers on specified, relevant areas.

DURATION

7 to 10 days. Usually two spells of 4 days each or 5 days each can be conducted with a one month break in between. But the entire training should be over before they take up the training of resource persons or master-trainers.

PREPARATION FOR THE CAMP

All the necessary literature on training, adult education, relationship of literacy and social change, experience in TLCs elsewhere, details of TLC training programmes should be collected. Details of educational institutions, government publications, various ongoing governmental programmes, history and geography of the district and so on may be collected and discussed.

Experts from state resource centres, adult education departments and university adult education departments should be invited at specific times for specific sessions.

Persons with experience in planning, conducting and supervising training at all levels in a total literacy campaign and those who have experience in visiting and evaluating centres, must be invited. They can help save your programme from costly errors, provided the persons you call are self-critical and academic and not the type who resorts to sweeping assertions and making grand claims.

CONTENT OF A KEY RESOURCE PERSONS CAMP

1 a Understanding the role and importance of literacy.
  b Deciding the training methodology for this component.
  c Discussions of the common questions that arise from the literate and illiterate at training camps and provide answers to them.

2 Understanding the campaign approach to literacy and the meaning and necessity of developing literacy work into a people's movement.

3 a Understanding every aspect of the entire programme and the manner of conducting each aspect—environment building, organisational structure, community participation, survey, training, keeping the

classes going, etc.

b Deciding what aspects of this have to be conveyed to resource persons, master-trainers and volunteers and the methodology for conveying them.

4 a Understanding the importance of teaching volunteers on how to approach adult learners and learning various aspects of adult psychology.

b Deciding what elements of this are to be conveyed to resource persons and how.

5 a Understanding the definition of literacy, NLM norms and levels and the IPCL guidelines and philosophy.

b Discussion of the primer in a complete manner, page by page and understanding the function of every word and exercise.

c Discussion of the various approaches to imparting literacy—synthetic, analytic etc. and the advantages and disadvantages of each. With this background understanding the method used in the primer and the reasons for this.

d Discussion of the concepts of numeracy and the methods of teaching it and the methods of training volunteers in it.

e Discussion of the role of pictures and the usage of these pictures.

f Deciding what elements of the above are imparted at each level of training and the methodology for the same.

6 a Understanding the district and its socio-economic, geographic and cultural features.

b Developing a deep understanding of the problems faced by the people with special emphasis on health, education, women and other socio-economic problems.

c Understanding the different groups of people and their specific cultural differences and their problems with special attention to the weaker sections.

d Understanding the problem in conveying messages about these problems and the limitations of imparting these messages imposed by the volunteer's limited teaching abilities. The limitations of the training programme and the balance of social and political forces must also be understood.

e Deciding the essential messages that can and must be conveyed and what can be conveyed through primer-based lesson and what will have to go into instructor's hand-books or other forms as also the methodology of imparting such knowledge.

f Note that a large part of the messages must await the post-literacy programmes and it would only spoil the programme if all of them are attempted to be conveyed in the first six months itself.

g Some of the messages can and must be conveyed as part of environment building activity.

h The messages conveyed must not be didactic or moralizing or preaching in nature. It must not be at variance with the realities of the lives of common people. This is easy to state but very difficult to realise. Often one has to be content with raising thought provoking questions.

7 Discussion of the teaching aids that can be developed and the teaching methods and supplementary activities that volunteers must use to evoke interest and enthuse and bind their learners into an emotional unit. Discuss the ways in which training can be imparted so that such skills can be developed in the volunteer. Special emphasis on training methodologies for developing organisational and communication skills also needs to be discussed.

8 Plan the entire training programme. This should include

a Selection of resource persons and master-trainers.

b Venue and date of resource persons, master-trainers and volunteer training programmes.

c Budgets for each training camp.

d Allocating organisers and deciding the mobilising activities for each training camp.

e Methods to convert training camps into an environment building activity.

f The nature of food and travel arrangements needed and plan for the same for each training programme.

g Assigning responsibilities for each key resource person in the organisation of the entire training process.

9 Learn about the plan for monitoring and evaluation in detail and learn about the role key resource persons , resource persons, and master-trainers will play in this process.

10 Learn about the kind of problems that develop in the total literacy campaigns with special reference to the teaching/learning process — levels of learning and the problem of dropouts. Learn about the various methods that have been used to solve these problems.

11 WRITE THE INSTRUCTOR'S HANDBOOK—usually a smaller group of 5 or 6 may suffice for this, but this should be read by everyone.
Even in cases where standard handbooks prepared by the state resource centre are available, a small supplementary handbook which relates the primer to the concrete teaching/learning situation of the district will be of great use.

12 WRITE THE MASTER-TRAINER'S HANDBOOK—again a smaller group can do this but this should be read and internalized by everyone.

13 Practical experience
A visit to an illiterate group and conducting a few trial classes among them at least once is a very useful exercise. If the key resource persons can train 30 to 40 volunteers and start teaching in one village or slum area, they will gain tremendous insights into the problems on the ground. This will certainly help to strengthen the training programme. Remember this village should not become a village to be made and declared 100% literate. The temptation to do so is often disastrous and demoralizing. This is meant only as a pedagogic laboratory.
At the end of the training programme carry out an evaluation exercise where one can estimate at least the knowledge and information imparted during the training process. Other skills and competencies are probably best measured by the success of the next level of training.

5

The Resource Persons' and Master-Trainers' Training Camps

The selection of personnel and the criteria for deciding the number of resource persons and master-trainers to be trained have already been discussed.

RESIDENTIAL NATURE

Resource persons camps must necessarily be residential. For logistic reasons too the resource persons camp must be residential as they will be coming from all over the district. For every 20 resource persons at least one key resource person must be available and if there are 10 key resource persons, 200 can be trained at one camp. More than 200 would make logistics difficult and the atmosphere would be spoiled unless a suitable venue, say, a college with facilities suitable for plenary sessions, class-rooms for discussions and hostels for accommodation exist. All these facilities are needed even if the camp is 100 to 200 strong.

Master-trainers camps must also follow the same logistic guidelines as above. Residential nature is a must but in practice we often fail to achieve this. Lack of such widespread infrastructure facilities may compound this problem. We may therefore have to go in for non-residential camps but this must be seen as a deficiency.

DURATION

RESOURCE PERSONS CAMP: GUIDELINES

Stage 1	50 to 60 hours	before they train master-trainers
Stage 2	10 to 12 hours	6 weeks to 8 weeks after teaching starts
Stage 3	10 to 12 hours	6 weeks to 8 weeks after second camp
Stage 4	20 to 30 hours	6 weeks to 8 weeks after third camp

MASTER-TRAINERS CAMP: GUIDELINES

Stage 1	30 to 35 hours	before they train volunteers
Stage 2	10 to 12 hours	6 weeks to 8 weeks after teaching starts
Stage 3	10 to 12 hours	6 weeks to 8 weeks after second camp
Stage 4	15 to 18 hours	6 weeks to 8 weeks after third camp

NUMBER OF DAYS AND PHASING

RESOURCE PERSONS' TRAINING

50 to 60 hours of training of resource persons can be achieved in 5 to 6 days of residential mode of training or 8 to 10 days of non-residential mode (calculating at 10 hours per day of useful training time in residential and 6 hours per day in non-residential programmes).

This can be covered together as a one step 5 day residential programme, provided training of master-trainers is to start on the very next day or a couple of days after the resource persons camps. Alternatively, it may be split into 4 days residential camp in the first instance followed by a 2 or 3 day residential or non-residential camp just before they begin to train master-trainers. In any case a long gap must not be allowed between the resource person training and the day they impart training to master-trainers.

The second and third phase of training can be of a 2 day residential or non-residential nature and the fourth phase will have a 3 day residential or non-residential camp.

MASTER TRAINERS' TRAINING

For master-trainers, the first phase of 30 to 35 hours training can be achieved in 4 days of residential or 6 days of non-residential camps. It is essential that the gap between training of master-trainers and the volunteers training camp be minimal—not more than a week. If it is non-residential training for 6 days it may be split into 4+2 days, the 2 days being immediately before the volunteer training camp.

The duration of training is influenced by two opposing factors. The need of imparting necessary knowledge and skills and developing abilities generally calls for longer camps.

The situation, on the other hand, makes it difficult to mobilise these persons for a sufficient length of time. Either on-duty leave is not available or they cannot be away from home and occupation and other personal or professional work for such length of time. Finance is usually not a constraint. Infrastructure (lodging and class rooms, halls) availability may be a major problem.

One, however, needs to sound a note of caution that the inability to keep attendance up in a camp for a sufficient length of time is more often a reflection of the failure to keep the programme interesting and creative enough to hold the attention of participants. Boredom drives people out of camps perhaps more than other attributed reasons. In many parts such camps itself are a new experience and one has to work hard and creatively to bring people around to attend the entire duration of the camp.

Keeping all these guidelines and problems in mind, one must plan for the training process in the district.

CONTENT OF THE RESOURCE PERSONS' AND MASTER TRAINERS' CAMP

1 Knowledge of the role and importance of literacy and teaching methodology for the same.
2 Knowledge of essential features and detailed schedule of campaign approach to literacy with special emphasis on making it a people's movement.
3 Knowledge of methodologies for instructing volunteers on how to approach adults and teaching methods for adult learners.
4 Understanding the definition of literacy and NLM norms.
5 Understanding the 3 primers fully, especially
—how letters are introduced
—how reading abilities are developed
—how writing abilities are developed
—how numeracy is developed
and the ways in which volunteer must be trained to understand and implement this.
6 How the functionality and awareness component sought to be conveyed through the primer and through other means is to be imparted.
7 How to structure, begin and function a learning unit or centre of 10 learners, the problems the volunteers are likely to encounter and ways to counter them. The methodology of training volunteers on this.
8 How to teach volunteers to develop teaching aids, to learn about teaching methods and acquire and improve upon organizational and communication skills. Supplementary activities that volunteers can conduct to bind their learners into an emotional unit.
9 How to teach volunteers to maintain records and assist in monitoring, evaluation and other problem management tasks.
10 How to improve the motivation of volunteers and to plan the volunteers training camp in such a way as to become in itself an environment building activity.
11 Informing resource persons and master trainers and motivating them to undertake monitoring, evaluation and problem management activities.
12 Educating resource persons and master trainers of the possibilities of a literacy campaign beyond literacy, especially universalisation of elementary education, post-literacy, and other possible development and cultural activities.
13 How to evaluate master-trainers at the end of the training programme to identify specific problem and weaknesses of the trainers and the instruction process and to draw up a systematic plan for remedial action.

6

The Volunteer Instructors camps

The objective of volunteers training and their selection have been discussed in earlier chapters.
Strategy for organizing volunteer training camps :
The camp is almost certainly non-residential. It is neither possible nor necessary to host and accommodate tens of thousands of volunteers in residential camps.
The choice of venue and the logistics of the camps, the number of trainees available etc. are critical points. Various considerations go into deciding this.

1 The total number of volunteers to be trained in a camp must seldom exceed 200 to 300. Larger number of trainees will create problems in providing food and for maintaining order.

2 There must be at least one master-trainer available for every 20 volunteers. This may go up to 30 or even 40 but never beyond this.

3 Every camp must be attended by at least two or preferably three master- trainers. A four day training programme would become very monotonous if the same person has to take all the sessions. Besides monitoring and reporting, organizing will also becomes difficult. On the other hand, the time factor demands a minimum number of trainees for the camp—at least 60 volunteers to fully occupy three master-trainers.

4 The camp must be as near as possible to the residence of potential volunteers. This would lessen the need for providing for travelling expenses and would facilitate participation of larger number of volunteers especially local volunteers. The only problem may be volunteers showing a stronger temptation to go back home. But they can be mobilised again easily.

5 In most situations, the above restriction gives rise to two options. One is the 'Nellore model' where the camps are held in every small habitat with the number of master-trainers increased so that 3 master-trainers will be available for every 2 habitats. That is, these 3 master-trainers will take classes for 4 days in one habitat. But for this model to be successful, there must be enough master-trainers available to cover every habitation within these 8 days (or maximum 12 days).
The other is the 'Kerala model' in which volunteers come to a central place in the panchayat where 300 volunteers are taught by 10 to 20 master-trainers. The advantage of this is that it also acts as an effective environment building and motivational exercise. But mobilisation especially of female volunteers may be more difficult.
In Nellore the loss of this essential environment building aspect was countered by a one-day training camp held at the mandal level (i.e. a cluster of 5-6 panchayats or 20-30 villages). The programme consisted of carefully planned speeches, skits and activities meant to motivate volunteers and to demonstrate that they were not alone—hundreds of others were coming forward as volunteers in their mandal. This training camp was held about 1-2 weeks before the actual 4 day hamlet level training camp.

6 The number of batches trained by a set of master-trainers is another variable. The larger the number of volunteers trained by a single set, the lesser the number of master-trainers required. Thus in the 'Midnapore model' a set of master-trainers would be training dozens of batches of trainees over a period of 3-4 months. At the other extreme—in Kerala or Pondicherry all the volunteers would be trained in just the same 4 days. Most programmes now prefer to have a set of master-trainers to train two or maximum three sets of

volunteers each. But the question is still open.

DURATION OF TRAINING

Phase I	25 to 30 hours	before teaching begins
Phase II	10 to 12 hours	6 weeks after teaching begins
Phase III	10 to 12 hours	6 weeks after phase II
Phase IV	15 to 18 hours	6 to 8 weeks after phase III

In terms of days this would normally mean 4 to 5 days in the first phase, 2 to 3 days in the second and third and 3 days in the fourth phase.

SCHEDULE OF TRAINING

DAY 1

10 a.m.	to	11 a.m.	Inauguration/Introduction in groups/songs
11 a.m.	to	1 p.m.	Why literacy and what literacy is
1 p.m.	to	2 p.m.	Lunch
2 p.m.	to	3 p.m.	Why a peoples' movement for literacy —explaining the campaign objects and spirit
4 p.m.	to	5 p.m.	Explaining how to approach adult leaners
5 p.m.	to	5.15 p.m.	Learning a song

DAY 2

10 a.m.	to	10.30 a.m.	Awareness content of 3 primers
10.30 a.m.	to	11.00 a.m.	Group songs/Distribution of teachers kits
11 a.m.	to	1 p.m.	Introducing the primer —role of pictures/discussion —pictures to key words —key words to letters —reading and writing practice
1 p.m.	to	2 p.m.	Lunch
2 p.m.	to	3.30 p.m.	Teaching numeracy
3.30 p.m.	to	5 p.m.	Studying the first primer —Lesson by lesson—discussion points —Purpose of each exercise—group work/exercise
5 p.m.	to	5.15 p.m.	Learning a song in group

DAY 3

10 a.m.	to	10.30 a.m.	Health messages in the 3 primers
10.30 a.m.	to	11 a.m.	Group songs
11 a.m.	to	1 p.m.	Role play—conducting a class
1 p.m.	to	2 p.m.	Lunch
2 p.m.	to	3.30 p.m.	Completing study of first primer —Study of content of each lesson —Exercises in each lesson —Broad understanding about second primer
3.30 p.m.	to	4.30 p.m.	Developing teaching aids/other supplementary teaching activities/games Discussion on village level academic committees
4.30p.m.	to	5.30 p.m.	Evaluating competencies of volunteers in primer-based instruction

DAY 4

10 a.m.	to	10.30 a.m.	Problem of women (with reference to 3 primers)
10.30 a.m.	to	11 a.m.	Group songs/activity
11 a.m.	to	1 p.m.	Evaluation and monitoring
1 p.m.	to	2 p.m.	Lunch

2 p.m.	to	3.3 p.m.	Problem management/case studies
3.30 p.m.	to	5 p.m.	Planning their work and camp evaluation

If the second primer is not discussed lesson by lesson in the afternoon session on the 3rd day, the functionality and awareness messages to be conveyed in the classes can be discussed. If time and other factors permit, attempt may be made to expose the volunteers to the actual teaching situation by conducting a model class in the village. If it is possible to conduct a five day camp, and indeed there is a strong case for doing so, the following additional session can be considered. The earlier schedule would then have to be suitably altered.

1 A two hour session to improve communication and organisational skills.

2 The earlier evaluation and monitoring session is divided into two. One and a half hours on the evaluation tests in the three primers and one and a half hours session on monitoring, its importance and the forms that the volunteer has to fill in.

3 One and a half hours to two hours discussion on the possibilities of programmes after the literacy programme is over.

4 Further session on functionality and awareness components.

5 A special session on women and their problems (normally this should be integrated into every session but if time permits there could be a special session on this).

6 Based upon the evaluation of primer-based instructional competency of the volunteer carried over on the third day evening, select parts of primer training may be redone.

Similarly, if the half an hour for lecture/ discussion on women, health and awareness components of the 3 primers is sufficiently covered while the primers were considered, then this hour also becomes available for the group songs/activity session in the morning.

7

TRAINING METHODOLOGY

A number of methods can be used for conveying the knowledge and skills and learning attitudes during the traning process. Below an attempt is made to present a few such methods, along with their advantages and limitations.

1 Lecture methods
2 Group discussion method
3 Role-play and simulations
4 Case studies
5 Video-assisted training
6 Practical or field situation training.

LECTURE METHOD

Lectures are often the only method used. Because of its severe limitations and because there is too much loss of depth and clarity as training proceeds down the training pyramid, the lecture as a training method should be avoided as far as possible.

However, it has few advantages. New information and concepts can be introduced in a systematic way to a large number of trainees. It can save time and cover a large area. It can be used to summarize a topic at the end of a session. Distribution of reading materials before or after the lecture, preferably before, adds greater depth. Questions can be encouraged after the lecture, Charts, slides, and other audio-visual aids can also be used. But this is generally of use only in key resource persons and resource persons training camps. The person using them must be fully familiar with the methodology of using them.

Lectures by a few chosen speakers are also used to inspire the trainers. Often well known personalities can be listened to by a large audience only in the lecture format.

SOME TIPS FOR AN EFFECTIVE LECTURE

1 The subject should be prepared ahead of the session.
2 Its content should be informative and the sequencing should be clear.
3 The language of the lecture should be simple to understand—short and correct sentences.
4 The introduction to the lecture should be challenging and stimulating.
5 Learners' participation should be encouraged if the duration of the lecture is long.
6 Eye contact with the learners is essential throughout the lecture.
7 Proper seating arrangements should be made so that learners can see and hear the lecturer.
8 The trainer should be conscious of his/her facial expressions and body movements during the lecture so as not to distract the learners.
9 It should be clearly linked to the learning objectives.
10 The trainer should be able to deal with the topic in depth within the stipulated time.

ADVANTAGES OF LECTURE METHOD

* Presentation of facts and opinions in an orderly and systematic manner.
* Learners can be stimulated and motivated to further study and inquiry.
* Large numbers of persons can be covered.
* Information and concepts can be presented to learners who are not famillar with printed materials.

LIMITATIONS OF LECTURE METHOD

* Only the trainer's point of view and ideas are presented.
* Objections, disagreements, different views are not brought out.
* The impact of the lecture on the learners cannot be gauged — a good number may not listen to at all.
* Facts can be distorted by an irresponsible speaker.
* It can tend to satisfy the needs of the lecturer at the cost of learning by the learners.

GROUP DISCUSSION

1 In small groups led or moderated by a trained resource person, the resource person may initiate the discussion with a short presentation of the topic, allowing questions even while she/he is making initial pressentation and longer discussions after the presentation. This way of initiation is essential when completely new information has to be presented.

The moderator may ask additional questions to the group after the presentation if there are not enough spontaneous questions to generate an active discussion.

2 In small groups which deal with a topic on which everyone has some views, the aim of the discussion is to clarify concepts, emphasise certain aspects and internalise ideas. Here one can start off the discussion by posing some question. Here the moderator's main role is to keep the discussion going and help summarise the consensus. For this, the questions should be properly designed. Very didactic questions with obvious answers may not provoke adequate discussion. Besides, the moderator must not let the discussion conclude before the discussions have explored the various aspects of the question. She/he can keep the discussion open by questions and counter-questions and observations.

The moderator must avoid the tendency of presenting answers at the end of the discussion and then turn the discussion into a viva voce. If the discussion leads to absolutely different conclusions from the consensus of the resource persons then the moderator has to be content with stating that "we feel that..." and then adequately explaining the position.

3 When there are not enough trained resource persons to attend each small group, the small groups can be assigned the tasks and asked to present their consensus views in a plenary session moderated by a trained resource person.

Such a plenary session can turn into confusion if not properly conducted. The answer to each question is given in turn by the different groups. Other groups are asked to give their views only if they differ or want to make additional points. Each answer is presented by only one group. The moderator then sums up the answers in a sharp and attractive manner, before proceeding to the next question.

ROLE-PLAY METHOD

Role-play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. It is a conscious attempt to examine the various roles played in actual life. This process is then subjected to critical reflection through effective feedback given by both the observers and the actors.

Since natural or close-to-life situations are taken in a role-play, the dynamics of the various roles can be explored in depth, Role-plays also provide the opportunity for an exploration of various roles from some distance; this method also makes risk-taking and spontaneous response possible. Learners do not feel threatened as in a real situation. This facilitates opportunity for learning.

The emotions of the actors involved in the role-play determine the outcome of role-play. The outcome cannot be predicted or pre-determined. Learners get an opportunity for becoming a player, an observer, summariser, clarifier, etc. Besides, they also get an opportunity to practise new behaviours in a role-play.

The role-play can be designed to facilitate understanding and raise awareness; it can also be used to practise some skills. For example, role-play can be used to become aware of the various ways in which teaching is done in school; it can also be used to practise ways to address adult learners.

FEATURES OF ROLE-PALY

1 It is an activating, energising, involving and absorbing activity.

2 It provides opportunities for developing new insights and sensitivity by looking into oneself as well as others'

points of view, feelings, behaviours and experiences.

3 It generates valuable data on human relationships and interactions and exposes learners to the dynamics of a situation. Thus a volunteer can understand the interactions in an adult education centre better through a role-play than a lecture.

4 It provides opportunities to bring out hiden attitudes and unexpressed feelings before the group for review, thus facilitating a process of checking one's perceptions and attitudes without fear of rejection. This facilitates projection of new behaviours leading to internalisation of learning.

5 It helps establish causality—understanding stimulus—response situations—why certain behaviours evoke certain responses, etc.

6 It helps in identifying problems both at individual and group levels and analysing them.

7 It serves as an evaluator by facilitating individual and group change through feedback from others and through self-assessment.

STEPS IN USING ROLE-PLAY

1 The learning objective and subject matter should be specified before choosing a particular role-play.

2 The facilitator should identify a problem or a situation that would be meaningful to the group and would meet the learning objectives.

3 The problem should be well-defined, specific and not too complex in structure. Otherwise it may not be understood by the actors and the observers.

4 For different roles to be played, either individuals can volunteer or decide among themselves or the facilitator may assign roles to different individuals.

5 If any individual is reluctant to portray a particular role, the facilitator should not push it on him/her. This may result in the individual feeling anxious, nervous and threatened, and impair learning.

6 For learning to take place, the active involvement of the learners is essential. Each actor should be well briefed about the role to be played. This could be done separately. Observers should also be given clear instructions about their role, what they have to observe and how they have to record it.

7 In setting the stage, the rationale of the role-play situation should be explained— what it is being used for, why, and what can be effected through it.

8 During the role-play, if a particular scene is being continued or stretched for too long, or an impasse has been reached, or real feelings have begun to be developed or the purpose of the role-play has been achieved, the role-play should be tactfully stopped. Sometimes the role-play can be stopped in between for a while in order to highlight a point and then be continued further.

9 Time should be allowed to participants to distance themselves from their roles after it is over.

10 During the sharing and analysis sessions, the discussions should be focused on observations, feelings, understandings, and not on opinions or suggestions.

11 If the diagnoisis of the problem opens up a whole new way of working out a problem, different role-play situations can be tried to practise new approaches or actions. This will help test the generalisation in more than a particular case.

FORMS OF ROLE-PLAY

There are various forms of role-play as learning methods.

A SIMPLE ROLE-PLAY

In this form a small group performs the role-play before the observers, or two persons role-play two different sets of characters and then interchange their roles.

The former helps to develop sensitivity to the feelings of others. In the latter, it can be effectively demonstrated how diverse attitudes, feelings and personalities emerge from similar sets of situations. Both sets of reactions of the actors and the observers can lead to rich insights.

B MULTIPLE ROLE-PLAY

In this, the same situation is enacted by different groups. This exercise could also be simultaneously played in different groups with observers and facilitators. They then can share their experiences and insights and compare data with one another. This can help highlight different sets of perceptions.

C SOCIO-DRAMA

A role-play which focusses on a particular social issue can also be effectively demonstrated during a session. Participants can then collectively analyse it and discuss the issues and related dynamics.

ADVANTAGES

Some key advantages of role-play as a learning method are :

1 It is a simple and lowcost method.
2 It focuses right on the problem and helps learners deal with it.
3 It throws considerable light on crucial issues within a short period of time.
4 It provides low risk opportunities to inaividuals to experiment with new behaviours and open oneself up with support and understanding in the group.
5 It exposes an individual to various points of view as well as diverse reactions to a particular situation, which may not be possible in reality.
6 It does not require much material on much advance preparation.

DISADVANTAGES

The key limitations of this method are :

1 If the learners are not involved fully, learning can be hampered and the session serves mostly as an enteratainment.
2 Participants can get intensely involved in their roles and may not be able to look at themselves and the dynamics from a distance.
3 Role-playing can become an end in itself—roles can be exaggerated, distorted or underplayed. This tends to reduce its potential for learning.
4 During the reflection after role-play, much attention needs to be paid to highlight the dynamic issues on which it was based. If enough care is not exercised, reflection can be curtailed or distorted, thereby undermining learning from it.

ROLE OF FACILITATOR

The facilitator has to set the stage for the role-play activity. As a director of the play, clear and precise instruction need to be given to both observers and actors. The facilitator acts as a clearifier, interpreter, summariser and supporter.

The facilitator has to be alert to the emotional problems that could develop in the process, and affect both the observes and the actors. Besides being alert to the involvement of participants, the facilitator also needs to monitor and observe the process during the play.

In the group discussion and analysis following the role-play, care must be exercised not to run down any particular individual. The focus of analysis should be kept at the level of the issues and its dynamics, not the individuals and their ability to role-play.

SIMULATION

As an interactive learning method, simulation sets up or recreate a complex real situation within the context of a training programme. Various roles are assigned to different participants and the exercise takes place for a specified period of time. Various events and activities are set up to facilitate the interaction between the actors. A good example of a simulation is the one created for training aircraft pilots. Real-life training of pilots on an actual flight may be too risky; an error during learning may prove fatal. So, the real-life conditions of air preassure inside an aircraft, with all the combinations and possibilities, are created in a simulated manner. Learning can thus take place without serious risks. Thus simulation is a method of learning without facing real-life risks in a situation simulated to approximate reality.

HOW TO MANAGE A SIMULATION

There are several steps that need to be followed for simulation :

1 The objective of the exercise should be very clear. What does one want to achieve through this simulation? This should be noted down.
2 An appropriate simulation should be selected that would best represent data about the subject matter under

study. One can modify an existing one or create a new one relevant to the learning objectives.

3 The rules and instructions of the activity should be clearly defined and written down-preferbaly in the master trainers' handbook.

4 Detailed planning regarding debriefing of the participants following the activity needs to be done beforehand—like what question will be posed after the experience is over to help generate learning from it.

5 This would also entail being able to anticipate possible scenarios and outcomes and be prepared to try out different possible ways of processing the experience.

6 Roles of trainer and co-trainers should be clearly defined. A good way is to write down the steps of the simulation and who is responsible for which step.

7 The place of the activity should be kept ready and well chosen.

8 While the simulation is on, the observers can take notes.

9 When the simulation is over or objectives achieved the closure should be clearly annouced and a short break given. (One could play a simple game or sing a song in this break).

10 After the simulation activity there should be a detailed discussion on it, e.g.,
* What happened to you in the activity?
* What were your feelings during the activity?
* Are there any parallels in real life?

While participants share their feelings, the trainer should write them down on the chart.
It is important to keep in mind that the facilitator does not question or counter the feelings of participants. They should be accepted as they are. One could further explore them by asking question like, what happened? What did you do then? etc.
The facilitator should not force his/her conclusions on the feeling shared. For example, the participant says : I am feeling anxious. Facilitator : You are feeling anxious because Sudha treated you like this? Such interpretations should be avoided. Let the participant share why he is feeling anxious.
Collate all the sets of experience shared and draw parallels with what happens in reality. Why does it happen? A discussion could take place on the key issues. As a summary, key points can be highlighted and conceptual frameworks presented. This provides a conclusion on the content of the activity.

ADVANTAGES

1 A simulation creates a learning process which opertes on both individual and group levels.

2 The intensity and creativity of the experience involves participants in the activity.

3 It generates a large amount of data for learning.

4 It has potential for transferability of learning the insights gained which can be used back home, if the simulation is close enough to reality.

5 The end result is not predictable: learning takes place as directed by the learners themselves.

DISADVANTAGES

1 Participants may not immerse themselves fully in their roles. This hampers the interactive learning process. Also some participants go over deep into their roles and find it difficult to come out, which again hampers learning.

2 Simulation is a very difficult exercise, and requires a competent facilitator to conduct it and also involves meticulous and detailed planning of every stage of the activity.

3 Sometimes, the effort of the facilitators is spent more on the real activity, and the data generated is left unprocessed. This disturbs the learning process.

4 Considerable skill is required in the debriefing sessions, or else all the data generated will not be utilized for any learning.

5 The choice of a particular simulation is difficult. One that is too close to reality can become threatening. One that is too remote can become irrelevant. The challenge is in choosing and designing simulation that works.

CASE STUDY METHOD

The case study method involves the use of real life experiences of an individual, a group or an organization other than the learners themselves. This could either be through an oral process or through written documents,

depending upon the subject matter and learning objectives. Case studies could either be content or process based or a combination of both. For example, a case study can be on the decision making process in a development organisation or choice of wasteland development strategy, or both.

THE PURPOSES OF USING A CASE STUDY ARE

1 To supplement certain information as well as theoretical concepts presented to a group of learners. In this way, it helps to elucidate various underlying principles, to further highlight and clarify certain critical issues as well as to present a living example of how those concepts apply.
2 In the event of understanding the dynamic of any particular situation (especially when it is real), it triggers a process of reflection and application on the part of the learners. They can draw parallels with their own set of experience or even see the main differences.
3 To discuss and further evaluate varying approaches used in similar or different contextual situations. Essentially, what it demonstrates is that there are various ways of perceiving a problem and handling it.
4 To sharpen learner's analytical and diagnostic skills. It is a good learning exercise and can help systematically build up critical faculties.
5 To expose different groups, for example, to illiterate tribal groups, to situations and examples of struggle that would serve as learning models for them.
6 To create new knowledge. Through a process of collective reflection and analysis, new theoretical constructs can emerge. Often, concepts which have emerged from practice are further refined through such a process.

STEPS

The use of the case study method can be done in the following steps.

* Reading or hearning case study;
* Individual reflections;
* Small group discussion to explore the issue further (see section on group discussion for methodology);
* Extract insights;
* Collective analysis;
* Summarising;

ADVANTAGES

Case studies can contribute significantly to the processes of

1 Option-creating:
Presenting a wide range of methods and approaches to a similar problem.
2 Awareness-raising:
Understanding the underlying causes and factors that have either enhanced or hampered a particular process.
3 Further developing planning and analytical skills:
Using other people's experience as valuable insights and bases for learning.
4 Cognitive inputs:
Contributing to new understandings and conceptual frameworks.
5 Drawing strength from the experience of others:
Sharing in similar experiences of others and realizing that one is not alone in one's struggle gives renewed faith and confidence in one's work.

DISADVANTAGES

Case study as a method also faces certain limitations.

1 There can be occasions when the focus is shifted primarilly to the subject matter and the feelings of the people involved are ignored.
2 An appropriate and relevant case study is difficult. There is very little systematic documentation in the field of training. It is time consuming to collect information and prepare case studies.
3 Case studies are written either by the person involved in the process or by an outsider or by jointly. These are, therefore, coloured by the perceptions, ideologies, feelings and experiences of the writers involved and can give distorted and subjective versions of a given reality.

FACILITATOR'S ROLE

The case study method involves a high degree of involvement and participation on the part of both the learners and the trainers. Asking question, probing further, clarifying, seeking clarifications, inviting interpretations, drawing parallels between existing reality and what's happening in the group are various things that a facilitator does in this method.

The pace of case study analysis has to be sustained. What may go well with one group of learners may be totally redundant for another group. The facilitators should therefore keep in mind the level of learners and the objectives to be achieved. In the absence of a readily available case study, the facilitator has to prepare one as well. Preparing and using case studies require considerable skill.

USE OF VIDEO IN TRAINING

Video is a method of recording synchronized picture and sounds on magnetic tapes.

POTENTIALS OF VIDEO

Video has lots of potential as an aid to our educational work. Just as literacy can be used as a weapon for progressive social change, so can the video. People using video can create a sense of self-identity and self-control. Despite having so much potential, video has its own limitations. It is like any new toy or drug. If people have high expectations which cannot be fulfilled by video, it may destroy all the existing possible benefits. On its own video cannot do much. It can focus attention on the real problem but it cannot solve it. Video can be used for opening a dialogue on an issue, for giving information, building up confidence, having discussions, etc.

1 GIVING INFORMATION

A prerecorded tape can be played back to give information on a particular issue. For example, if you are running a training programme for health workers and want to tell them about Oral Rehydration Therapy (ORT) video can help. You can play a prerecorded cassette on ORT, explaining the process.

2 SUBSTITUTE TEACHING

In case an expert is not available for a particular session, his lecture on video could be the best substitute. This is the way video is mostly used in traditional forms of teaching. In such a usage more interest can be created by discussion after the viewing or even by interrupting the film to have a discussion on a point that needs to be highlighted.

3 DEVELOPING UNDERSTANDING

Video can be used to develop an understanding about a given area, etc. For example if participants want to understand the responses of people during a literacy campaign, they can go around with a portable (V.C.R + Camera) and make films themselves which will serve two purposes. One, it will give them the first-hand information they wanted; and two, they will have a recorded programme to explain to others. In the same way, it can be used on any given issue. Concurrent evaluation may find this especially useful.

It is perhaps useful to experiment with video. But many trainers/learners may not have access to it. With some effort, simple video equipment can be borrowed for such use.

This entire section on Training Methodology is taken from the book 'Training of trainers' published by PRIA. New Delhi. We gratefully acknowledge their contributions and suggest that all district training teams acquire copies of this book.

8

TEACHING AIDS

Various types of teaching aids can be made use of

1 to make the teaching-learning process more interesting and lively
2 to explain unusually difficult concepts
3 to involve learners more intensely in the teaching-learning processes
4 to convey functionality and awareness aspects better

Teaching aids can be classified into the following categories

1 Teaching aids like maps, charts, models, etc., which are available in the market or which can be borrowed from the nearby school library etc.
2 Simple teaching aids that can be made by a volunteer of a group of volunteers or by local academic committees.
3 A number of interesting teaching aids may be prepared at a workshop specially conducted for this purpose under the auspices of sub-project/village academic committee.

Teaching aids that can be obtained from nearby institutions

1 Globe
2 Map of the world
3 Map of India
4 Map of the state concerned
5 Map of the district
6 Map of the gram panchayat/village (may be available at the gram panchayat/village office)
7 Microscope
8 Telescope
9 Stethoscope
10 Thermometer
11 Spygmomanometer
12 Weighing instruments and weights
13 Various charts

Some of these may be shown to the learners with the help of school teachers in the nearby schools. Some may be shown with the help of special squads formed under the auspices of academic committees. It may be easy, but it is certainly worth trying.
Teaching aids that can be made by instructors themselves
A number of low cost or no cost teaching aids may be made by the volunteer or the academic committee.

1. LETTER PLAY CARDS
Letter play cards can be made by sticking letters to old playing cards, or by using properly sized cards or wedding cards. Learners can play "word making" games with this. Several variations of this game may be planned, number games can also be played by suitably modifying the cards.

2 FLASH CARDS
Flash cards made out of the sides of paper packing cases or card board may be used for several purposes. Letter

combinations, word combinations, numerals etc. can be introduced using flash cards.

3 LETTER IV SETS

A card board box, one or two wooden rods, a piece of clean polythene sheet, a paper roll and one or two plastic caps... With these one can make an interesting Letter IV, various word and letter combinations or numerals may be written with colour felt pens. This may not have any specific pedagogic advantage. But is will certainly induce enthusiasm among learners.

4 MATCH BOX COMBINATIONS

A number of letter and word matching exercises can be made using match box combinations. Letters and words may be pasted on to the match boxes and learners may be requested to try word building. Numeral combinations can also be tried out with match boxes.

5 PICTURE ALBUMS, PICTURE CALENDAR, PICTURE POSTERS

Lots of information can be presented through picture. Appropriate pictures may be chosen from newspapers, magazines, posters (a number of good posters may be available with the health dept., for example), etc. If volunteers with artistic abilities are available, useful additions to these can be also be made. These pictures can be put together in the form of albums, picture calendars (use back side of old calendars) and picture posters. Posters or albums can be prepared on subjects like health, environment, water, hygiene, women problems, person cleanliness resources of the village and so on.

6 CHARTS

A number of charts can be very easily produced using old calenders. Some possible charts thus produced are charts of alphabets, numerals, addition tables, multiplication tables, names of states in country, names of districts in the state, measurements, immunization schedule, first aid charts and so on. Some of these charts can be permanently hung inside the class room to create a literate environment.

Pictures of great persons, interesting quotations, solar system, the earth, names of important crops in the village, songs, pictures of implements, map of the district etc. can be made. The use of charts can be extended according to your imagination.

All you need is some paper and some ink. Use a brush or bamboo pen to write in good handwriting... Draw or paste a few suitable pictures to break monotony.

7 NEWSPAPERS, BOOKS ETC.

Newspapers is an excellent teaching aid. The instructor may make it a practice to discuss news items for 5-10 minutes every day. This would help to motivate the learners. Good picture books, story books, etc. may also be introduced.

8 CALENDAR & WATCH MODEL

A calendar can be a very useful teaching aid. Learners must be familiarised with the use of calendar. Different models of clocks can be made using cardboard and sticks. This will be useful in teaching time measurement.

9 WEEKLY CLASS MAGAZINE

Innovative instructors can think of a weekly hand written magazine. The main contributors must be the learners. Initially they will contribute letters and words. Also the instructor can ask them to sing songs or tell stories which he/she can take down. Prepare a nice little hand written magazine, pasting on it their contributions and including stories of impressions. Put a nice cover. One of the learners may draw a picture. Learners will have great enthusiasm to write for it. They will write "especially" with care, form an editorial committee of learners. As time passes, this may develop into an exciting little magazine.

10 PEBBLES, TAMARIND SEEDS/SAND

Seemingly insignificant articles like these may prove to be useful for conveying concepts relating to arithmetic. A small bag of clean sand would prove to be useful to start off the initial writing exercises.

These are just few examples of teaching/learning aids. A creative academic group/instructor can make many more.

One or two sessions during the training camp may be set apart for workshops on teaching aids.

9

THE INSTRUCTOR'S HANDBOOK AND MASTER-TRAINER'S HANDBOOK

THE INSTRUCTOR'S HANDBOOK

The instructor's handbook must be prepared in every total literacy campaign. This is the task of the academic committee. Once the primers are ready, the academic committee must study the primer, and plan the teaching strategy. Based on these two aspects the instructor's handbook is to be written, preferably by a group of 4 or 5 members of the committee.

OBJECTIVES

1 The instructor's handbook must be a complete training kit in itself. All presentations made in the training campaign can be included as a lesson in the handbook. By insisting that master-trainers read out or ask a volunteer to read out the relevant section at the end of each section, we can ensure that a minimum amount of understandig is conveyed. No training camp for volunteers must be allowed before the instructors handbook is ready.

2 The instructors handbok is a self-learning tool for the volunteers. Many volunteers do not receive adequate training and some receive none. The handbook shoud help such volunteers to pick up the essential details of the programmes. For those who have attended the camp the handbook is for reference before they go to the centre, especially when they begin a new lesson.

3 The training camp schedule is never adequate to teach the volunteer to open up discussions on the topics included in the primer. Nor is it adequate to discuss various questions presented in the primer. These question and points can be found in the instructor's handbook.

4 Functionality and awareness aspects can never be covered adequately by the primer alone. To add to this, the volunteer himself may not be well equipped. The instructor's handbook therefore becomes a major tool for functionality and awareness work. Functionality and awareness aspects may be presented in a supplementary handbook on the Nellore. Today's food topic model. Regular meetings of volunteers privide the venue for training the volunteers to impart this.

5 Songs, games and instructions regarding other supplementary activities cannot be adequately covered through the primer. This may be best introduced through the handbook.

CONTENTS

The following is the minimum contents of the instructor's handbook.

1 An introduction to the importance of literacy for an individual and society.
2 An introduction to NLM definitions, norms and levels of literacy.
3 A brief outline of the campaign strategy, including a calendar of activities.
4 A brief note on why a people's movement for literacy.
5 How to approach adult learners.
6 How to organize a centre and start a class.
7 The syllabus in outline and the role of each primer.
8 Details of each lesson-picture, key word, new letter, reading exercise, writing exercise and number. A note on each lesson giving hints for conducting discussions and how to start each chapter.
9 How to teach letters and words.
10 How to teach writing and reading.
11 How to begin to teach numbers.
12 The monitoring process and role of volunteers in it.
13 The evaluation tests.

14 How to emotionally bind the learners into a unit.
15 A lesson plan and hints on how to schedule a one and a half hours learning.
16 Duties and responsibilities of the volunteers, problem management.
17 How to write daily diary notes.
18 How to prepare class notes.
19 The importance of academic committees and supplementary activities.
20 A suitable, inspiring conclusion.

The instructors handbook should be written in a simple, lucid language. Remember that most of the volunteers are having an educational level of Std. VIII.
Also it is advisable to use 12 points and 14 point size types for printing and adequate attention is paid to spacing and lay out. A few pictures to break the monotony of written matter is desireable. It may be printed in single colour with a illustrated cover in single colour. Even without increasing costs one can make the book attractive and readable.

CAUTION
One major problem is that many volunteers do not read the handbook adequately. Reading relevant sections in the handbook during training is one strategy to overcome this. In order to attract the attention of volunteers to supplimentary handbooks special competitions were arranged through bulletins in Nellore.
The point we are making is that it is not enough to prepare and print a good book. One has to make efforts to ensure that it is read.

THE MASTER-TRAINER'S HANDBOOK

It is advisable to have a more elaborate master-trainer's handbook especially in districts where a large number of master-trainers are to be trained.
This handbook should be structured hour by hour for the training programme. It should clearly list the topic in each session, the objective involved and the activity or methodology proposed. Greater details of content, functionality and awareness component etc., may be included in this.
Presentation of a lesson by lesson plan in volunteer's handbook
An example of the lesson by lesson plan to be included in the volunteers handbook is given below (lesson 1 in Primer I.)

SAMPLE PAGE

OBJECTIVES
1 To each letters H,O,U,S,E and the word 'house'. To read, write and pronounce.
2 To discuss problems of housing, domestic environment with reference to the daily life of learners.
3 To teach how to read and write numerals 1 and 2.

INTRODUCTION
1 Start with calling attention to the picture on the relevant page in the primer. Let learners see the picture.
2. Start off a discussion through a question "what do you think about the house shown in the picture" or "Is your house like this". Let the learners talk about their houses. Houses in the village, problems of space, shortage and rising cost of building material, domestic environment, kitchen, hygiene and clean-lines etc. Ensure that everybody participates in the discussions.
3 Try to repeat the word "House" whenever you speak, so that the pronunciation of the word is clear to the learners. Read other protions and make them repeat after you.

READING
4 Come back to the picture and call attention to the word 'House' written below it. Read it aloud, clearly. Request the learners to repeat after you. Repeat it.
5 Read letter by letter. And then the word as a whole. Let the learners repeat after you in the same way.
6 Let each learner touch the letters H, O,U,S,E, and read. Let them repeat it. Ask each of them to read individually. Correct the pronunciation, if necessary.

WRITING

7 Once the learners are familar with the letters and are able to read, ask : "Shall we now try to write"?
8 Write the letter 'H'. Ask them to identify and call out the letter.
9 Explain the steps in writing 'H'. Two vertical lines and a cross line. Show it again.
10 Ask the learners to write. Help those who are not confident by holding their hand....Let them write 'H' several times.... Each time let them pronounce it loudly. Similarly other letters...
11 After completing all the letters, let them write the word and read it.

EXERCISES

1 Let the learners call out as many words with 'H' in it. Similarly for other letters.
2 Let them write the word several times on the slate. Encourage each learner individually.
3 Let them fill in the exercise space in the primer.

FUNCTIONALITY AND AWARENESS

1 Discuss housing problems in the village. Let the learners discuss and share their problems regarding housing.
2 Emphasise the necessity of maintaining the house and surroundings clean and the methods of doing it. Cleaning the house, keeping a dust bin, using a compost pit, if possible, keeping the kitchen clean. (Discussion should not become preaching or prescriptive).

HOME WORK

Let learners write the letters and words they studied. Discuss the next day's learning plan and request the learners to give their views about the day's class...

SING A SONG

"There was a mouse in the house...
It had a house in the house.
It was a nice little mouse house..."etc.

10

BOOSTER-CAMPS

FIRST ROUND OF BOOSTER-CAMPS

Approximately six weeks after teaching starts a second round of training camps becomes necessary. Most programmes plan for 3 days or 2 days of non-residential training for the volunteers and 2 days of residential or non-residential training for master-traineers preceding this.

OBJECTIVES

1 To prepare the volunteers to teach Primer II

2 To identify problems the volunteer has in teaching Primer I and provide additional training to overcome it.

3 To identify problems the volunteer has had over the past 6 weeks, allow him/her to share them with others and help his/her overcome it.

4 To boost his/her motivational level and enthusiasm.

5 To further develop his/her organizational and communication skills and self-confidence.

6 To provide the first phase of training for many who have never been to the training earlier.

TRAINING STRATEGY & CHOICE OF PERSONNEL

This is largely the same as for the earlier phase. Remember that a fair number of resource persons and master-trainers may have dropped out and the new master- trainers will need a good amount of coaching to understand the various aspects that were already explained in the earlier phase. Selection of personnel could be better now as by this time we know who are the motivated and capable persons. As word of caution : Do not leave out those who were good trainers even if they failed to perform their monitoring role adequately.

THE TRAINING CURRICULUM

A model 2 day curriculum is suggested below as a guideline.

DAY 1

10 -00	a.m.	to	10-30	p.m.	Registration/Inauguration/Introduction.
10 -30	a.m.	to	12-30	p.m.	Cases of drop-outs and ways to tackle drop-out and other problems.
12-30	p.m.	to	1-00	p.m.	What are the learning difficulties in Primer I— group discussion.
1-00	p.m.	to	2-00	p.m.	Lunch
2 -00	p.m.	to	3-00	p.m.	What are the lerning difficulties in Primer I—group discussion
3-00	p.m.	to	5-00	p.m.	Revision of Primer—1 methodologies.

DAY 2

9-30	a.m.	to	10-30	a.m.	Awareness lectures.
10 -30	a.m.	to	1-00	p.m.	Detailed understanding of Primer II, lesson by lesson.
1-00	p.m.	to	2-00	p.m.	Lunch
2-00	p.m.	to	3-00	p.m.	Primer—II (continued)
3-00	p.m.	to	4-30	p.m.	Making teaching aids & other interesting innovations. Practical activity, academic committees.
4.30	p.m.	to	5-30	p.m.	Achievements and limitations so far experienced and further possibili-

ties of the literacy campaign (Lecture)

If a third day is available it would be devoted to

a keeping the village committee active
b forming a volunteers club or squad
c academic committees and supplementary activities to keep up the motivation
d further elaboration of Primer II.

Those volunteers who have come for the first time necessarlly have a third day to discuss 'Why Literacy', 'Why a People's Campaign for 'Literacy' and a more detailed understanding of Primer I.

THE SECOND ROUND OF BOOSTER CAMPS

TIMING
This is usually 4 to 6 weeks after the earlier camp or 12 weeks after teaching has started.

DURATION
2 days (non-residential) are sufficient.

TRAINING
Same as for the second pahse camp or first booster

STRATEGY:
Camp.

OBJECTIVE
a To reifforce training for Primer II.
b To help viounteers reflect on and understand their problems in taching Primers I & II and provide training to overcome them.
c To train volunteers to conduct supplementary activites.
d To further develop their organizational and communication skills.
e To boost their motivational level.
f To give them a better understanding of the possibilities beyond literacy.

TRAINING CURRICULUM
A model 2 day curriculum is suggested, as follows:

DAY 1					
10-00	am	to	11-00	a.m.	Registration/Self-introduction/Inauguration
11.-00	a.m.	to	1.00	p.m.	Sharing experience in detail and drawing lessons—group discussion.
1-00	p.m.	to	2-00	p.m.	Lunch
2-00	p.m.	to	3-00	p.m.	Common weaknesses in teaching/learning processes-lecture/discussion
3-00	p.m.	to	5.00	p.m.	Revision of Primer II- chapter by chapter
DAY 2					
9-00	am	to	10-00	a.m.	Awareness lectures
10-00	am	to	11-00	a.m.	Primer II continued, lesson by lesson
1-00	p.m.	to	2-00	p.m.	Lunch
2-00	p.m.	to	3-30	p.m.	Beyond literacy-possibilities a) Library movement b) Women's development c) U.E.E

					d) Health A discussion
3-30	p.m.	to	5-00	p.m.	Training for supplementary activities, study tour, parliament etc.

THE THIRD ROUND OF BOOSTER CAMPS

TIMING

This is usuallly 4 to 6 weeks after the earlier camp or about 18 to 20 weeks — 5 months—after teaching has started. This is when most centres are finishing Primer II or at least one-third of learners enrolled are about to finish Primer II. Note that the criteria of one-third learners finishing Primer 11 is more important than the number of weeks that have elapsed.

DURATION

3 days, non-residential.

TRAINING STRATEGY

A careful selection of key resource persons, and master-trainers will have to be done. Many may have got exhausted, tired the difficulties of the campaign. Many new persons would have just got interested.
The key resource persons or academic committee base must be widened by addition of health professionals, social scientists, technologists and educationists. The key resource persons camp or discussion will be longer and involve a full understanding of post-literacy strategy. By now in an ideal situation the PL proposal must have been presented by the society to NLMA and the state government and got it approved. This proposal must be fully understood. Equally important, the intellectual base for running the post-literacy campaign must be fully acquired by the academic committee. We do not go into this aspect further, since it requires a thorough understanding of post-literacy strategy. This is dealt with in a separte booklet.

OBJECTIVES

1. Train the volunteer to impart Primer-III
2. Let the volunteer share his/her experience with others and learn from this.
3. Introduce the post-literacy strategy, especially the concept of moving from a literacy centre to a cluster or a literacy circle.
4. To further develop his/her oragnizational and communication skills and self-confidence.
5. To maintain his/her motivation
6. To further clarify post-literacy possibilities.

TRAINING CURRICULUM

A model suggested is as follows:

DAY 1

9-30	a.m.	to	10-30	a.m.	Inauguration, Introduction, Registration
10-30	a.m.	to	1-00	p.m.	Achievements & limitations of the post-literacy campaign—sharing of experience and discussion.
1-00	p.m.	to	2-00	p.m.	Lunch
2-00	p.m.	to	3-00	p.m.	Objectives of post-literacy programme.
4-00	p.m.	to	5-30	p.m.	Village parliament/study tour etc.

DAY2

9-30	a.m.	to	1-00	p.m.	Introducing Primer III
1-00	p.m.	to	2-00	p.m.	Lunch
2-00	p.m.	to	4-00	p.m.	Creating a literate environment practical activity
4-00	p.m.	to	5-00	p.m.	Discussions on post-literate books, newspapers etc. and on how to create a reading culture.

DAY 3

10-30	a.m.	to	1-00	p.m.	Introducting the concept of literacy circle. How to progress from centres to circles. How to create a library movement.
2-00	p.m.	to	3-30	p.m.	Primer III—complete the discussion
3-30	p.m.	to	5-00	p.m.	Village level post-literacy action plan.

Note : The context of the above curriculum may be found in the forthcoming post-literacy handbook. Since the literacy phase must necessarily be followed by post-literacy activities, the last phase of training must consciously initiate post-literacy work.

OTHER POSSIBLE SCHEDULES

At present most literacy programmes involve a four day training programme plus a two-day booster. They plan for 4+2+2 or 4+4+2 or 5+2+2. Though we have advocated here a 4+2+2+3 model, a 4+2+3 or 5+2+3 etc. may be equally effective. However going by the current experience we can say :

a At least 2 rounds of well planned booster camps are essential.
b The total number of days of volunteer training must be at least 9 days—ideally 11 days.
c The last booster camp must be a 3 day camp to initiate the transition to post-literacy. It must be timed after 1/3 of learners have successfully covered Primer II.

SUPPLEMENTARY CAMPS

For a number of reasons a good number of volunteers are unable to attend the initial 4 day training camp. Therefore it becomes necessary to conduct supplementary camps for them.

To plan for this, immediately after the training camps are over. Draw up a list of shortfall of volunteers village by village. Then by a specified date, acting through village committees, full time staff and village officials identify as many volunteers as possible. A simple environment building activity like school-student padayatras will help. Then once the list is ready—within one or two weeks of the training—announce a schedule for supplementary camps. Usually these are two day camps—if the number in each place is small. If a larger number of trainees are involved a full 4 day camp can be orgainsed.

A two day camp is not enough, but more camps are often not possible. In such a 2 day camp the curriculam may be group discussions on 'Why Literacy', 'Why a people's Movement for Literacy', 'approach to adult leaners' and a day for introducing Primer I.

Camps of less than two days also sometimes take place, but this cannot be considered full training. A special form of 3-4 hours every evening for 3 days has also been used and it is effective provided one has a capable and qualified volunteers and a good instructor guidebook:

VOLUNTEERS MEETINGS

Village level volunteers meetings may be used as in-service training.

One often comes across this phrase in project proposals. It is indeed a good concept.

Unfortunately few programmes systematically implement this. What is the way to implement it? We list below a few suggestions.

a The academic committee may periodically visit a number of centres. Here they study the learning process and identify the main weaknesses. For example, they may find that no one is writing on the Primer's exercise section or that writing is being underemphasized.
b Having discovered the common weaknesses they prepare a one page sheet detailing the weaknesses and the corrective measures needed. This sheet is given to those attending volunteer's meetings.
c Errors in teaching specific to a volunteer or a village must be identified by the sub-project co-ordinator or master-trainer and corrective actions taken.

d Each volunteer's meeting can be used for a short lecture of half an hour or twenty minutes on some area of awareness. Choose an area to be taught in the coming week.

e The lessons that are to be covered in the next one or two weeks can be reviewed by the master-trainers.

f Many of the above functions can also be conducted and co-ordinated by the bulletin which most projects have. The bulletin is an important and powerful pedagogic tool if used properly.

g Use the volunteer's meet to reinforce singing and other cultural activities as well.

11

LOGISTICS OF MASSIVE TRAINING PROGRAMMES

When one plans to train tens of thousands of even lakhs of volunteers within a short span of time, very careful planning has to go into every aspect of the training. Though this book has been largely concerned with training strategy and curriculum, a few words on such planning is in order. Logistics are not a problem at the level of key resource person and resource person training. They emerge as a problem only in master trainers training of large programmes and in volunteer training of all TLC programmes.

The various aspects of this are to be planned, as follows:

1 Informing every master-trainer the venue and calendar of the training camps so that he or she reaches there.
2 Marking careful arrangements for publicity and mobilisation so that all the enrolled volunteers are brought to the camps on the scheduled day. But many volunteers just do not get the news. The village committees, the panchayat committees, the full-time staff, the press, the AIR have all to be mobilized to ensure maximum publicity and mobilisation.
3 Distributing the required number of learning kits and instructors handbook to every training venue, along with arrangements to stock it and keep track of stock movement at all levels.
Failure to reach training kits to venues on time is one of the most common and serious problems of the entire campaign.
A person at the district office or an official allotted for this purpose should concentrate on this task full time for a few days before the actual training. Orders from the district administration giving priority to kits movement and requisitioning vehicles needed for the purpose is absolutely necessary.
4 The venue of every training camp must be chosen well in advance. The camp-in-charge must visit the venue and ensure that minimum arrangements including keeping the blackboard ready etc., are done well on time. Since training is often held on holidays, the persons responsible for holding the training should meet well in advance to see that nothing happens that prevents the training being held at the venue.
5 Provision of food and tea can often be a problem. Sometimes food is served so late that the whole schedule is disrupted or sometimes it is so inadequate that many do not get it. This spoils the mood of the participants.

Some very simple tips may help
a Keep the food very simple.
b As far as possible put it into packets and distribute it. It saves time.
c Make sure that drinking water provisions are adequate and enough glasses are available.
d Make sure that tea is served in time.
e If the number is large, one can preferably cook the food in the camp itself.
f Plan to get the food ready at least an hour before time. It should be ready at least by 12 noon for a 1 p.m. lunch session.
g Never go in for residential volunteers camp. It wastes money, makes logistics many times more difficult and it drives home the best volunteers especially young girls.
h Call a meeting of those responsible for the camp and make sure they understand all the above mentioned. Give it in writing, if needed.

6 FINANCIAL ARRANGEMENTS :

Financial arrangements for volunteer training is another major problem area.
Money is needed in a camp for:
a Travel expenses of resource persons/master-trainers.

b Food and tea arrangements
c Travel expenses of volunteers can be avoided if the camps are held in the village itself.
d Incidentals like cleaning the venue, etc.
e Ensure people's contribution for decorating the venue, if necessary, to gain publicity.

The person in charge of camp is usually given an advance based on a quota calculated on the basis of expected turn out. This needs considerable planning and co-ordination with the camp manager.
Secondly, if the turn out is very different from what was expected, then it has to be recalculated allowing a margin.
Thirdly, the balance money and accounts have to be submitted on the very next day of the camp itself. This is most difficult to ensure in a voluntary programme. In official department programmes this may be much easier.

Note : It is suggested that every camp has an appointed camp-manager who is not a mater-trainer or resource person. This camp-manager will receive money, make arrangements, submit a report and the accounts.

12

MONITORING AND EVALUATION OF TRAINING CAMPS

OBJECTIVES

1 Estimate the total number of volunteers trained.
2 Estimate and record the shortfall of volunteers trained, village by village, so as to plan for supplementary camps and strategies.
3 Ensure that every camp took place for the requisite length of time and ensure that the volunteers also attended the entire camp. Estimate inadequacies in this.
4 Ensure that the specified curriculum is adhered to in letter and spirit in the camp.
5 ENSURE THAT THE TRAINING RESULTED IN DEVELOPMENT OF THE SPECIFIED COMPETENCIES IN THE TRAINEE.
6 Ensure that logistics were implemented as originally envisaged and that finances are well managed.

PROCESS OF COLLECTING INFORMATION AND MONITORING

1 Every camp should maintain a register in which basic particulars of each volunteer are entered: name, age, gender, educational qualification, employment, kits received, signature for each day, travel expenses paid (for all the days together).
2 Every training camp must be visited by at least one official or co-ordinator every day.
One co-ordinator is assigned a certain number of camps to supervise. He is given a separate form to file his report. Adequate arrangements must be made for his or her mobility. Usually this co-ordinator is a resource person or key resource person, so that these visits can help the pedagogic requirements as well.
An orientation session for about 2 hours is held for these co-ordinators so that they know what to look for. For example, are volunteer seated in a circle, was the role play done, did food come on time etc. the form they fill in will give necessary data.
3 Collect the evaluation papers from each training camp. This evaluation is to be carried out in the last hour of the day previous to the last camp day. This evaluation asses whether each trainee has gained certain essential competencies. The evaluation paper is known to both trainer and trainee before-hand. Design of such an evaluation paper is a difficult but essential pedagogic exercise.
4 If the evaluation on the penultimate day shows glaring deficiencies, the last day's programme may be modified to re-do the training.
5 In addition to this evaluation procedure the key resource person or resource person must evaluate 2 to 3 trainees from each camp on a random basis to ensure that the training programme was adequate.
6 Such evaluation procedures must be more strictly observed and on an individual basis at the key resource person, resource person and master-trainer level.
7 Special programmes for submitting reports and on the training camps the evaluation papers blue print must be distributed well in time to the persons conducting the workshop. They may fill this in and submit it on the very next day of the camp.

ANALYSIS OF DATA

Based on the form filed in by camp managers and supervisors, the academic committees consolidate and analyse the data. They ar able to determine thereby
1 How many supplementary camps are required
2 In which areas the training has been weak and how to remove it in the coming village level volunteer's

meeting.

3 What were the new methods used, experiences gained and what were the problems.

4 The minutes and decisions of this meeting should be recorded along with a final report of the training camps.

CAUTION

There is enough evidence from on-going total literacy campaigns to indicate that failure of the training programme is the single biggest cause of high drop-outs and how achievement. Monitoring & evaluation must become the tool to correct and even prevent this experience being repeated.

13

TRAINING PROGRAMME AS ENVIRONMENT CREATION ACTIVITY

In the context of a total literacy programme, all the training programmes provide opportunities for large scale environment creation at various level. Strategies to be adopted for making use of the training programmes for environment creation will vary from place to place and from situation to situation. However, certain clues drawn from the experience of various TL districts are given below. These may be adapted in an appropriate manner in specific situations.

ORGANISATION OF RECEPTION COMMITTEES

Reception committees may be organised at various level for the conduct of the training programme.
The constitution of the reception committee will vary according to the level (district/block/G.P./village) at which the training is conducted.
However, attempts should be made to involve all socio-political-cultural leaders, groups and organisations.
A broad based committee and a few sub-committees like reception committee, publicity committee, accommodation committee, food committee etc., may be most appropriate.

LOCAL PUBLICITY FOR THE TRAINING PROGRAMME

Proper publicity may be given to the training programme using appropriate methods like

1 A press conference at the district/block level. Important aspects of the campaign, like its massive character, voluntarism, number of learners and instruction involved etc., may be highlighted at the press conference.
2 Posters and banners welcoming the trainees may be put up around the city/town village, where the training programme is being conducted. Hand written posters prepared by various groups and organisations, posters sponsored by local, institutions (banks, co-operatives, cultural societies etc.), organisations (trade unions, political parties, socio-cultural groups, shops, industries etc.) have been successfully tried out in many places.
3 Wall writings on literacy programmes can be used effectively. This again may be done with the help of various groups, schools, organisations etc. Carefully chosen slogans will add to the effectiveness of the campaign.
4 Poster design/slogan writing competitions for students and youth may be used as another publicity method.
5 Welcome jathas may be organised by the reception committee to greet the Soldiers of the Light Brigade (voluntary instructors). Inspiring greeting songs may be composed for this occasion.

MOBILISING LOCAL SUPPORT, SPONSORSHIPS ETC.

Every opportunity should be used to mobilise local support for the conduct of the training camps. While support in the form of sponsorship of lunch or dinner may be mobilised from institutions and organisations at the district/block level. Food articles like rice, vegetable etc. or food packets may be collected from villagers, in the case of village/GP level training camps. This not only helps to reduce training costs but also to involve people in the programme.
In the case of village level training camps, attempts may be made to reach out to as many families as possible through the process of collecting food articles. Remember, if a poor family is ready to give a couple of tomatoes or some chillies willingly, it means that they are involved in the programme and it really matters.

INAUGURATION OF TRAINING PROGRAMME

A brief inaugural, function may be arranged before the actual training programme starts.
Elected representatives like the MPs, MLAs, Zilla Parishad members, GP members, eminent persons of the locality, writers, freedom fighters, woman leaders etc., may be invited for the inaugural function.
This would not only add to the importance of the programme but would also give us an opportunity to inform

those who are invited about total literacy programmes. Many a time it is found that people do not get involved since they never get an opportunity to take a close look at what is going on in the field.

VISITS BY IMPORTANT PERSONS

Visits by important persons may be organised on different days of training.

VISITS BY THE TRAINEES

In the case of GP/ village level training, visits by trainees to the village may be organised. This will help the trainees to get acquainted with the prospective learners.

DECORATING THE VENUE OF TRAINING

The venue of training may be decorated in a suitable manner to create a festive atmosphere. The decoration work may be entrusted to students, youth groups or local cultural organisations.

OATH TAKING, PROCESSION

On the final day of training a colourful procession may be organised at the village/locality. Apart from the trainees and trainers, reception committee members and villagers may also participate in the programme. At the end of the procession an oath taking ceremony may be organised.

SINGING FOR LITERACY

Group songs have great potential to generate a charged environment. They also act as an emotional binding force. Trainees must sing together during the training programme. Songs may also be used during processions.

14

SUPPLEMENTARY TEACHING / LEARNING PROCESSES

A number of very interesting teaching learning processes have emerged out of working of different total literacy projects. Some of them are listed below. It is to be noted particularly that these emerged in specific situations and hence each TLC must take care to see that these are adapted to their situation carefully.

STUDY VISITS

A study visit in the context of a total literacy campaign is an organized visit undertaken by learners under the guidance of instructors to a nearby office, organization of institution.

Study visits may be undertaken, for example, to a post office, village office, school, health centre, hospital, railway station, police station, an electricity sub-station, panchayat office and son on.

A certain amount of preparation by the instructor would certainly make the study visit more fruitful. The preparations include

1 Collection of background information about the office/institution/organization to be visited.
2 Discussion about the place of visit among the learners.
3 Informing the person in charge of the institution/organization in advance about the visit.
4 It is important that the learners are treated with respect during the visit.
5 The person in charge of the institution must give an introduction to the functioning of the institution before they are taken on a round. This must be done in simple language.
6 After taking the round, or during the round, learners may be persuaded to ask questions and clarify doubts. Each and every one of their questions must be answered patiently.
7 Learner's may be requested to write short notes on the trip. This will be a useful pedagogic exercise.

These study visits proved to be extremely useful in Kerala. In many cases, it helps to demystify the working of institutions. It puts people in touch with institutions and officials.

STUDY TOURS

The difference between a study visit and s study tour lies in the fact that the latter is more recreational in character.

During the Eranakulam and Kerala total literacy campaigns a large number of village/GP sakshrata samithis organized such study tours.

Study tours were on foot in some cases, on chartered buses and van in some other cases.

Very often learners themselves took and initiative. They saved coins in earthen pots for the trip.

Some of them visited a nearby city or a place of historical importance (some of them have seen it several times casually but this time they are seeing it with a new vision) and there is some one with them to explain its significance.

Some of them visited tourist sports, away from their home, and some others visited the rocket launching station, the studios of AIR and Doordarshan. Some were able to visit the legislative assembly.

Some of the learners undertook a short trip by train. Their first trip by rail! Many of these tours turned out to be excellent motivational as well as learning exercises. Many learners wrote letters and notes about their trips.

With a proper planning, the concept of the study tour can be further developed into an exciting and useful instructional tool.

EXHIBITIONS

Different types of exhibitions can be effectively organized as useful teaching and learning tools. A whole spectrum of exhibitions can be through of. A few examples are given below. Most of them are picked up from the field experience of Kerala.

1 SCHOOL EXHIBITIONS

School may be requested to arrange exhibitions for learners/neo-literates in their area.
School can arrange such exhibitions by putting the maps, globe, microscope, telescope, plant collections, library books etc. in order. Teachers and student volunteers may prepare themselves to explain details to the learners in an interesting and simple manner. School exhibitions can have several variations.

2 SIMPLE EXHIBITIONS AT LITERACY CENTRE/VILLAGE LEVEL

Simple classroom/literacy centre exhibitions on leaves, plants, seeds, stamps, vegetables, pictures, charts and so on can be planned and explained by instructors or local academic committees.
The list can be further extended by including agriculture, different types of pots, spices and cereals, soil types and so on.
The use of the exhibitions as a tool of instruction and learning depends upon the capability of the instructor/ master-trainer to explain it in relation to the lessons in the primer and the day to day experiences.
In some exhibitions, the exhibits may be of a very familiar and common place in nature, yet from the order of arrangement an exciting pattern would emerge.
An exhibition of leaves is an example, if you collect all kinds of leaves and classify them according to size, shape, colour, smell, use etc., it thrown up a whole range of ideas regarding the diversity in nature, plant life, nutrition and so on.
In short, exhibitions can be a useful teaching learning exercise, provided the instructor is properly trained to make use of them.

VILLAGE PARLIAMENTS

Village parliament is an innovative method of interaction between the learners and the officials/experts. This was extensively used as a supplementary activity by many village/panchayat literacy committees in Kerala.
In the village parliament, learners, instructors and other interested villagers become the "members of parliament" and the local level officials become the "ministers". The officials may vary from place to place. However it would include the Head Master of the local school, the village officer, the panchyat executive officer, the doctor from the near PHC, rationing officers, the electricity department official, water supply engineer, the veterinary doctor, the agricultural officer, the police inspector and so on.
Following preparations are necessary to ensure success of the programme.

1 A committee consisting of some eminent persons and leaders of the panchayat may be formed to ensure successful organization of the parliament.
   An efficient "Parliament Secretary" may co-ordinate the work.
2 An appropriate date and time may be fixed and publicity given through handwritten posters, hand bills etc.
3 A meeting of instructors may be conducted to explain the purpose and the process of the parliament. They may be trained to help the learners in formulating their questions.
   The formulation of questions by itself can become an interesting teaching learning exercise.
4 Questions boxes may be placed in public places like the bus stand or the market place.
5 A final date for receipt of questions may be announced and questions be collected on or before that date.
6 All the invited officials/experts must be informed and invited sufficiently in advance.
7 On receipt of questions, the parliament secretary may sort them out and hand them over to respective official/experts in advance.
8 All the learners and instructors must be informed about the date, time and venue of the parliament.
9 A speaker may be identified, whose role is very crucial. He will have to regulate time, balance emotions and keep the 'ministers' and members in good mood.
10 On the day of the parliament, the member may ask questions directly to the ministers. The speaker may allow a few supplementary questions.

On the same line, a series of parliaments like the health parliament, women's parliament, legal parliament, agricultural parliament or water parliament may also be conceived of.

SPECIAL SQUADS

In situations where habitats and villages are spread out and have problems in identifying sufficient number of qualified instructors, special squads consisting of master trainers or experts may be engaged to supplement certain aspects of learning and to strengthen the functionality and awareness component. Some examples of such special squads are given below.

1 ARITHMETIC SQUAD

In most cases, the teaching/learning processes relating to numeracy and arithmetic are found to be generally weak.

A squad consisting of 2-3 persons who can introduce arithmetic in an interesting manner could visit literacy centres.

They must basically concentrate on model classes and interact with the instructors so that the skills get transferred to the instructors.

2 SCIENCE SQUADS

During the Kerala total literacy campaign, the concept of science squads was effectively used in some areas. The science squad consisted of 3-4 science activists or good science teachers going round the literacy centres with a few teaching aids and instruments.

They carried with them a simple microscope, a telescope, a globe, few maps, etc., and conducted classed on topics like "the micro-world."

The learners were excited to look through the microscope and watch the moon through a simple telescope.

Some of the squads organised interesting star watching sessions.

The concept of special squads can be further extended to several areas depending upon the necessity and availability of suitable personnel.

TRAINING WOMEN FOR LEADERSHIP ROLE

Most projects plan for women's convention at district, block and even gram panchayat level. This is essential to secure women's participation adequately. However, after the convention the women sub-committees are often forgotten. This is a major lapse. Setting up women's committees specifically to visit houses to speak to women learners and to enrol women volunteers is essential. It is also needed to help women who face opposition or are prevented from learning. Most important, since most participants are women, the potential for literacy leading to a women's emancipation movement can be realized only if women are encouraged in leadership roles.

The implication of this is that as far as possible women's conventions must be used as a one-day training workshop for women.

Women's sub-committees can function as academic committees for the purpose of this training. They may prepare the notes for training and curriculum. These committees train the requisite number of master-trainers all of whom are then organized into block level women's sub-committees. They in turn can conduct panchyat level convention-cum-workshops.

The duration of this convention-cum-workshop can be about six hours or one day. The following programmes may be suggested.

CURRICULUM

9-30	a.m.	to	10-30	a.m.	Registration/ Inauguration
10-30	a.m.	to	12-00	noon	Self introduction —Problems of women and role of literacy —General literacy rate and illiteracy rate among women in the area-discussion.
12-00	noon	to	1-00	p.m.	Songs —Discussions on problems in the village. —Existing programmes run by the government. —Women's and children's education, enrolment of girl children.
2-00	p.m.	to	3-00	a.m.	Immediate action plan. How to enrol women learners. How to enrol women volunteers. Action plan on women sub-committees at various levels. Details of the content have to be worked out by the respective women's committees.

It must be noted that what is important is the one day workshops at the panchyat level and training women master-trainers for it.

The women's committees must be kept active at least upto the block level.

A separate booklet on this under preparation by BGVS may be referred to for further information.

16

TRAINING FOR LITERACY SURVEY

Literacy survey is an essential activity for gathering the basic literacy data. But in a total literacy campaign it is far more than that. It is a major environment building activity. It is an opportunity to persuade the illiterate. It is an occasion to recruit volunteers. It is a test of the viability of the village committee and the convenor and a test of the capacity of organisers in charge of group of villages who will later emerge as whole time field co-ordinators. It provides the village committees with the knowledge and data necessary for organizing the literacy campaigns in their villages.

It is essential, therefore, that the organisers and the village convenors are fully trained in all aspects of the survey. They must also know now the survey forms are to be distributed, how to use these forms for collecting data and, most important, how to consolidate the data.

TRAINING STRATEGY

First, the key organizers at the district level plan the survey and write the relevant instructions clearly in about two pages, Adequate copies of this may be distributed.

Then all the block co-ordinators and potential sub-project staff are given a one day orientation. The block co-ordinators, in turn, call meetings of village convenors either at project level or sub-project level. These meetings must preferably be held as a one day orientation camp-session for village convenors.

Then the village convenors must be given two to three days to call village level meetings, form squads and clearly instruct the squads on the survey particulars. Separate instruction sheets may be prepared for this.

The contents of the orientation camp for village convenors would be

1 Brief introduction to the campaign.
2 Calendar for survey and consolidation
3 Survey as environment building
4 Understanding the survey form and consolidation forms.
5 Use of consolidated data, matching and batching.
6 A mandatory part of the training programme is that the trainees visit two to three houses, conduct the survey, fill out the forms and do the consolidation in the appropriate form—all guided by the trainer. Without this exercise the training programme is not complete.

This may run for the first half a day of the camp. The remaining half a day may be used for a presentation and discussion on why literacy and why a people's movement for literacy and for explaining the details of the campaign.

17

ORIENTATION CAMPS FOR VILLAGE CONVENORS

An orientation camp for village convenors must be held to enable them to understand thoroughly the total literacy programme and organize the programme effectively in their respective villages and hamlets. This may be held as a two-day residential camp. If at all this is not possible, a two day non-residential camp can be held conserving the working time to the extent possible.

A number of village convenors may also happen to be potential master trainers. But this should not exclude them from participating in the village convenors orientation camp. Since this camp which covers various aspects of the total literacy campaign, precedes the training camp for master trainers. The contents of the camp may be as follows.

1 Registration
2 Inauguration
3 Self introduction in groups
4 Group discussion on Why Literacy
5 Group discussion on why a peoples movement for literacy
6 Lecture and discussions on explaining the campaign
7 Lecture and discussions on environment building
8 Lecture and discussions on monitoring and evaluation and problem management role of village convenors.
9 Discussion on functions of village committee and how to form and sustain it.
10. Training for survey

The contents and methodology of training in each of these areas have been covered elsewhere except for environment building. Environment building is explained in considerable details in the "Guide Book for Mass Campaign for Total Literacy."

The classes and discussions may be conducted by the district and block level full time staff of the project and some motivated senior government officials. The presence of the collector or senior officials during the two days can make a major difference in the orientation programme.

Particular care must be taken in the case of districts in which for reasons of communication or transport problems or for other problems, regular village level visits may not be possible.

This is particularly true of hilly areas like Himachal and Garhwal, desert areas, tribal dwellings in central India, and disturbed areas. In such cases a three or four day camp of village convenors may be held. Careful choice of case-studies and questions in sample questionnaires based on common problems faced by villages can be included in such training programmes.

18

ORIENTATION FOR OFFICIALS

It is essential that all important officials in the district fully understand the programme. Unfortunately, in most districts, officials are told to carry out orders before they have fully internalized the processes involved. It is important that they understand the spirits of the "people's movement". They receive one or two speeches and then their orders. It is hardly surprising that in these circumstances the survey, the environment building, the training, the management all end up in failures. This further strengthens their "belief" that the whole scheme is a "crazy" idea of the collector.

In many areas programmes have started off without any people's support of any kind. Government officials remain suspicious of trade unions, service associations, and even BGVS and people's science movements and refuse to draw these forces in. Political parties are only contacted in a symbolic way.

In order to change this situation and ensure whole-hearted co-operation of officials, special training programmes for them appear to be essential.

In most situations the maximum time one may get for an orientation programme is one day. Broad areas to be included in these orientation camps are given below.

1 Impact of literacy on various governmental programmes and on society.
2 What is 'A people's movement for literacy'? How does it differ from a government programme like Jawahar Rozgar Yojana or RFLP or an immunization campaign? Why is such an approach essential.
3 The strategy for the survey
4 What is planned as environment building and their role in it.
5 Their role in training
6 Their role in monitoring, evaluation and problem management during the teaching/learning phase of the programme.
7 The four pillar structure of TL programme : Administration-Project-People's committee-Academic Committee.

The Academic Committee must prepare notes for this and submit it to the Collector. Most of the topics must be covered by senior officials, but let one or two suitable primary school teachers or youth also take classes. It is never too early to begin breaking hierarchies.
Allow at least three to four hours of group discussions with a moderator, based on a circulated, specially designed questionnaire, so that the officials know what a people's movement means. This is one of the most challenging aspects of this session.

19

THE ACADEMIC COMMITTEE CONCEPT

Often the teaching-learning processes in the literacy centre are found to be degenerating into drab unidirectional transfactions. This leads to unsatisfactory levels of achievement and also to massive drop out of learners. At the same time a number of instructors, master trainers and key resource persons during the process of their interaction with learners innovate a number of participatory teaching-learning processes. Many of these new processes do not spread in the absence of a proper bottom to top feedback in the training structure. Hence a dynamic academic training structure, which ensures regular interaction among the key resource persons, resource persons, master-trainers and instructors is essential in all total literacy situations. This may be in the form of academic committees at the village, GP, Block and District levels. A district level academic core group consisting of 10-15 committed and qualified people should be formed to lead these academic committees.

ACADEMIC COMMITTEES

The academic committee should internalise the process of total literacy. They should know the details of the primers, training methodology and the teaching-learning processes at the literacy centre. They should know the educational levels of the majority of the instructors and master trainers and reorient the training process accordingly. It can be found in many cases that what happens at the literacy centre level is an introduction of a few alphabets. This would defeat the very purpose of running a total literacy campaign. Some of the major tasks that the academic core group should take upon itself are mentioned below.

PREPARATION OF NOTES FOR RP AND MT TRAINING

Before the commencement of the RP and MT training the district level academic core groups should carefully go through every aspect of the primers and prepare elaborate notes for resource persons and master trainers. Even though, in some cases, notes or handbooks may be available with the SRC, the academic committee should prepare supplementary notes taking into consideration the specific local, socio cultural situations.

PREPARATION OF HANDBOOKS FOR INSTRUCTORS

The instructor's handbook is an important tool that helps the voluntary instructors. This should contain, apart from broad conceptual aspects of literacy, learning and competency levels etc., detailed notes on every lesson in the primer. (For details, see section on Instructor's Handbook). It is important that the Instruction's Handbook is written in a simple, lucid style. Technical terminologies and complex usages must be consciously avoided. Remember that most of the instructors who are involved in the total literacy campaign are boys, girls or youths having an educational level of standard VII or VIII. Voluminous handbook written in academic language will not be of any use to them.

The academic core group should carefully draft the instructor's handbook taking into account all the above mentioned details. They may field test the handbook with selected instructors.

Even if SRC handbooks for instructors are available, supplementary handbook for instructors may be prepared.

UPDATING INFORMATION

In most cases, training is considered as a one time affair. No effort is made to update the information or to keep the instructors (and thus the learners) in touch with the recent happenings. The academic core group should devise methods to update information. This may be effectively done through an information bulletin, which almost all the TLCs are bringing out regularly. One or two pages of the bulletin may be set apart for this, so that academic committees at village/GP Level and block/mandal level may discuss it in their weekly/fortnightly meetings.

PROCESSING FEEDBACK FROM INSTRUCTORS

A number of instructors, master trainers and resource persons could certainly create interesting and useful teaching techniques, study aids and so on, during the course of their interaction with the learners.
Some of them are found to have devised very useful strategies for motivating the learners and overcoming the problems of 'hard spots' of learning.
The district level academic core group should try to gather, analyse and propagate such techniques and strategies effectively.

IDENTIFYING WEAKNESSES IN TRAINING AND TEACHING LEARNING PROCESSES

In most of the cases, no serious efforts are made to understand and analyse the weaknesses in training as well as teaching-learning processes as the programme goes on.
The district level academic core group should devise appropriate evaluation methods for all training programmes.
Evaluation of a training programme can be done in a simple way through a carefully designed questionnaire. It is to be noted that both the trainees and the trainers have to be identified by interacting with systematically chosen samples of learners and instructors. But the core group members who take up this task must clearly know how to identify weaknesses or what to look for. Once the mistakes are identified remedial actions must be taken. This may be in the form of a special training programme of discussion sessions or through instructions or exposing them to model teaching sessions.

ACADEMIC COMMITTEES AT DIFFERENT LEVELS

Constitution of academic committees at various levels would depend upon the basic project structure. However, a general model is given below.

Level	Convenor of the Group	Member	Periodicity of meetings
Village/GP	Master Trainer	Instructors, village teachers etc.	weekly
Sub-project	Resource Person	Master trainers & selected individuals	weekly
Block/project	Key Resource person	Resource person & selected individuals	fortnightly
District	Co-ordinator (training)	A.C. Core group members and key resource persons	fortnightly

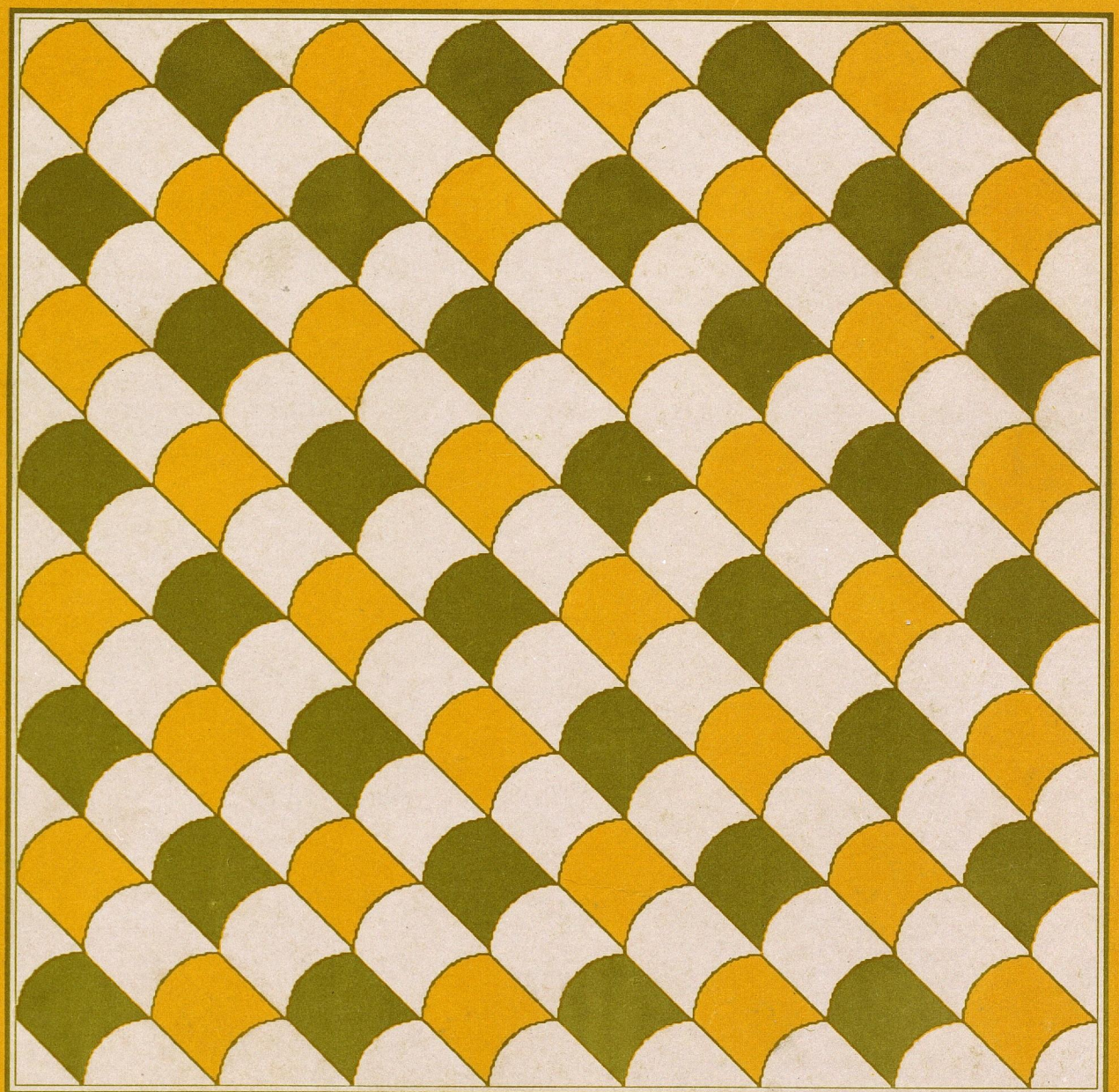
ACADEMIC COMMITTEE AND PROBLEM MANAGEMENT

All those involved in the academic committees, depending on the level of motivation and time availability, would also be involved in the regular monitoring and problem management. The volunteer's meetings they attend for supplementary training also provide occasions for monitoring.

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MONITORING

TOTAL LITERACY CAMPAIGN



BGVS

MONITORING

TOTAL LITERACY CAMPAIGN

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1. PREFACE

Close monitoring is essential in a Total Literacy Campaign (TLC). But since a very large number of learners, institutions and other functionaries are involved in the programme it becomes very difficult to systematically plan the monitoring. Generally monitoring has been one of the weakest links in TLCs.

Taking into account the weakness of the monitoring strategy or the management information system (MIS) in TLCs, Bharat Gyan Vigyan Samithi (BGVS) organised a national level workshop at Delhi in September 1991. Representatives from various TLC districts all over the country, officials of National Literacy Mission Authority (NLMA) and Directorate of Audlt Education (DAE) participated in this workshop. At this workshop, an attempt was made to share the experiences of MIS in various districts and to standardise parameters to be monitored at various levels.

While analysing the monitoring strategies hitherto adopted by various TLC districts, a series of problems were brought to light. Some of the more important problems are listed below.

1) Attempt to collect too much data which ultimately remain unused.

2) Lack of proper understanding as to which factors are to be monitored at each level.

3) Lack of mechanisms to analyse the data received and to quickly adopt corrective measures, especially in the total absence of a full time management structure.

4) Lack of proper understanding of how full-time staff officials and participating committees and volunteers must co-ordinate to gather data and the problems of gathering data at the village level in such a voluntary programme.

5) Lack of proper understanding about time management in relation to monitoring strategy.

After giving careful thought to all these factors the workshop adopted a set of guidelines which are outlined below. These guidelines are not meant to be treated as strict rules. These are meant to assist each TLC district for evolving its own monitoring strategy depending on the objective situations prevailing.

2. MONITORING STRUCTURE

The monitoring structure has 3 components—a) a core of full time personnel, b) participatory committees and c) the official machinery.

ESTIMATING FULL-TIME STAFF REQUIREMENTS

The nature of the monitoring structure depends on the organisational structure in a particular district, which, in turn, will be mostly determined by the administrative structure. However, the following general pattern will suit most of the situations.

Level	No. of persons required
district control room	3 - 5 persons to man sub-committee and office work plus about one co-ordinator for organisational work for every 5 to 6 blocks.
block / project control room	2 - 3 persons full time. If however the number of sub-project co-ordinators are large (above 5), then there must be about 1 block co-ordinator additionally for every 5 to 6 SPCs.
sub-project co-ordinator	1 person full time for about 3000 learners.
village / ward convenor	one person : voluntary
literacy volunteer	one person : voluntary

It is important to ensure that full time project personnel are made available at the district/block/project and sub project levels. Village/ward level work can be managed by committed village convenors with the help of a village literacy committee and an academic committee. The absence of full time management and monitoring structure is found to be one of the serious weaknesses of many TLCs.

One full time sub-project co-ordinator for about 3000 learners would be the minimum necessary to co-ordinate the activities and conduct regular monitoring at the field level. This means that a sub-project co-ordinator will be incharge of about 300 literacy centres of about 10-15 villages.

Depending on the administrative structure, the number of illiterates and on geographical considerations, the concept of a sub-project may vary from district to district. In some cases, a sub-project may consist of one or two gram panchayats. In some other cases, it may be a group of 10-15 villages. Above the sub-project level but below the district level, there would be a project office manned by one or two co-ordinators and one or two assistants. Usually a project is co-terminous with the block.

Assuming there are 1,00,000 learners in a district, the ideal distribution of personnel will be something like the following :

Level	Learners	Volunteer instructors (vol.)	Village convenors (vol.)	Sub-proj. co-ordtrs. (full-time)	Block co-ordtrs. (full-time)	Dist. co-ordtrs. (full-time)
literacy centre	10	1	0	0	0	0
village	100	10	1	0	0	0
sub-project	3000	300	30	1	0	0
project/block	24000	2400	240	8	3	0
district	1,00,000	10,000	1,000	33	12	6

PARTICIPATORY COMMITTEES

At the village level, a committee with a wide representation from the village elders and other friends of literacy is set up to provide motivation, help monitor the progress of the TLC in the village and help in problem solving at the village level. Similarly such committees are set up and function at the block and district levels. The full-time personnel is a member of these committees, especially at the sub-project, block and district levels, but other members too have a role in the monitoring process. At the village level the village convenor plays a key role, but the committee as such is also involved and is allotted specific roles.

It is important that regularly these committees are convened and at least reported to, so that they can play a role in management and gain a sense of achievement.

OFFICIAL ROLE

The government/administrative structure working under the district collector helps in providing infrastructural facilities necessary for running the TLC and in monitoring the TLC. Officials for monitoring and assisting are appointed at every level and report to the higher official level directly. They are also members of the participatory committees to assist in the activities, especially in problem management. However, without a specific separate role in monitoring, it is difficult to involve the administrative machinery at all levels.

3. LEVELS OF MONITORING

In a TLC situation of a district, with the above structure, monitoring has to be conducted at the village, sub-project, project and district levels. Apart from this State Adult Education Department (SAED) may conduct periodical monitoring. NLMA would be monitoring the programme at the national level. Different levels of monitoring and persons in charge at each level are shown in the following chart. SAED and NLMA monitoring, however, is not shown here.

Level of monitoring	Person in charge	Assisted by	Reported to & discussed with
village	village convenor (voluntary)	master trainers, village committee	village committee
sub-project	sub-proj. co-ordinator (full time activist)	resource persons, MIS sub-project committee, sub-project academic committee	sub-project committee or team
project (usually block or mandal)	block/tahsil/mandal co-ordinator (full time activist)	key resource persons (KRP), resource persons, project committee, project academic committee	block committee
district	district co-ordinator (full-time staff for monitoring)	KRP, other co-ordinators, academic committee, monitoring committee	district committee

MONITORING AND LEVELS OF PROBLEM MANAGEMENT

Person or persons in charge of MIS at each level should have a clear perception on a) the level at which they should concentrate, b) the various parameters to be used for monitoring, c) the various processes by which data is gathered, d) methods of intervention in case the progress expected is not forthcoming, etc.

A. Level of attention

As far as possible the problems at each level should be solved at that level itself. This implies that persons in charge of monitoring at a given level should be thoroughly trained in solving the problems at that level. Only rare spill-over problems of a lower level need to be handled at the higher level.

For example, the district level co-ordinator will never be able to monitor the progress of each learner or the learning levels at each literacy centre. Nor is it necessary. This task must be assigned to the village convenor and the sub-project co-ordinator should assist the village convenor in this task. The village convenor should know which are the centres lagging behind. The sub-project co-ordinator in turn should know the villages which are trailing. The block co-ordinator, on the other hand, should be able to identify and intervene in the sub-projects which are registering slow progress. But he cannot and should not try to intervene centre by centre.

The District control room should monitor the progress being made by each block and caution them about the drawbacks visible at the sub-project level. Thus the basic monitoring task at each level may be summed up as the following :

1) monitor the progress made and problems occurring at the level just below;

2) help to solve spill-over problems from bottom levels which cannot be handled by the level just below;

3) train and orient personnel in charge of monitoring at the level just below in problem management.

B. Things to be monitored

Ideally, every aspect of the programme needs to be monitored. This includes the following :

1) conduct of survey

2) conduct and impact of the environment creation activities

3) conduct of training

4) material production and distribution

5) enrolment of learners and learning progress

6) regular functioning of participatory structures and of functionaries at all levels.

C. Data collection process

1. AT VILLAGE LEVEL

a) Centre visits :

The village convenor or sub-project co-ordinator or village committee/academic committee member visits the centres in a village. Here he talks to the volunteer and look into the attendance register etc.

A centre must be visited by one of the above at least once a week.

b) The volunteer meeting

Visiting all centres is difficult for the full-time staff. If the village committee is not doing so adequately, then it is impossible for the SPC to visit all centres. The volunteer's meeting is an essential occasion to gather the data from each volunteer.

The volunteer's meeting serves several important roles. It is used for

i) further training of volunteer

ii) further motivation of volunteers and sustaining the campaign feeling

iii) allowing the volunteers to express their views and problems and helping them resolve it.

iv) providing an enjoyable social occasion for volunteers-full of songs, jokes, pleasant interaction—that binds them as a group

v) making the volunteer develop an identity as member of the district saksharata samiti

vi) collection of data.

The last is crucial from the campaign running point of view.

In many villages, even one can say in most villages, this may be the primary form of data collection. Note the volunteer is not required to fill in any form.

c) Village committee meeting

Each of the village committee members may have to visit and report on a number of centres. This is essential in larger villages and urban areas where one convenor cannot visit all centres.

The village committee is also reported to by the village convenor and sub-project co-ordinator about the progress of the classes, so as to create a feeling of participation.

The village committee members must also discuss specific problems especially drop-outs and the reasons for drop-outs and undertake measures to solve these problems.

2. AT SUB-PROJECT LEVEL

a) The sub-project committee meeting

The sub-project committee is made of village convenors, the master-trainers and other available resource persons. It meets once a week or once in two weeks. The village convenors file their reports and give a feed-back on problems. An approach to solving these problems is then evolved. An official may also attend this meeting—not to boss over but to solve the problems.

Though village convenors may prefer to be met at the village instead of coming to a meeting, encouraging them to come helps foster a greater committment and leadership role for the convenor.

A block co-ordinator or academic committee member may as well attend this meet.

b) The academic committee

Along with the sub-project coordinator, and available to assist him in the cluster of villages in his command are a number of master-trainers, one or two resource persons and one or two other activists. These are welded together into an academic committee.

The academic committee members

i) undertake to visit centres and study learning levels and assist and orient volunteers in the learning process. They will decide what training inputs must go into volunteers meeting and what into booster training camps;

ii) undertake to attend volunteers meeting and impart continued training especially for teaching functionality and awareness contents of the TLC;

iii) undertake to assist the sub-project co-ordinator in all his other duties. The sub-project is thus no longer an individual but the grass-roots branch of the district saksharata samiti providing local leadership for the campaign.

3. AT THE BLOCK LEVEL

a) Block-level review meetings

These are held once in two weeks and attended by sub-project co-ordinators as well as by a few resource persons and master trainers who constitute the block-level academic committee. A district co-ordinator may also attend. The sub-project reports are discussed and an action plan for the next two weeks is evolved. The block level team must be capable enough, oriented and trained to be self-sufficient in managing almost all its problems and making its own action plan. It is the effective level of command for the project, the district being more a coordinator and strategy planning centre.

The action plan for the next two weeks will include visits to village centres, a few volunteers meeting's and sub-

project meetings by which the reliability of the assessments and reports made at lower levels can be examined.

b) Report from officials & independent sources

Report from officials and through other sources are also collected at the block level and compared with those coming from the full-time staff of the project. An official assigned the role of officials co-ordinator at the block level is useful for problem management.

4 TYPES OF MONITORING

Since a large number of people and several processes are involved in a TLC programme, regular monitoring (REMO) of all the factors will be extremely difficult. Hence, a combination of regular monitoring with two elaborate rounds of midterm monitoring (MIDMO) and review is being suggested. Apart from these, a preliminary monitoring to gather base line data and a final monitoring to assess the overall impact of the programme also will have to be conducted. Given below are the types of monitoring that may be envisaged.

A. Preliminary monitoring

This is done through First Information Reports (FIRs) to be collected from voluntary instructors and to be collated and consolidated at each level. This helps to gather base line or initial data. The volunteers fill this form in the first block of teaching/learning itself.

B. Regular monitoring (REMO)

This involves monitoring of important details like progress in enrolment, drop-out problems, and progress of learning and functioning of village committee and key functionaries. This may be conducted weekly/fortnightly using the appropriate forms. Weekly/fortnightly meetings and visits by persons concerned will be the main mode of conducting the regular monitoring. Details of forms to be used for REMO are discussed elsewhere.

3) Midterm monitoring (MIDMO) and review

This is to assess the overall progress achieved during fixed intervals and to review all the details, especially those which do not form part of the regular monitoring system. The first MIDMO may be conducted 6 to 8 weeks after starting classes followed by two more MIDMOs, one in the 5th month and another in the 7th month after starting the classes. MIDMOs may be conducted as a 5-10 day intensive programme involving all the volunteers, various literacy committee members, village convenors, sub-project and block co-ordinators, master trainers (MTs) and resource persons (RPs) etc.

The possibility of transforming this programme into "monitoring festivals" to ensure full participation of the people's committees, volunteers and project functionaries may be thought of. Detailed proformas may be used for conducting MIDMOs at various levels.

4. Final Monitoring

This may be conducted just before the closure of the programme.

5. PRELIMINARY MONITORING—FIRST INFORMATION REPORT (FIR)

Preliminary monitoring on the basis of first information reports filled in by the voluntary instructors may be conducted one week after starting the classes. Information flow in the preliminary monitoring will be as follows.

Day	Level of monitoring	Person in charge	Form to be used
D1	litaracy centre	volunteer	volunteer FIR
D5	village	village convenor	village FIR
D7	sub-project	sub-project coordinator	sub-project FIR
D9	project	proj. co-ordinator	project/block FIR
D15	district	dist. monitoring in charge	district FIR

In the preliminary monitoring, the basic data have to be obtained from the volunteers. Since most of the volunteers may find it difficult to fill in the forms themselve, it is advisable to call a meeting of volunteers at the village level and get the forms filled in. They may be requested to bring along with them the attendance register for reference. Survey and consolidated survey details of the village may also be required to be given in this form.

FIR ☛ Village FIR ☛ Sub-project FIR ☛ Project/Block FIR ☛ District FIR

ABOUT FILLING IN FIRST INFORMATION REPORT

A. Volunteer's first information report

1) This being the base line information, utmost care must be taken in filling in this report.

2) Village convenors may help the volunteers to fill in the form.

3) Name, address, age, profession, sex, and educational qualification of the volunteers are to be given at the top portion.

4) Similarly, name, age, sex, profession etc. of the learner have to be given. Date of joining also need to be given. In the SC/ST column write SC or ST as appropriate or if the person is neither just leave it blank.

5) If a particular volunteer has been allotted a certain number of learners during matching and batching, this may be mentioned in the space provided with details of sex and age break up. If not this may be left blank.

6) Details of literacy kit distribution MAY NOT BE INCLUDED in this form. A separate form for this purpose is advisable. Inclusion of this aspect in the FIR form has resulted everywhere in considerable delay and confusion in filling the FIR forms as the entire kit is seldom distributed at once or on time.

B. Village convenors first information report

1) This is basically the compilation of volunteers' FIRs.

2) Village co-ordinator's details like name, address, sex, educational qualification, profession etc. may be given in the space provided.

3) Details regarding the total number of centres required, centres already started, and centres to be started may be given in the appropriate space.

4) Information regarding volunteers has to be given. This consists of the total number of volunteers required, number of volunteers trained with male, female distribution and total number of volunteers available for taking classes (Male, Female, Total) out of the trained volunteers, and the number of volunteers who are taking classes but are not trained.

5) Details of master trainers (MTs), like the total number of MTs required, MTs trained, and MTs presently available, also have to be given.

C. Sub-project first information report

1) Sub-project FIR is the consolidation of village convenors' FIRs.

2) Details are to be filled in village-wise.

3) Besides compiling all the details given in village convenors' FIRs, details regarding master trainers and key resource persons are also to be given.

D. Block/Project first information report

This is the consolidation of sub-project FIRs. Consolidation of all the details in sub-project FIRs may be done sub-project wise.

E. District first information report

1) Consolidation of block/Project—FIRs

2) The important thing to be noted is that sub-project level data must be made available at District level.

F. Preparing village master register

Using the data obtained from preliminary monitoring, a master register has to be prepared at the village level. This master register has one page for each of the literacy centres and it monitors the progress of each learner using three parameters, namely, the attendance, number of lessons completed and performance in tests. The columns in the village master register will have to be filled in once a month by the village convenor in consultation with the voluntary instructors.

The village convenor will be the custodian of the master register.

The master register must be ready within a week after obtaining the FIRs from the volunteers. In places with small scattered hamlets, or if there is no clear village structure, or where village convenors are weak, a panchayat master register may be required. Where it is possible and the village convenor is willing, it is ideal to maintain the village register on a weekly basis.

B G V S

TOTAL LITERACY CAMPAIGN

VOLUNTEERS FIR

(To be filled in by Volunteer)

Village / Area | Sub-project | Block / Project | District | Date

Volunteers name | Sex | M / F

Address | Educational Qualification

Attended literacy training | Yes/No.

Occupation

Centre code | Centre location | Centre time

Sl. no.	Name of learners	Age	Sex M/F	SC/ ST	Occupation	Date of joining

To be filled in by convenor						
		T	M	F	SC	ST
LEARNERS ALLOTTED	9 - 14					
	15 - 45					
	> 45					
	TOTAL					
		T	M	F	SC	ST
LEARNERS ENROLLED	9 - 14					
	15 - 45					
	> 45					
	TOTAL					

T : Total M : Male F : Female SC : Scheduled Caste ST : Scheduled Tribe

Signature of Volunteer

B G V S
TOTAL LITERACY CAMPAIGN
VILLAGE CONVENORS FIR

Village : Sub-project : Block/Project : District : Date :

Village convener's name Sex M / F

Address Age

Educational qualification

Occupation

Sl. no.	Name of volunteer	Address	Sex M/F	Age	Edl. qn.	Trained or Not Y / N	Learners allotted					Learners enrolled					Learners age group		
							T	M	F	SC	ST	T	M	F	SC	ST	9 - 14	15 - 45	>45
						Total													

Details of centres	
Total required	
Already started	
To be started	

Details of volunteers	T	M	F
Total no. required			
Total no. trained			
Total no. taking classes			
Untrained taking classes			
Addl. No. to be indetified			

Name and Signature

Addl. No. to be indetified			

Name and Signature

B G V S
TOTAL LITERACY CAMPAIGN
SUB PROJECT FIR

Name of sub-project | Project / Block | District | Date

Name of sub project co-ordinator

Address

Phone if any

Master trainer in the sub-project		
Required	Trained	Available

Village	Code	Address	Sex M/F	Age	Qlfn.	Occpn.	Learners allotted					Learners enrolled					Age group			Centres			Volunteers								
																	9 ↕ 14	15 ↕ 45	> 45				Trained			Trained & taking Classes			Untrained & teaching classes		
							T	M	F	SC	ST	T	M	F	SC	ST				TR	AS	TBS	T	M	F	T	M	F	T	M	F
					Total																										

TR : total required AS : already started TBS : to be started

Name and Signature

B G V S

TOTAL LITERACY CAMPAIGN

BLOCK/PROJECT FIR

Block /Project | District | Date

Name of the Block/Project co-ordinator
Address

Phone :

Resource Persons		
Required	Trained	Working

Sl. No.	Name of Sub Project	Learners allotted					Learners enrolled					Age			Centres			Volunteers			Master Trainer		
		T	M	F	SC	ST	T	M	F	SC	ST	9 ↕ 14	15 ↕ 45	> 45	TR	AS	TBS	Tr	TTC	UTC	Re	Tr	Av
	Total																						

Tr. : trained Re. : required Av. : available TTC : trained & taking classes UTC : untrained but taking classes

Name and Signature

Name and Signature

B G V S
TOTAL LITERACY CAMPAIGN
DISTRICT FIR

District Date

Key ressource persons required : Trained : Available :

Sl. no.	Name of Block / Project	Learners allotted					Learners enrolled					Age group			Centres			Volunteers			Master			Rsource persons		
		T	M	F	SC	ST	T	M	F	SC	ST	9 ↕ 14	15 ↕ 45	> 45	IR	AS	TBS	Tr	TTC	UTC	Re	Tr	Av	Re	Tr	Av
	Total																									

Tr. : trained Re. : required Av. : available

Name and Signature

B G V S
TOTAL LITARACY CAMPAIGN
VILLAGE MASTER REGISTER
(to be filled up monthly/weekly)

DISTRICT | BLOCK/PROJECT | SUB-PROJECT | DATE

VILLAGE | VILLAGE CODE NO. | VILLAGE CONVENOR

Date of Starting | Date of Ending

Sl. no.	Learners name	Age	Sex M/F	SC/ ST	Enrlmt. date	Attendance and Level of Learning*												Test Result Max. Marks 100		
						Month I		Month II		Month III		Month IV		Month V		Month VI				
						Attn:	L L	Attn:	L L	Attn:	L L	Attn:	L L	Attn:	L L	Attn:	L L	T3	T6	T9
Dates of Village Convenor's Visit																				
Date of Test																				
Grade for the Month :						A/B/C/D		A/B/C/D		A/B/C/D		A/B/C/D		A/B/C/D		A/B/C/D		Volunteer's Signature		

LL : Learning level

*Specify according to test (T1, T2, T3 etc.) or by lesson (L1, L2 etc.)

6. REGULAR MONITORING (REMO)

Regular monitoring may be conducted through forms specially prepared for this. The flow pattern of regular monitoring forms are shown below.

Level	Person Responsible	Forms	Day	Meetings
literacy centre	volunteer			
village	village convenor	REMO-A	D1	volunteers meet weekly
sub-project	sp. co-ordinator	REMO-B	D7	VCs meeting weekly
project	block co-ordinator	REMO-C	D8/15	SPCs meeting fortnightly
district	district co-ordinator	REMO-D	D1/30	BCs meeting fortnightly

A. REMO-A

(VILLAGE CONVENOR TO SUB-PROJECT CO-ORDINATOR)

a) Periodicity-weekly/fortnightly

REMO-A has to be filled in by the village convenor and/or master trainer with the help of voluntary instructors.

b) This may be done at the weekly meeting of volunteers to be convened by the village convenor/master trainer. Data from these centres from where volunteers have not attended the meeting may be collected by village convenor or master convenor.

c) Information received from the volunteers may be cross checked by the village convenor or Master Trainer or members of the village academic committee and village committee.

d) Data collected through REMO-A pertain to three main aspects:

i) Learners: Status of enrolment, dropout rate and attending learners;

ii) Literacy : Status of literacy centres and their general level of performance/grades;

iii) Village committees: Conduct of the village committee meeting and volunteers meet and environment building activity.

e) Follow up action on the basis of REMO-A village level

Monitoring is not just collection and compilation of statistical data. Immediate follow up and remedial action should follow the data collection.

Village convenors and master trainers may discuss the problems as evident in the REMO-A and suggest remedial measures to be taken by volunteers. Such actions would include

—ensuring that the village committee meets and functions;

—meeting the learners of a particular class personally;

—ensuring that volunteers meetings are held regularly and in an attractive manner;

—identification of more volunteers to start fresh classes;

—organising training for volunteers who have not yet been trained;

—arranging special assistances to volunteers who are weak at numeracy;

—organise special village level environment creation activities;

—forming women squads to meet women learners;

—arranging space for classes;

—organising supplementary teaching/learning activities;

—making some of the village elders visit some classes in an area;

—visiting classes in which volunteers have not turned up;

—solving problem related to material distribution etc.

The village convenor may draw the attention of sub-project co-ordinator of such area where he has to intervene.

f) Follow up actions on REMO-A at sub-project level

i) Sub-project co-ordinator must collect the REMO-A forms at the weekly meetings of village convenors to be convened by him.

ii) He should make special attempts to obtain REMO-A forms from these villages from which the village convenor or his representative has not attended the sub-project level meeting. This will often mean a visit to the village and organising a volunteers meet.

iii) On the basis of data obtained through REMO-A he may identify weak villages in his sub-project area and suggest remedial actions to village convenors.

iv) He may fix up visits to weak villages himself or may send resource persons or master trainers attached to his sub-project.

g) It is important that the sub-project level academic committee members including resource perosns, master trainers and other committed persons are regularly invited to sub-project level meeting. Sub-project co-ordinator should seek the assistance of the academic committee in monitoring, holding village committee and volunteer meetings as well as follow up actions.

A weak village may be a village

i) with low enrolment;

ii) with high dropout rate;

iii) with majority of the centres remaining at grade C;

iv) with no village committee or academic committee;

v) with most of the village committee having low attendance etc.

The interventions needed to improve the programme in a weak village are usually

—holding the village committee meeting;

—holding a volunteers meeting;

—additional training for master trainers and volunteers ;

—formation of village level academic committees or volunteers' committees;

—meeting village co-ordinators, village leaders, etc., personally;

—helping to organise special campaigns at weak villages;

—formation of women squads at project level, etc.

—drawing the attention of block co-ordination centre to such area problems where it is essential to do so.

B. REMO-B

(SUB-PROJECT CO-ORDINATOR TO BLOCK CO-ORDINATOR)

a) Periodicity: Once a week/fortnight

b) REMO-B is to be filled in by the sub-project .

c) REMO-B is to be compiled out of REMO-A forms obtained from village co-ordinators. Sub-project co-ordinators may do the compilation with the help of sub-project academic committee members.

NB : This is important, because it gives an opportunity for the academic committee members to know the progress and problems of various villages.

d) One copy of REMO-B must be filed by sub-project co-ordinator at the block office. This may be filed along with copies of REMO-A forms (if so decided by the block office) but having the REMO-A forms is not essential for the block office.

e) The block co-ordinator must analyse the data available through REMO-B (with the help of block Academic committee) and identify weak sub-projects where help or intervention is necessary. He may discuss the strategy for intervention at the SPCs meeting at block level.

f) Weak sub-project could mean several things. Parameters similar to those for judging a weak village may be drawn out. Periodicity and attendance in sub-project committee meetings is also a major factor.

g) The Block co-ordinator may ensure that all the REMO-B forms are obtained from the sub-project co-ordinator, before the fortnightly/monthly block level meetings of SPCs, so that he can do the necessary analysis and even prepare REMO-C which would give a comparative picture of various sub-projects.

h) After analysing REMO-B thoroughly, the block co-ordinator may draw up an intervention plan for weak sub-projects with the help of academic committee members and concerned SPCs. He may also draw the attention of district control room to such areas and problems in which district level intervention is considered necessary.

Such block level intervention plan may include

—planning visit to the sub-project with a group;

—convening special meetings or attending meetings of the village convenors of the sub-project;

—conduct special orientation programme for master trainers of the sub-project;

—activating academic committee of the sub-project area;

—meeting officials or political leaders of the sub-project area;

—organising women squads/convention of sub-project. Block co-ordinators should involve the sub-project co-ordinators concerned in all these activities.

C. REMO-C

(FROM BLOCK CO-ORDINATOR TO DISTRICT CONTROL ROOM)

a) Periodicity: Fortnightly. Monthly if fortnightly reporting becomes infeasible.

b) Block/Project co-ordinator compiles REMO-C from the REMO-B obtained from sub-project co-ordinators (with the help of block academic committee).

c) Block/Project co-ordinator sends/hands-over REMO-C to the district control room / district monitoring in charge.

d) REMO-C should reach the district office at least three days prior to the fortnightly/monthly meeting of the block co-ordinators, so that the monitoring co-ordinators are able to analyse it and prepare REMO-D which will give a better comparative picture of blocks and sub-projects.

e) At the fortnightly/monthly meetings of block/project co-ordinators a thorough review of the progress made should be done. District level academic committee members and all district co-ordinators may participate in this meeting.

f) On the basis of this review a district level intervention plan may be prepared to help weak blocks/project and sub-projects. Overall weaknesses in the district planning can also be brought to light through this review. Such a district level intervention plan may consist of, for example,

i) special campaigns and mobilisation at weak blocks, sub-projects;

ii) special efforts to meet political, social leaders;

iii) conduct of women conventions, formation of women squads;

iv) orientation for sub-projects, block/project co-ordinators;

v) sending special monitoring squads to cross check data and prevent false reporting.

D. REMO-D

(DISTRICT CONSOLIDATED REPORT)

REMO-D is compiled out of REMO-C forms obtained from the blocks. It can be prepared fortnightly/monthly and on the basis of the REMO-D and discussions at fortnightly/monthly meetings of block co-ordinators. A monthly district review report may be prepared using REMO-D and sent to all concerned.

E. SOME HINTS FOR FILLING IN REMO—A,B,C,D FORMS

These forms basically monitor three things:

1) learners, 2) literacy centres and 3) functioning of literacy committees

1. Learners

The following information regarding learners has to be entered.

1) TOTAL NUMBER OF LEARNERS

This is often called learners allotted. This refers to the total number of illiterates in the target age group as identified by the survey. This will remain constant unless some defects are identified in the survey. In such cases, the variations are to be explained.

2) NUMBER OF LEARNERS ENROLLED

Any learner who has attended a literacy centre once and registered his/her name can be considered as enrolled. The name has been entered in the attendance register. In other words, the total number of names in attendance register is equal to the total number of enrolled learners.

3) NUMBER OF LEARNERS ATTENDING

Any enrolled learner who has attended two or more classes in a week can be considered as an attending learner.

4) NUMBER OF DROP OUTS

a) A learner who is absent continuously for 15 days (two weeks), in spite of attempts to bring him/her back by the volunteer and others may be considered as a drop out. The number of such learners can be entered in column 'drop outs'.

b) If a person absents himself/herself continuously for one month in this manner, his/her name may be removed from the attendance register.

c) If a person dropped out earlier comes back to the class, he/she may be added on to those attending and subtracted from number dropped out. The impact of this is that while total number of learners allotted is constant (except for changes due to migration or fresh identification), the number enrolled will only increase. The number attending plus number dropped out will always equal the number enrolled and may go up or down from week to week.

2. Centres

1) TOTAL NUMBER OF CENTRES REQUIRED

This number will be generally obtained by dividing the total number of learners by 10.

If a more detailed estimation of the number of centres to be started has been worked out on the basis of matching and batching, it can be entered. This number will remain constant throughout the monitoring period.

2) NUMBER OF CENTRES ALREADY STARTED

Any centre which has started functioning is a 'class started.' The total number of classes which have started functioning has to be entered into the column "1".

3) GRADATION OF CENTRES

The concept of gradation of literacy centres into categories A,B,C is incorporated to get a broad view of the qualitative aspects of the functioning centres.

Grading of classes can be done on the basis of two parameters, namely, the attendance and the learning level in term of the total number of lessons covered in a week.

Grade	Attendence during the week / fortnight	Learning level week / fortnight
Grade A	1) 70% of the learners regularly attending	1) schedule number of lessons covered
	2) 6 or more classes in a week or 10 or more classes in a fortnight	2) weekly discussions on functionality & awareness conducted
		3) some special effort in the field of supplementary teaching
		4) tests property conducted and expected levels attained by 70%.
Grade B	1) 50% learners regularly attending	1) at least 2/3 of scheduled lessons covered
	2) 3-4 classes in a week or 7-9 classes in a fortnight	2) occasional discussions on functionality and awareness conducted
		3) tests being conducted
Grade C	Other classes which are functioning but do not come under Grade A or B will come under this category.	
Stopped	Centres stopped or dead centres are those where no classes were held for the last 15 days.	

Note :

i) The above mentioned grading is based on the Nellore (Andhra Pradesh) TLC model. Instead of mechanically adopting this pattern, each district may evolve its own grading parameters depending upon the nature of primers and other aspects. However, it is better not to use too many parameters for determining the grading. Such complex grading patterns would make it difficult for the village co-ordinators to carry out the task. Ensure that the grading pattern is simple enough. There should be a common grading system for the district as a whole. It should not vary from block to block or sub-project to sub-project.

ii) Unless the village co-ordinators, MTs and the academic committee members are familiar with the grading system,they may mess it up and the purpose of grading may be defeated. Hence at least a 3 hour training to convey the principle and the purpose of grading may be conducted for the village convenors, MTs and academic committee members.

iii) In case it is found that grading is difficult at the level of the village convenror, this responsibility may be taken over by sub-project co-ordinators after discussing with the village convenor or MT.

4) TOTAL

This is the number of classes running (excluding the stopped classes) =A+B+C.

3. Functioning of literacy committees

Each level needs to assess the functioning of the committee just below it. The sub-project asseses village committee functioning by monitoring not only village committee meetings but volunteers meetings, environment building activity and local problem's reports.

1) VILLAGE COMMITTEE, SP COMMITTEES/BLOCK COMMITTEE/DISTRICT COMMITTEE PERFORMANCES

For assessing committee performances, two factors have been incorporated:

a) Whether the committee meeting was held. Either 'Yes' or 'No' may be marked.

b) Attendance in the committee: Here the number has to be marked.

2) NUMBER OF VOLUNTEERS MEETING

This column has to be filled in just as the previous one.

3) ENVIRONMENT CREATION

This aspect is included only in REMO-A and REMO-B. A brief mention of the main environment creation activities may be included here. In the REMO-B form, an indicative mention regarding this aspect will be sufficient.

4) PROBLEMS, IF ANY

a) Problems requiring special attention of the sub-project may be summarised in the column of REMO-A.

b) No separate column has been included for this in other forms. If there are special problems requiring the attention of higher levels of monitoring (i.e. Block, District) separate sheets may be used.

B G V S

TOTAL LITERACY CAMPAIGN

R E M O A

VILLAGE TO SUB PROJECT (ONCE A WEEK/FORTNIGHT)

1. Name of village and code :
2. Sub Project :
3. Name of block/project :
4. Person filling report : Name

   Designation
5. Date of filling report :
6. Period under report :
7. Was village committee held ? Yes/ No.
8. Village committee meet attendance (A/T):
9. No. of volunteers meet :
10. No. of volunteers attendance. (A/T) :
11. Any environment building activities :
12. Any Problem
13. Data : Centres

Centre code or name of volunteers	Total required	Started	Running (grade)				Stopped
			A	B	C	T	
Total							

14. Data : Learners

Centre code no. or name of volunteer	Learners allotted	Learners enrolled	Learners attending	Drop out
Total				

Name & Signature

B G V S

TOTAL LITERACY CAMPAIGN

REMO-B

(FROM SUB-PROJECT TO BLOCK/PROJECT - ONCE A WEEK)

Person filing report Name	Date of report
Designation	Period of report

Name of District | Block/Project | Sub Project

Sl. no.	Name of the village	Volunteer's meetings		Village committee meetings		Environment building activities	Centres							Learners			
		No. of meetings	Attn.	No. of meetings	Attn. (A/T)		Total re-quired	started	Running(grade) A	B	C	T	Stop-ped	Total	En-rolled	Attng.	Drop-out
						Total											

No. of sub-project level meetings of village co-ordinators :

Attendance in the meetings (A/T)

Name & Signature

B G V S

TOTAL LITERACY CAMPAIGN

REMO-C

(FROM BLOCK/PROJECT TO DISTRICT - ONCE A WEEK/FORTNIGHT)

Person filing report Name	Date of report Name of District
Designation	Period of report Block/Project

No. of block/project level meetings held Attendance in the meetings (A/T) Total literacy campaign MIS meet

Sl. no.	Name of the sub-project	Village repors filled	Sub-project level meet		Centres							Learners			
			No. of meetings	Attn. (A/T)	Total re-quired	started	Running(grade) A	B	C	T	Stop-ped	Total	En-rolled	Attng.	Drop-out
				Total											

Block/project level meeting date

Attendance in the meetings (A/T) no. of SPs attended no. of MTs, RPs and etc.

Officials who attended

Name & Signature

Name & Signature

B G V S
TOTAL LITERACY CAMPAIGN
REMO-D
(DISTRICT CONSOLIDATED REPORT)

Person filing report Name | Date of report | Name of District

Designation | Period of report | Block/Project

No. of district level meetings held | Attendance in the meetings (A/T) | Total literacy campaign MIS meet

Sl. no.	Name of the block/project	Village reports filled	block/project level meet		Centres							Learners			
			No. of meetings	Attn. (A/T)	Total re-quired	started	Running(grade) A	B	C	T	Stop-ped	Total	En-rolled	Attng.	Drop-out
				Total											

Name & Signature

7. MIDTERM MONITORING—MIDMO

a) Midterm monitoring is a monitoring-cum-review to be conducted periodically for fully assessing the progress of the Total Literacy campaign.

b) All aspects of training, material distribution, environment creation, progress of learning, volunteer enrolment, functioning of literacy committees and academic committees monitoring classes etc may be fully reviewed.

c) Detailed data regarding age wise and sex wise break up of the learners, the number of the SC & ST learners etc, also have to be collected. This is essential to meet the monitoring requirements of NLMA and state adult education department.

A. MIDMO AT VILLAGE LEVEL

a) Midterm monitoring can be planned as a ten day programme throughout the district. It may be scheduled as shown below.

b) Voluntary instructors are informed well in advance and they get ready for MIDMO. They update their register and be ready with the relevant data.

c) Village level review—this may be held as a one day meeting with two sessions. The sub-project co-ordinator or one of the sub-project academic committee members should be present at this meeting throughout.

FIRST SESSION

Village convenor and master trainers sit with voluntary instructors together with all relevant data and make a register and conduct a detailed review. This may be concieved as a 4-5 hour session (of course, with songs in between).

SECOND SESSION: PEOPLES REVIEW

A general review convention in which all members of the village literacy committee, academic committee and also other important members and officials may participate along with the volunteers, master trainers and village convenors. Some representatives of learners may also be made to participate.

In this session, a brief report of the progress made and problems faced may be presented before the village community by the village convenor. He/she may draw the attention of the people to the achievements as well as the drawbacks. This may be followed by a general discussion.

It is important to draw up some concrete remedial action plans involving the village community members at the end of the convention.

Special efforts have to be made to invite in advance all the people concerned to the general session.

The report of both the sessions may be consolidated.

The whole review effort should be participatory. It may be held as an environment—building activity in itself.

B. MIDMO AT SUB-PROJECT LEVEL

A one day meeting with two sessions. The block co-ordinator or one of the members of the block academic committee should participate in this meeting throughout.

FIRST SESSION : 4-5 HOURS

The sub-project co-ordinator, village convenors, monitoring, and resource persons attached to the sub-project concerned may sit together with MIDMO details from all the villages, for a detailed review. Some selected instructors may also be invited to this session.

Each village co-ordinator may be given time to explain in detail regarding the progress achieved. The midterm monitoring proforma from sub-project co-ordinator to block may be used to collect data during this meeting.

SECOND SESSION: PEOPLE'S REVIEW

Members of the sub-project, literacy committee, selected instructors, all resource persons and the key resource persons concerned may sit in session with important officials, elected representatives and other important people in the sub-project region. The sub-project co-ordinators may present a report of the progress achieved as well as the problems faced. Detailed discussions and formulation of follow up plan may follow. The follow up programme may involve officials, elected representatives and other leaders in the region. This session should be conceived as a people's review of the entire programme.

After the meeting the sub-project co-ordinator and sub-project academic committee may prepare the the sub-projected level MIDMO.

C. MIDMO AT BLOCK/PROJECT LEVEL

The basic pattern to be followed is that of the village level as well as sub-porject level reviews.

a) One or two day meeting, if possible, in residential mode. 2-3 sessions may be planned. District level co-ordinator-in-charge of the block/project and key resource person may participate in this meeting throughout.

FIRST SESSION: 5-6 HOURS

The district co-ordinator-in-charge of the block/project and the block/project co-ordinator may sit in session with the sub-project co-ordinators and resource persons in charge of the sub-projects.

They may review all aspects of the programme as shown in MIDMO (B/P-D). Enrolment, learning level, general level of environment creation and false/guess reporting and problem areas have to be thoroughly reviewed. Sub-project co-ordinators may be requested to report their progress on the basis of sub-project level MIDMO prepared on the basis of sub-project level review.

SECOND SESSION: PEOPLE'S REVIEW—2-3 HOURS

Apart from all those who participated in the earlier session, elected representatives of that region, Block and Taluk level, officials, intellectuals etc. may be invited to this session. Block/project co-ordinator may present an overview of the progress and request others to respond. This again may be conceived as a peoples review programme just as in the case of sub-project and village review.

The district collector or senior officials may also be requested to be present at this review.

After the monitoring session, block/project co-ordinators and academic committee members may sit together to prepare the block/project level.MIDMO Block to District report.

D. MIDMO AT DISTRICT LEVEL

This has to be a comprehensive two day review. The district collector and other senior district officials may be present.

FIRST SESSION: FIRST DAY-8 HOURS-RESIDENTIAL

District Co-ordinator, selected sub-project co-ordinators (from the best and most backward sub-projects), academic committee members at district level and resource persons from block/project may participate and analyse the progress made during the period under reporting. MIDMO district consolidated report proforma may be used for this. A thorough review may be conducted on all aspects of the total literacy campaign.

SECOND SESSION: PEOPLE'S REVIEW AT DISTRICT LEVEL: 3-4 HOURS

All the people's representatives of the district, members of the district literacy executive committee and senior district officials may participate in the discussion.

The district co-ordinator may present the progress in performance and problems faced. Responses may be invited from all participants. A detailed plan for remedial actions may be drawn up.

c) A detailed interim report of the total literacy campaign may be prepared on the basis of the review conducted.

Note:

The concept of people's review introduced here has to be properly understood. The idea is to place all facts regarding the progress of the total literacy campaign before all concerned especially before those who are not interacting directly with the project on a day to day basis. All concerned, including ardent critics of the programme may be consciously made to participate in this total literacy campaign It would help to know the opposite view and help self-criticism.

The following schedule may be considered for midterm monitoring.

DAY-1 — Voluntary instructors getting ready for village level MIDMO

DAY-2 — MIDMO at village level

DAY-4 — MIDMO at sub-project level

DAY-6 — MIDMO at block level

DAY-9-10 — MIDMO at district level

Days 3, 5, 7, 8, are for preparations for the respective programmes on the days following.

B G V S

TOTAL LITARACY CAMPAIGN

MIDMO (V-SP)

MIDTERM MONITORING REPORT FROM VILLAGE TO SUB PROJECT

1. Name of the village and code :

2. Period under reporting :

3. Village convenor Name :
Address :

Age :
Sex : M/F

4. Details of centres

Total No. of centres required	No. of centres already started				No. of centres stopped	No. of centres yet to be started
	A	B	C	Total		

5. Details of learners and learning levels

Total no. of Learners as per survey					No. of learners enrolled					No. of learners attending					No. of learners dropped-out					Learning level					
																					No. of learners completed			no. of learners successfully done		
T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST	Pre-mier-I	15les-sons	below15 lessons	T1	T2	T3

* It is assured that Primer I will have 30 lessons, for MIDCOs laters, this has to be suitably modified on the basis of Primer II & III.

6. Details of volunteers

required	Trained			Trained and teaching			Untrained and teaching			Educational qualifications			
	T	M	F	T	M	F	T	M	F	Below std. VIII	Std. VIII — X	Std. XI, XII	Graduates & above

7. Volunteers meeting

Date of meetings	attendance	Main activities planned or topic discussed in the period (briefly)	MT/SPC/ who attended	Remarks

8. Village committee meeting

No. of meetings held	Average attendance	Activity level		Main activities	Remarks
		Very active	Not active		

9. Centre visits

Total no. of visits	No. of centres visited by village convenor	No. of centres visited by MT/AC committee	No. of centres visited by others	Centres not yet visited

10. Functionality, awarenes and supplimentary teaching learning

Functionality and awareness			Supplementary teaching learning activities		
No. of centres having regular FAC activities	No. of centres occasionally having FAC programmes	No. of centres very poor FAC programmes	No. of centres having good no. of STLA	No. of centres occasionally conducting STLA	Centres have no. STLA

11. Functionality, awareness and supplementary teaching learning (contd.)

Topics on which FAC / STCA held	No. of classes in which held

Brief comments on FAC activities	Brief comment on STLAs

12. Comment on reading, writing and numeracy components

No. of centres where all there elements are good	No. of centres where all three are weak	No. of centres where numeracy is weak	comments

13. Environment generation activities

Date	List of activities	Impact	Future activities plan	Date

14. Master trainers & resource persons

Master trainers			Resource persons		
required	Trained	Available & active	required	Trained	Available & active

15. Name of officials who visited / were involved programme

16. Attitude of local govt. officials

17. Attitude of village leaders

18. Main problems

Problems	Action taken, Suggested

19. Other Comments

Name & Signature

B G V S
TOTAL LITERACY CAMPAIGN
MIDM (SP-P/B)

MIDTERM MONITORING REPORT FROM SUB-PROJECT TO BLOCK / PROJECT

1. Name of the Sub-project : Date :

2. Period under reporting :

3. Details of centres :

Name of the village	Name of village convenor	Centres required	Centres already running				Centres stopped	Centres yet to be started
			A	B	C	T		
	Total							

4. Details of learning and learning levels :

A. No. of learners

Name of the Village	Learners allotted					Enrolled					attending					Dropped out					Yet to be enrolled				
	T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST
Total																									

B. Learning levels

Name of the village	No. of learners completed*			No. of persons successfully done *			
	Primer I or more	15 lessons	Below 15 lessons	T1	T2	T3	T4
Total							

* This is prepared for a MIDMO after 2.5 months. Hence learning levels are being assessed on the basis of Primer I. Assumption is that Primer I will have 30 lessons. For later MIDCOs suitable modification on the basis of Primer II & III may be made.

C. Comments on No. of learners and learning levels

Brief comment on gap in enrollment	Comments on learning levels, if any

5. Details regarding volunteers

A. No. of volunteers

Name / code of village	Required	Trained			Trained and teaching			Untrained and teaching		
		M	F	T	M	F	T	M	F	T
Total										

B. Educational qualification of volunteers

Name / Code of Village		Educational qualification of volunteers		
	Below Std. VIII	Std. VIII - X	Std. XI - XII	Graduates & above
Total				

C. Comments on volunteers, if any

6. Details of master trainers, resource persons

Name/code of village	Master trainers			Resource Persons		
	Required	Trained	Available & active	Required	Trained	Available & active
Total						

7. Village Volunteers meeting / Academic Committee

A. Details of meetings

Name / code of village	No. of volunteers meeting held	average attendance	No. of meeting in which SPC/ rep. of SPC participated	Remarks
Total				

B. Village committee functioning

Name / code of village	No. of village committee meetings held	Average attendance	Main activities planned	Remarks

C. Comments

Comments on volunteer meeting	Comments on village committee functioning

8. Centre visits

Name of villagae	Total No. of Centres	No. of centres visited by VC	No. of centres visited by other	centres not yet visited	Remarks on centres visits
Total					

9. Functionality, awareness (FAC) and supplimentary teaching learning activities (STLA).

Name/ code of village	FAC			STLA		
	Good FAC	Occasional FAC	Bad FAC	Good STLA	Occasional STLA	No STLA
Total						

B. Brief comments on FAC & STLA in the sub-project

Comments on FAC	Comments on STLA

10. Comments on reading, writing, numeracy components (RWN)

Name / code of village	No. of centres when all three (RWN) are good	No. of centres where all three (RWN) are weak	No. of centres when numeracy is weak	Comments
Total				

11. Environment creation

Name/code of village	Level of environment creation	Comments

12. Monitoring of other aspects in the sub-project

Name/code of village	Material distribution complete?		Master register ready ?		Attendance register distribution over?		FIRs received?		Survey done consolidated	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Total										

13. Main problems faced

Name/code of village	Main problems	Comments

14. Sub Project level functioning

A. Details of full-time functioning

Name	:		
Age	:	Av. no. of centres visited per week	:
Joined full-time on	:	Av. no. of volunteers meeting attended per month	:
Prior occupation	:		
Edn. qualification	:	Av. no. of village volunteers meeting attended / month	:

B. Sub-project—acamedic committee members

Name	Edn. qualification	Occupation	Role	approx. of SPAC meeting attended
No. of sub project level AC meeting held an attendance				

D. Sub-project level literacy committee

Does it exist	:
No. of members & projile	:
Average attendance	:

15. Other comments

16. Financial statements for the period under review, with a brief village wise analysis may be attached.

Name & Signature of
Sub-project Co-ordinator

B G V S
TOTAL LITERACY CAMPAIGN
MIDMC (P/B-D)

MID TERM MONITORING REPORT FROM BLOCK/PROJECT TO DISTRICT

1. Name of the block/project

Date

2. Period under reporting

3. Details of centres

Name of sub-project	Required	Already running				Stopped	Yet to be started
		A	B	C	T		
Total							

4. Details of learning & learning levels

A. No. of learners

Name of sub-project	Learners allotted					Enrolled					Attending					Dropped out				
	T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST
Total																				

B. Learning levels

Name of sub-project	No. of learners Completed*			No. of persons successfully done*			
	Primer I or more	15 lessons	Below 15 lessons	T1	T2	T3	T4
Total							

* This is prepared for MIDMO after two and half months. Hence learning levels are being assessed on the basis of Primer I. Assumption is that Primer I will have 30 lessons. For later MIDMOs suitable modification on the basis of Primer II & III be made.

C. Comments on no. of learners and learning levels.

Name of sub-project	Brief comment on gap in enrolment	Comments on learning levels, if any

5. Details regarding volunteers

A. No. of volunteers

Name / code of sub-project	Required	Trained			Trained and teaching			Untrained and teaching		
		M	F	T	M	F	T	M	F	T
Total										

B. Educational qualification of volunteers

Name / code of sub-project	Educational qualification of volunteers			
	Below std. VIII	std. VIII - X	std. X - XII	Graduates & above
Total				

C. Comments on volunteers, if any

6. Details of master trainers, resource perons

Name of sub-project	Master trainers			Resource persons		
	Required	Trained	Available & active	Required	Trained	Available & active
Total						

7. Village committee

A. Village committee functioning

Name/code sub-project	No. of village committees			No. of village conveners meet/ AC meet		
	active	not active	not formed	active	average	not functional
Total						

B. Comments

Name of sub-project	Village committees	Village conveners meet / AC meet

8. Centre visits

Name / code of sub-project	Total no. of centres	Centres visited by VC.	Centres visited by others	Centres not yet visited	Remarks on centres visits
Total					

9. Functionality, awareness (FAC) and Supplementary teaching learning activities (STLA)

Name / code of sub-project	FAC			STLA		
	Good FAC	Occasional FAC	Bad FAC	Good STLA	Occasional STLA	No. STLA
Total						

B. Brief comments on FAC & STLA in the sub-project

Name of sub-project	Comments on FAC	Comments on STLA

10. Comments on reading, writing, numeracy components (RWN)

Name / code of sub-project	Centres good in RWN	Centres weak in RWN	Centres weak in numeracy	Comments
Total				

11. Environment creation

Name / code of sub-project	Level of environment creation	Comments

12. Monitoring and other aspects in the project/block

Name of sub-project	Material districution complete?		Master register ready ?		Attention register disribution over ?		FIRs received?		Survey done consolidated ?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Total										

13. Main Problems faced

Name of sub-project	Main problems	Comments

14. Sub-project level functioning

Name of sub-project	Full time personnel working		sub-project AC/ committe functioning		No. of REMO-B submitted	sub-project level of panchayat committee	
	Y/N	Since when	No. of meetings	Average atten. (A/T)		No. of meetings	Average attend (A/T)

15. Block level functioning

A. Full-time staffs

Name	Age	Educational qualification	Occupation	Joined full-time on	Role

B. Block committee members

Name	Age	Educational qualification	Occupation	Role	No. of meeting attended

No. of block/project committee meeting, held on attendance :

C. Block/project academic committee

Name	Age	Occupation	Edn. qualification	Role	No. of meeting attended
No. of academic committee meeting held				Av. attendance (A/T.) :	

16. Other comments on block/project level functioning :

17. Financial statements for the period under review with a brief sub-project wise analysis may be attached.

Name & signature
Block/Project Co-ordinator

B G V S
TOTAL LITERACY CAMPAIGN
MIDMO (D)

MID TERM MONITORING REPORT (DISTRICT CONSOLIDATED)

1. Name of the district

Date

2. Period under reporting

3. Details of centres

Name of block/project	Name of sub-project	Required	Already running				Stopped	Yet to be started
			A	B	C	T		
	Total							

4. Details of learning & learning levels

A. No. of learners

Name of block/project	Name of sub-project	Learners allotted					Enrolled					Attending					Dropped out				
		T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST	T	M	F	SC	ST
Total																					

B. Learning levels

Name of block/project	Name of sub-project	No. of learners Completed*			No. of persons successfully done*			
		Primer I or more	15 lessons	Below 15 lessons	T1	T2	T3	T4
	Total							

* This is prepared for MIDMO after two and half months. Hence learning levels are being assessed on the basis of Primer I. Assumption is that Primer I will have 30 lessons. For later MIDMOs suitable modification on the basis of Primer II & III be made.

C. Comments on no. of learners and learning levels.

Name of block/project	Name of sub-project	Brief comment on gap in enrolment	Comments on learning levels, if any

5. Details regarding volunteers

A. No. of volunteers

Name of block/project	Name / code of sub-project	Required	Trained			Trained and teaching			Untrained and teaching		
			M	F	T	M	F	T	M	F	T
	Total										

B. Educational qualification of volunteers

Name of block/project	Name / code of sub-project	Educational qualification of volunteers			
		Below std. VIII	std. VIII - X	std. X - XII	Graduates & above
	Total				

C. Comments on volunteers, if any

6. Details of master trainers, resource perons

Name of block/project	Name of sub-project	Master trainers			Resource persons		
		Required	Trained	Available & active	Required	Trained	Available & active
	Total						

7. Village committee

A. Village committee functioning

Name of block/project	Name/code sub-project	No. of village committees			No. of village conveners meet/ AC meet		
		active	not active	not formed	active	average	not functional
	Total						

9. Comments

Name of block/ project	Name/code of sub-project	Village committees	Village conveners meet / AC meet

8. Centre visits

Name of block/project	Name / code of sub-project	Total no. of centres	Centres visited by VC.	Centres visited by others	Centres not yet visited	Remarks on centres visits
	Total					

9. Functionality, awareness (FAC) and Supplementary teaching learning activities (STLA)

Name of block/project	Name / code of sub-project	FAC			STLA		
		Good FAC	Occasional FAC	Bad FAC	Good STLA	Occasional STLA	No. STLA
	Total						

B. Brief comments on FAC & STLA in the sub-project

Name of block/project	Name of sub-project	Comments on FAC	Comments on STLA

10. Comments on reading, writing, numeracy components (RWN)

Name of block/project	Name / code of sub-project	Centres good in RWN	Centres weak in RWN	Centres weak in numeracy	Comments
	Total				

11. Environment creation

Name of block/project	Name / code of sub-project	Level of environment creation	Comments

12. Monitoring and other aspects in the project/block

Name of block/project	Name of sub-project	Material districution complete?		Master register ready ?		Attention register disribution over ?		FIRs received?		Survey done consolidated ?	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	Total										

13. Main Problems faced

Name of block/project	Name of sub-project	Main problems	Comments

14. Sub-project level functioning

Name of block/project	Name of sub-project	Full time personnel working		sub-project AC/ committe functioning		No. of REMO-B submitted	sub-project level of panchayat committee	
		Y/N	Since when	No. of meetings	Average atten. (A/T)		No. of meetings	Average attend (A/T)

15. Block level functioning

A. Full-time staffs

Name of block/project	Name	Age	Educational qualification	Occupation	Joined full-time on	Role

B. Block/project committee members

Name of block/project	Name	Age	Educational qualification	Occupation	Role	No. of meeting attended
No. of block committee meeting, held					av. attendance :	

C. Block academic committee

Name of block/project	Name	Age	Occupation	Edn. qualification	Role	No. of meeting attended

16. District level functioning

A. Full-time staffs

Name of block/project	Name	Age	Educational qualification	Occupation	Joined full-time on	Role

B. District Functioning

No. of district co-ordinate committee meeting	Atten-dance	No. of district committee meetings	Atten-dance	No. of district executive meetings	Atten-dance	No. of literacy council meetings	Atten-dance

C. District academic committee

No. of KRPs participated in the workshop	No. of KRPs active	No. of AC committee meeting held	Atten-dance	Main activities planned and implemented

17. Main problems at district level

18. Other comments on district level functioning

19. Financial statements for the period under review with a brief block/project wise analysis may be attached.

Name & Signature
District Co-ordinator

8. SOME MORE HINTS ON MONITORING

A. Caution against false reporting

False reporting of data has to be seriously curtailed at all levels of monitoring. False reporting prevents timely remedial action and hides facts. This aspect must be emphasised during the training for monitoring given to all concerned.

Though false reporting is not the rule, it is common enough to warrant serious concern especially in bureaucratised programmes. Some of the causes for false reporting in such a programme :

1) Inadequate functional mechanisms for gathering information combined with a pressure to present figures leads to guessing at the figures. Improper and inappropriate monitoring strategy design and inadequate manpower are the leading causes of this.

2) A bureaucratic pressure from above to 'improve' the figures without trying to understand the problems involved and reasons for the low figures.

3) Poor selection of functionaries, loss of voluntarism or a perception that this is just another government programme.

B. Don't adopt the monitoring forms mechanically

A number of model forms are appended to this. But we would like to point out that these are meant as guideline for preparing your own monitoring formats. If there are problems in collecting all the data, you may suitably modify the forms.

C.Moniting other aspects

1) Various other aspects of the project, like the impact of environment creation, distribution of material, conduct of survey, conduct of training etc. have to be monitored.

   District monitoring team may prepare suitable forms or make use of other techniques to do the same.

2) We are including a proforma for conducting the total literacy survey.

3) Attendence registers have a very important role to play in monitoring. This may be prepared carefully and distributed in advance.

4) Forms for final evaluation is not included here. BGVS is preparing a separate note on this, which will be availble soon.

Special Note On Centre Visits

VISIT—MAXIMS (SOME HINTS FROM THE FIELD)

Centre visiting is crucial. A centre not visited always dropsout. A village not visited will also dropsout.

Visits are for monitoring as well as for motivation (learners need encouragement, volunteers need appreciation).

When a convenor tells a SPC that the latter need not even bother to come to the former's village because everything is fine, the SPC has to pay special attention to that village.

Avoid surprise visits—inform before hand of your visit and use learning levels to judge the real situation.

Anatomy of a visit : Talk to every person—all learners as well as the volunteer. Sit with the class, participate in the class, go thorough the attendance register, appreciate those who attend regularly, question about frequent absentees, inquire about dropouts, note centre's physical condition, slates, books etc. Make notes in one's own diary in a visible manner (to impress on all that this is a serious occasion) and write notes on attendance register and learners books, if they permit it.

In a vist find out the learner's reading ability, writing ability and numeracy separately. Does it correspond with the expected level for that stage? Assess the volunteers approach and teaching methods. Is it adequate?

No need to feel hesitant about giving dictation to learners etc. Learners like to show off what they have learnt.

Visitor participating in class singing is desirable.

Visiting drop-outs is important, not to be left to instructor only.

Before leaving, a visitor must inform the class when he/she will be visiting again and try hard to keep the appointment.

Visit plan must take the georgraphy of centres into account; mobility can be a great problem between villages, as centres run only during specific hours of the day.

If the visitor is from outside the village, he/she should try and meet the local committee elders frequently also.

It is not essential that the convenor goes along with visitors to centres. However, convenors should accompany when visiting drop-outs.

Regular visiting by the same person, providing continuity of contact is essential for effectiveness.

District and block level officials and TLC key persons should also make regular visits. These play an environment building role also. Preferably each person should accommodate one day of the week in his/her calendar as visit-day. There is no need to systematically cover every village and centre etc. It is preferable that they discuss it at the relevant meeting with the next lower-level team and fix up schedules for official and key person visits. Surprise and anonymous visits by top TLC team need not be used as any weapon. Often local covenors resent such acts. They are, besides, unnecessary as studying learning levels is a more useful tool for judging learning. When such a thing is done, let it be unusual and accidental ("I was going this way...") Regular visits by the core team should be publicized once, to be used by local activists to generate motivation where needed, solve local problems etc.

D. Outcomes of a visit to a centre

After a centre visist the visitor must be able to state, based on a systematic assessment

1) Whether adequate reading ability is being acquired

2) Whether adequate writing ability is being acquired

3) Whether numeracy ability is adequate

4) Whether each of the above aspects are imparted effectively by the volunteer instructor and whether he/she is adequately trained;

5) Whether the centre is emotionally bound into an unit, enjoying the process;

6) Whether any imparting of functionality and awareness aspects is being carried out;

7) Whether the volunteer is being visited/supported by village convenor or other committee members;

8) The physical problems—light, space, etc., and whether the local committee does its best to assist in these aspects.

E. Outcomes of visit to a village

All of the above plus an assessment of

1) average functioning of centres

2) the efficiency and motivation of key functionaries

3) whether the full-time staff are totally seized of the situation—both strengths and problems—and are equipped to handle it

4) health of participatory structures and environment building and training at that level.

9. TIME MANAGEMENT AND MONITORING

The number of centres and the number of functionaries to be met at every level are so large that without proper planning it would be impossible to keep track of the entire programme. Often district or block functionaries are exhausted by almost ceaseless 18 hours a day routines for weeks together, but yet they cannot state the exact situation on the field.

To explain this in simple terms, let us assume a district having 5 lakh illiterates, 50,000 centres, 1500 villages, 300 panchayats, 170 sub-project co-ordinators, 24 blocks with one co-ordinator each and 7 full-time co-ordinators at the district level. Assume also that the district is 200 km in diameter. The question is how the district team distribute their time assuming that of the 7 only 3 are available for field work (the rest are for finance, environment building and academic committees and administrative/material etc.). How can the 3 find out and intervene in the 50,000 centres or send a directive down, or verify the reports or assess the situation?

A time-plan for such a district team may look like this:

Day 1 — Meeting at district level of executive committee and various sub-committees. Liaison and administration work.

Day 2 — The 3 district co-ordinators travel to 3 zonal offices for a block co-ordinators meet. 8 block co-ordinators attend in each zonal meet. A detailed review of all 8 blocks is conducted. Monitoring data collected. In the afternoon all the sub-project co-ordinators of four of the blocks in that zone (which would be about 28 to 30 SPCs) attend and a detailed review of all the 28 to 30 sub-projects is conducted. Since this occurs in 3 zones simultaneously about 80 to 90 SPCs are met by district co-ordinators on that day.

Day 3— District co-ordinator along with a block co-ordinator attends a sub-project committee meet and a village volunteers meet. They visits the centres in 1 to 2 villages and return to district office. By this visit he

a) assesses the performance of every centre in the village and the village committee.

b) assesses the functioning of the sub-project and the block co-ordinator.

c) spends time with them and by example and discussion helps the sub-project and block co-ordinators to understand and manage their problems.

Day 4 & 5— Meeting and work at district office. May be a block level meetings and another sub-project committee or village visit may be undertaken to resolve some problems.

Day 6— Meeting of district co-ordinators with the sub-project co-ordinators along with block co-ordinators of remaining 4 blocks in each zones attended by 28 to 30 SPCs. Visit to some village for volunteers meet and centre visits in one of the SPC areas.

Day 7— Office work/responds to requests from below to attend some meeting that a local organiser has arranged.

Day 8— District committee meets and is apprised of general situation in all the sub-project areas and written report of the situation— panchayat by panchayat or sub-project by sub-project—is presented.

The above schedule if operated will allow the district teams to meet all the block and SPC co-ordinators, and not more than 20 to 30 at a time so that they may get a direct report and interact closely. They also sample some of the sub-project committees and get a small sample of the villages and a even smaller sample of the centres. However if the sample is well chosen and systematically studied one can tell quite a lot about the problems in the field.

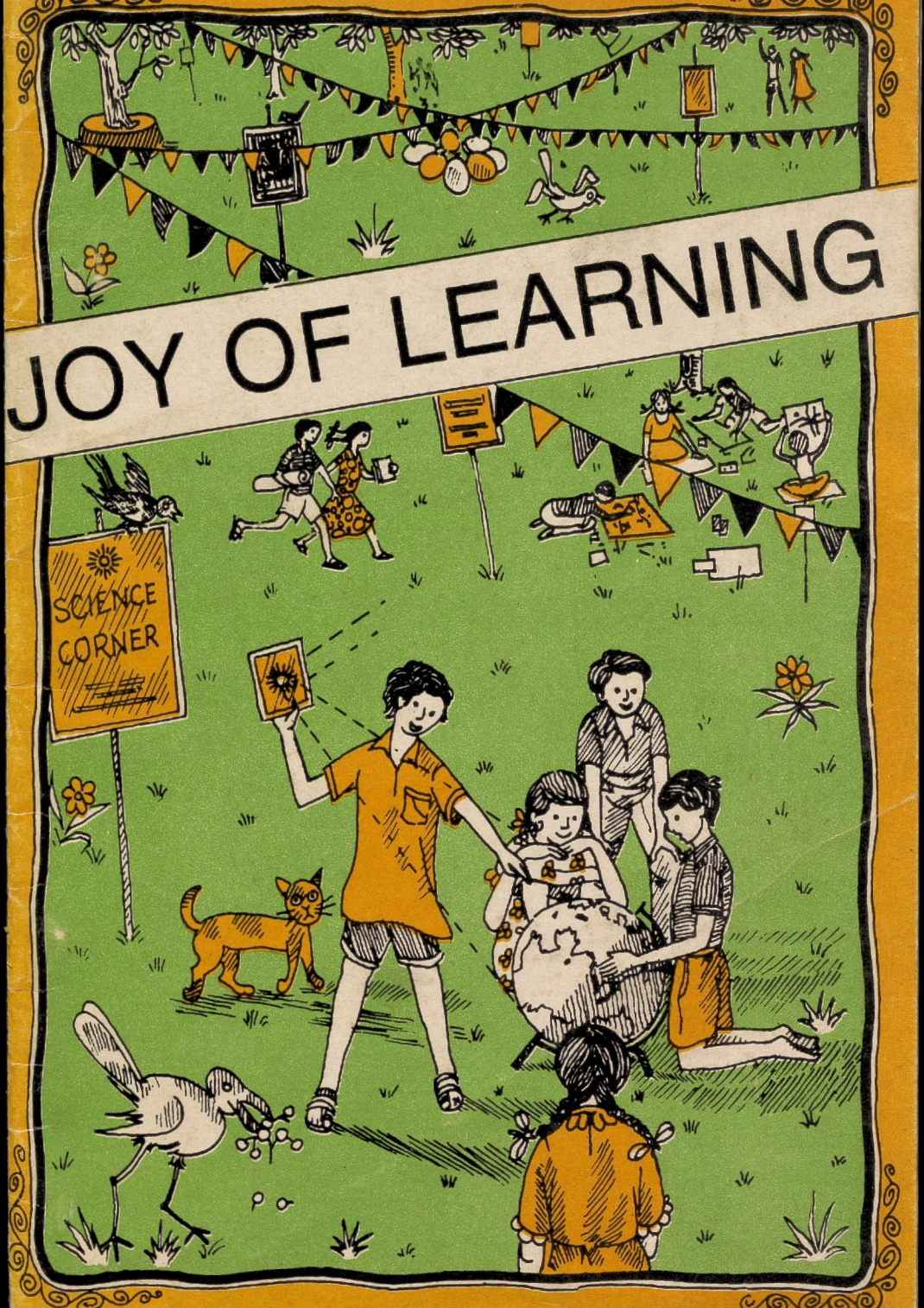
In practice the district team may find it feasible to meet all sub-project co-ordinators only once in 10 to 15 days.

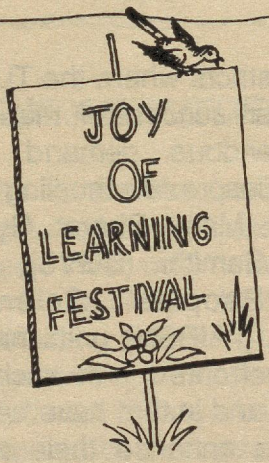
Similarly the block co-ordinator distributes his time between SPC level meetings, panchayat and village committee meetings, volunteers meeting and centre visits. He attends these committees in that order of priority giving most of his time to SPC level meetings, then village committee and volunteers meetings. In a typical situation in his block there are 5 to 8 SPC meetings weekly, 5 to 15 panchayat committees meeting and about 62 village committee meetings and 62 village level volunteers meet taking place every week and about 2000 centres functioning. Of these in a week the full-time block co-ordinator will attend all or most sub-project or panchayat level committees, about to 1 or 2 village committees meets, and another 1 or 2 volunteers meets, and on one or two days per week visit centres.

The above example is just a guide-line. There are many ways of organising one's time but what is most important is to recognise that it must be consciously, scientifically, organised.

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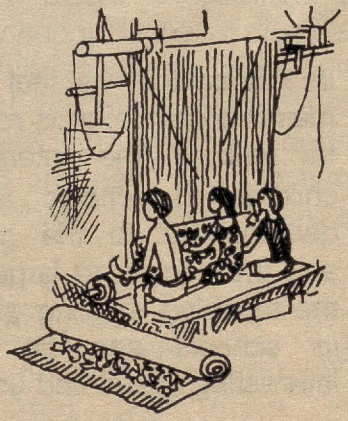
JOY OF LEARNING





Even after 48 years of Independence and constitutional assurance of free and compulsory education up to the age of fourteen, a significant section of our children do not get the opportunity to enter school. About 4.4 crore of our children are exploited as child labourers. Even out of those children who join schools, studies have shown that only 50% complete 5 years of minimum schooling and even out of those who have completed 5 years of schooling only 1/3rd have minimum achievement levels. This sad and revolting state of affair cannot be altered without the active participation of the entire society.

The ongoing total literacy programme in the country is like a silver lining among the dark clouds of despair and disillusionment. The Total Literacy Campaigns (TLCs) have clearly shown that people's participation can transform government schemes into highly productive and creative ventures.

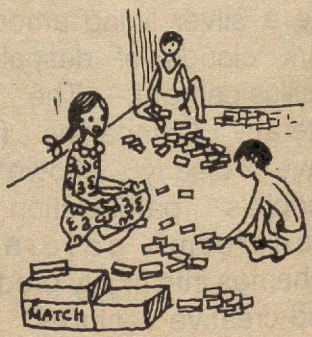




in the districts where the TLCs have been successful, there is a tremendous demand for more widespread schooling for children. Many Bharat Gyan Vigyan Samithi (BGVS), All India Peoples' Science Network (AIPSN) units have been confronted with such a demand and in turn have been forced to enhance their own ability to address such a demand.

The recent round of National Sample Survey, the study done by Prof. Ramakrishnan on wastage in primary education in Tamil Nadu and similar studies, point out that the supply side of the Elementary Education is important but is not sufficient for the universalization of elementary education. They categorically indicate that lack of interest among the students is one of the major factors for dropouts.

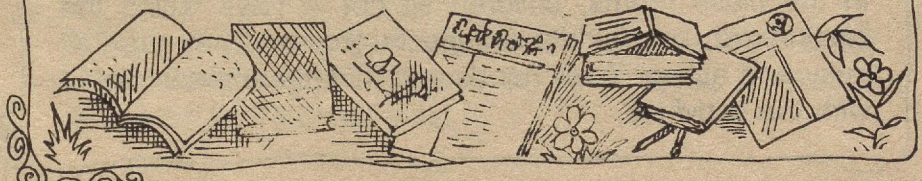
In this context we feel that a massive campaign is required to re-build the interest of children in schools and to demonstrate to the parents and the society at large that the teaching learning process in schools can be made interesting, joyful and useful.



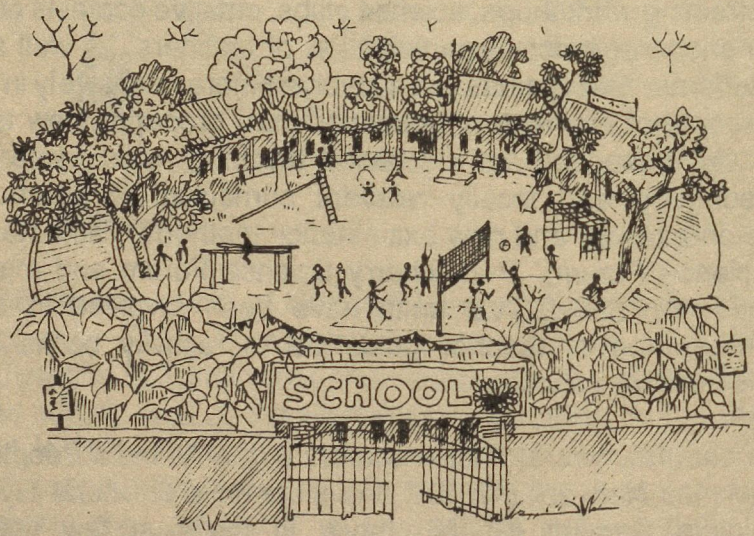
THE ACTIVITIES OF AIPSN AND BGVS

The Kerala Shastra Sahitya Parishad (KSSP), Eklavya and many other Peoples Science Movements (PSMs) have been involved in making the teaching-learning process a joyful activity. KSSP has been organising teacher retraining workshops, science clubs, creative contests etc., to encourage active participation of teachers, as well as, students. Eklavya has been involved more intensively in all aspects of elementary education from preparing new text books based on activity based teaching, child centered pedagogy and locally relevant curriculum to teachers re-orientation, and new examination methods. Tamil Nadu Science Forum, Pondicherry Science Forum and many other AIPSN/ BGVS units have been involved in the preparation of teacher guide books, activity books for elementary schools.

In past few years,other members of the All India People's Science Network (AIPSN) and state units of Bharat Gyan Vigyan Samithi (BGVS) have, in the past few years become more and more involved in efforts towards Universal Elementary Education (UEE). A part of the reason, for which we can be very happy, is that in districts where TLCs have been successfully conducted, there has been a generation of demand for more widespread schooling for children. Many BGVS state units have been confronted with such a demand and have been in turn forced to enhance their own ability to meet such a demand.



Based on the experiences and insights of all these diverse efforts, the Joy of Learning Campaign is being proposed with a objective to demonstrate to the teachers, parents, educational administrators, and people concerned that education can be joyful and also that when it is joyful it is most effective.

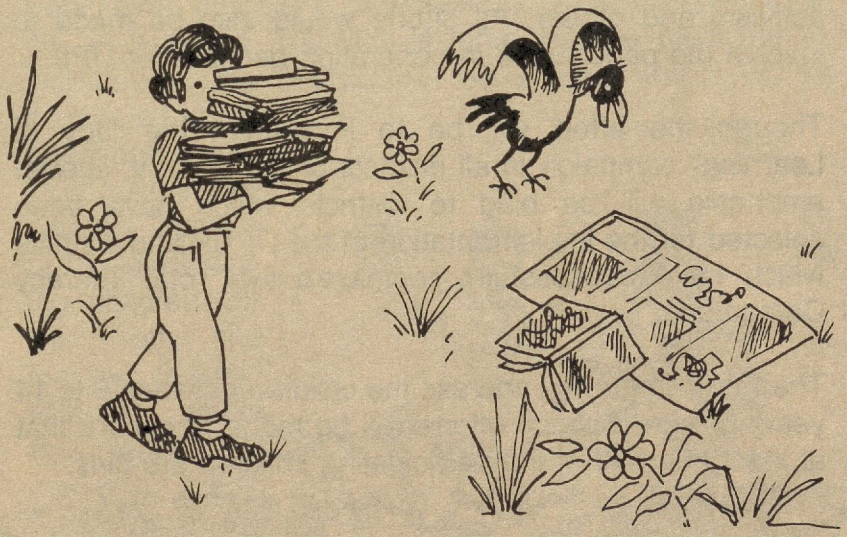


SCHOOL WITH A SMILE - CSF.

Imagine a school with a playground in the centre with class rooms in the buildings around. There are trees lining the ground, plants near the buildings. The entire place is festooned with strings of coloured paper. There are posters all around. The trees themself bear decorations. In the class rooms, children sit not in rows facing the blackboard, but huddle around in groups; They are all busy and active. Their hands and minds are preoccupied with the activities.

This description could be a visualisation of a Children Science Festival (CSF), in a remote village of Kerala, Tamil Nadu or Madhya Pradesh. It is a lot easier to see a CSF and participate in it rather than to describe it. While one can enumerate all the activities at the CSF such a narration would not be sufficient to convey the full spirit of the festival - the atmosphere of fun and excitement that pervades the entire place.

A Children Science Festival is an occasion for the children to get together and engage in learning. Sounds like a school ? Yes! CSF is a school - but with a big difference. A CSF makes learning a festive affair, science a source of enjoyment, with every child actively participating.



PLAN OF ACTION

The joy of learning campaign would be undertaken at (a) Gram Panchayat (GP) level, (b) Block level, (c) district level and (d) National level.

A typical district programme would consist of about 100-200 panchayat/school level programmes, 8-12 block level programmes and one district level programme. It is estimated that about 10000 children would be participating directly in the Joy of Learning Programme in a typical district. About 1500-2500 teachers and other citizens would also be involved in each district. Thus all together, a minimum of 3-4 lakh teachers and 25-30 lakh children are expected to join the Joy of Learning campaign.

At District level, and Village level importance would be given to forming Peoples Educational Committee consisting of teachers, representatives from teachers organisations, educational authorities, DIETS, educational activists and others. All efforts would also be made to involve the panchayats in generating demand for UPE.

Though the effort will be to implement the "Joy of Learning" campaign in all districts of the country, special emphasis will be paid to districts which have been selected for the implementation of the DPEP and districts which have successfully completed the Total Titeracy Campaigns.

The Programme will address the children between 6 to 14 years of age. Special efforts will be made to ensure that at least one half of the participating children are girls.



Content of the programme

The joy of learning campaign will consist of the following components.

a) children's science festivals
b) creative competitions for children
c) science picnics
d) exhibition and village learning festivals.

Details are given below :

a) **Children's Science Festival**

Children's science festivals will be conducted at Gram Panchayat, block and district levels. At Gram Panchayat, on an average 100-200 children will be participating. Duration of the festival will be 4 days and it will be conducted in the guest-host mode. This means that half the number of the participating children will be from the locality (towns/-villages) where the festival is being held (hosts) and the other half (guests) from the nearby villages/ towns. The guest host arrangement has been



found extremely useful in strengthening emotional bonds between children as well as their families. This also reduces the cost of the festival since part of the food expenses will be borne by the host families.

During the daytime the children will assemble at the festival spot (school or an appropriate public place). They will participate in a number of activities, games and learning exercises which would demonstrate how enjoyable learning could be. Each of these activities will be guided by trained resource persons.

Every festival will have at least the following four activity corners, namely,

- **science play corner (low cost experiments)**
- **imagination and creativity corner**
- **mathematics and geometry corner and**
- **song, drama & games corner.**

Other optional corners such as history, learning through kitchen, origami, health, exploring our body etc., would also be conducted.

The corners, are but a brief illustration of the "dream school" that we like to advocate. "Dream school" where the children are not considered as "empty jug" to be filled up with the information, but as potentially creative people who needs to be guided to discover the world around them. In the corners, children will not be passive onlookers, but active participants in the programmes. Lectures would be avoided and more emphasis would be on the learning through activity, doing and discovery. A festive mood would be maintained through out the four days of the Joy of Learning Festival.

The local community, especially parents and teachers will be fully involved in the planning and organisation of the festival.

The CSF will be organised in the sequence of district, block and Gram Panchayat. Each of these CSF would also be used to multiply the number of resource persons for the next levels of CSFs.

b) **Creative competitions for children**

The second component of the joy of learning campaign will be organising creative competitions for the children. These competitions will be held along with or just before the children's science festival. The nature of the competitions may vary from place to place.

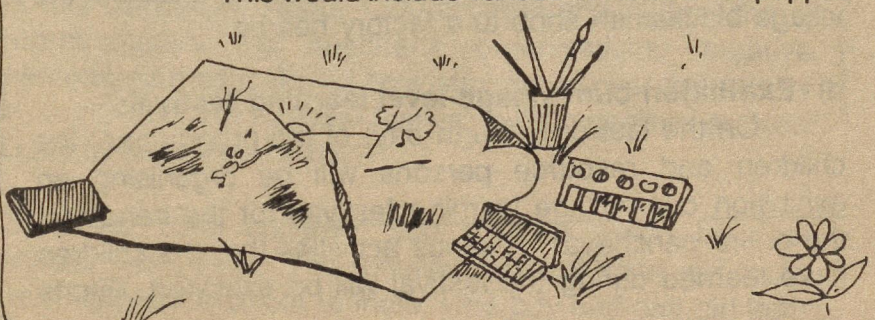
However, broadly following creative competitions may be organised by states:

i) **Quiz competitions :**

Efforts will be made to make the quiz competition innovative and the objective will not be to test the memory of the child but to ignite his/her inquisitiveness and curiosity.

ii) **On-line creation competitions:**

This would include various items such as puppet



making, room decoration, rangoli, drawing and painting, collage making, origami, clay modelling, etc.

iii) Essay/speech competitions

This again would be different from the standard competitions. Apart from these are also possibilities of incorporating various competitions like

Play writing/mono acting competitions.

Hand written magazine competitions.

c) **Science picnics**

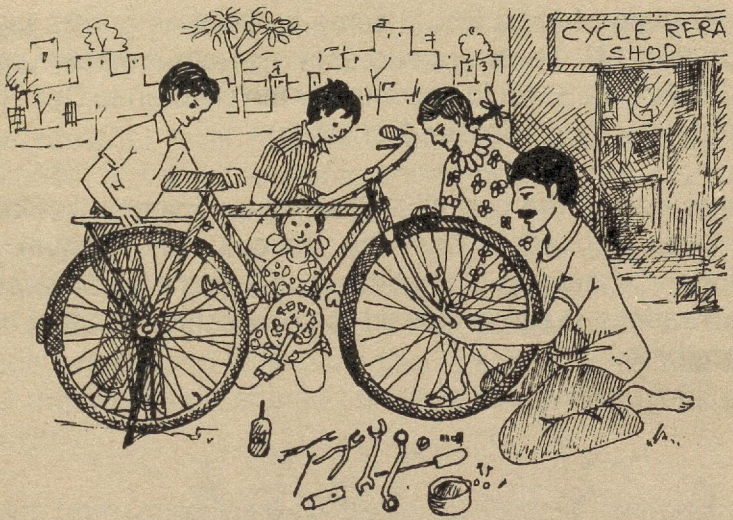
The third component of the Joy of learning festival will be the Science Picnic. At every level, science picnics or tours will form an integral part of the children's science festival. The nature and scope of the picnic will vary depending upon the local situation. The basic objective of the `picnic' would be to promote the observation skills of the children and to expose them to actual life situations.



Picnic spots can vary from a cycle shop to a railway station or from a village pond to a river bank and from the village blacksmith shop to a factory nearby.

d) **Exhibition cum village-level learning festivals**

On the last day (fourth day) of the programme, the children and resource persons will be organising an exhibition cum village learning festival, for the benefit of the entire panchayat. Various activities that the children have learned during the festival will be exhibited. Efforts



will be made to invite all the children (non school going, dropout etc.) and their parents so that they get motivated to go to school or send their children to school. The main objective of the village learning festival is to motivate and involve the non-school going children and their parents.

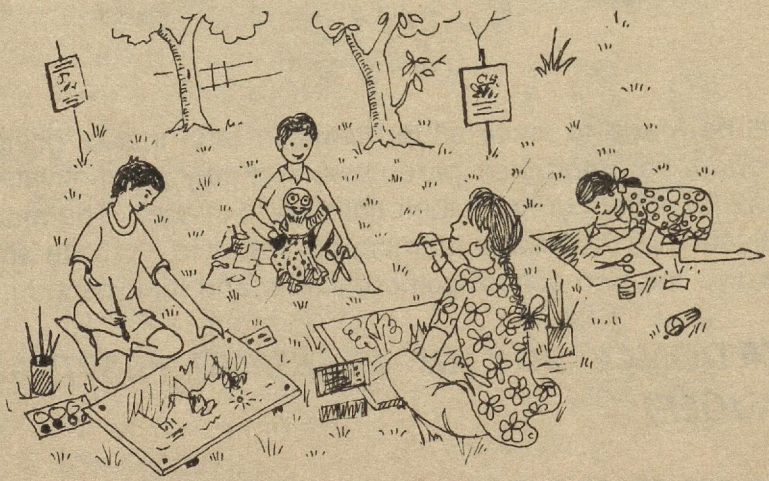
NATIONAL JOY OF LEARNING FESTIVAL (NJOLF)

A seven day National Joy of Learning Festival from 7th to 14th of November 1994, has been planned as a highlight of this campaign. About 1000 children and 200 teachers, representatives of teacher's organisations, creative persons, and educational activists from all over the country would attend this national festival to be organised at New Delhi in November 1994.

Of these 1000 children, 500 children would be host children from Delhi. The remaining 500 children will come from different districts of India. One boy and one girl from

250 districts of India would come to Delhi as guests [age group 9 to 14]. Teachers and activists from member units of AIPSN/BGVS would accompany the children to Delhi [at the rate of one guide per 6 children]

A large part of the beautiful Bharatiyam complex in Delhi has been booked to host the National Joy Festival. A National Organising Committee consisting of individuals, organisations is being formed to successfully conduct the programme.



THE CHILDREN OF INDIA DEMAND .....

The NJOLF will be one of the main highlights of the nation wide Joy of Learning campaign. During the first phase of the programme which is already underway, learning festivals will be conducted in around 250 districts. In each district at least 100 villages festivals have been planned. Apart from village level festivals, block level festivals and district level festivals are also planned. In each festival about 100-200 children would take part. In all

about 30-40 lakhs children and 5-6 lakhs teachers are expected to participate in this massive process.

The National level festival would strive to capture the attention of the educational administrators, the planners and the media to the concept of Joy of Learning. This opportunity will be made use of to place the following demand of the children of India, before the nation- " WE the children of India demand that education should be made available to all the children of school going age and that the education should be made interesting, joyful and relevant".

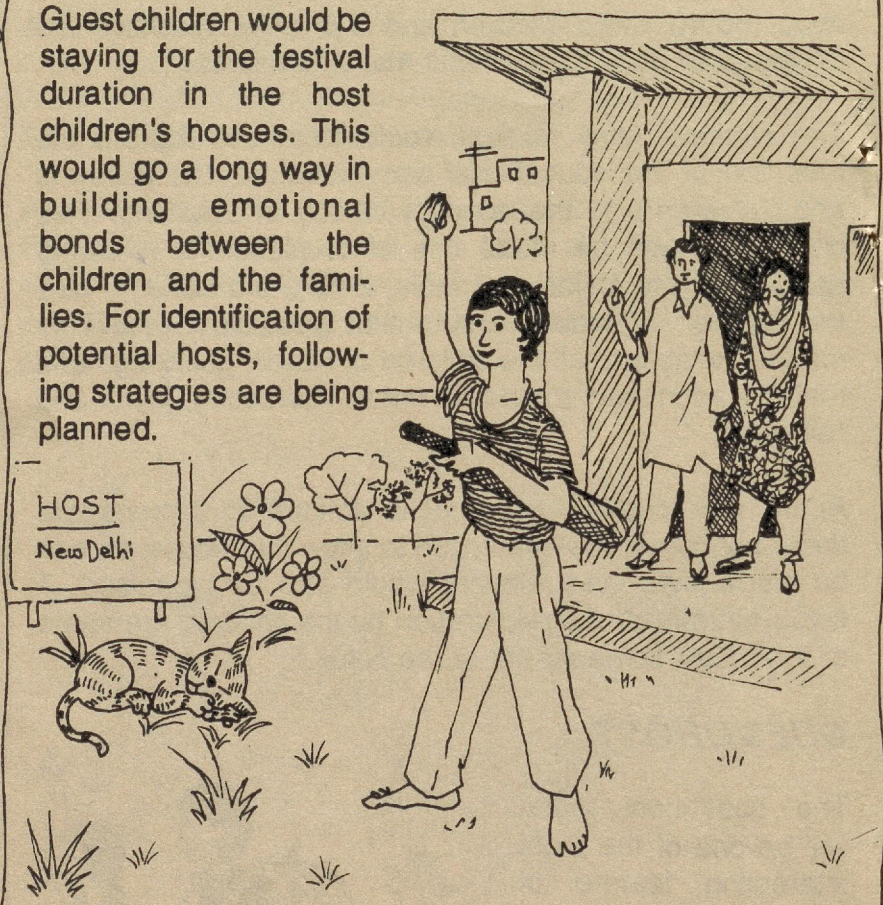
Apart from organising symbolic actions to demonstrate these concerns, positive action to show that education can be made joyful and relevant would also be organised. A colourful rally, and a declaration by the children are some of the major components of the NJOLF.

GUEST/HOST

The guest-host mode will be one of the most interesting feature of the Joy of Learning Festivals. Children from surrounding villages would be invited as guest to the village the JOL festival is conducted. One half of the participants would be children comming as guest and other half as host.



Guest children would be staying for the festival duration in the host children's houses. This would go a long way in building emotional bonds between the children and the families. For identification of potential hosts, following strategies are being planned.



1 Meet willing, motivated, concerned school headmasters, and select students from desired locations of Delhi.

2 Meet president and secretaries of residential associations and identify as many families as possible.

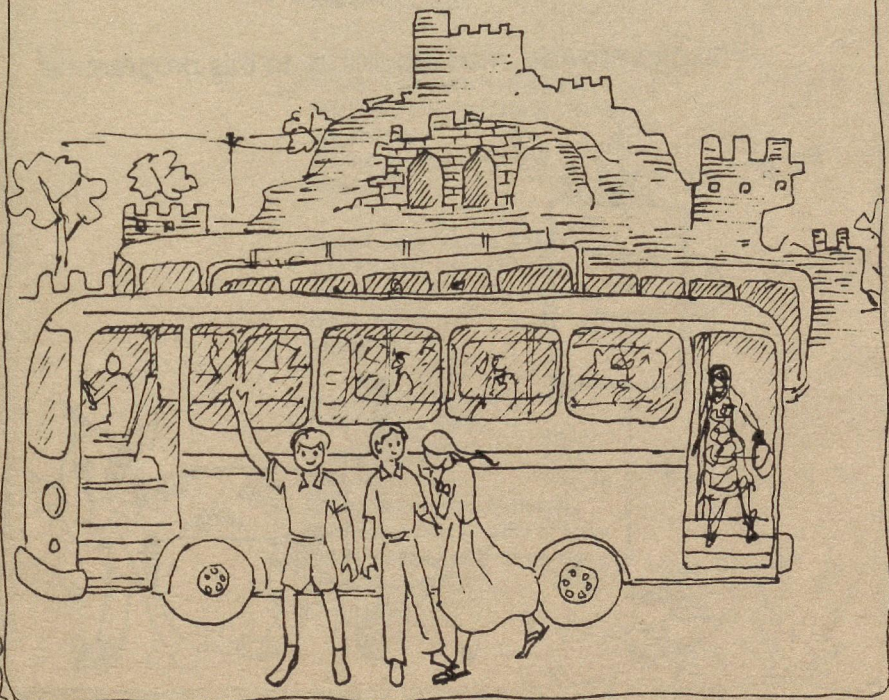
3 There are some cohesive residential colonies like Govt. employees quarters etc., and try to identify suitable families.

A CALL TO YOU

This event will not be possible without the full co-operation and support from you and your organization. We invite you to become part of the Joy of Learning Campaign.

Contact us at Bharat Gyan Vigyan Samithi, West Block - II, Wing-VI, R.K.Puram Sector - I, New Delhi - 110 066 - Telephones: 607911/607318 or All India People's Science Network, C-18 DDA Flats Saket, New Delhi- 110 017 - Telephones : 6854393/6858058/6864670 to join the campaign for Joy of Learning.

Just write to us with your address. We will get back to you with more details.



HOW YOU CAN HELP

* You can become a member of the organizing committee and assist in making the programme a success

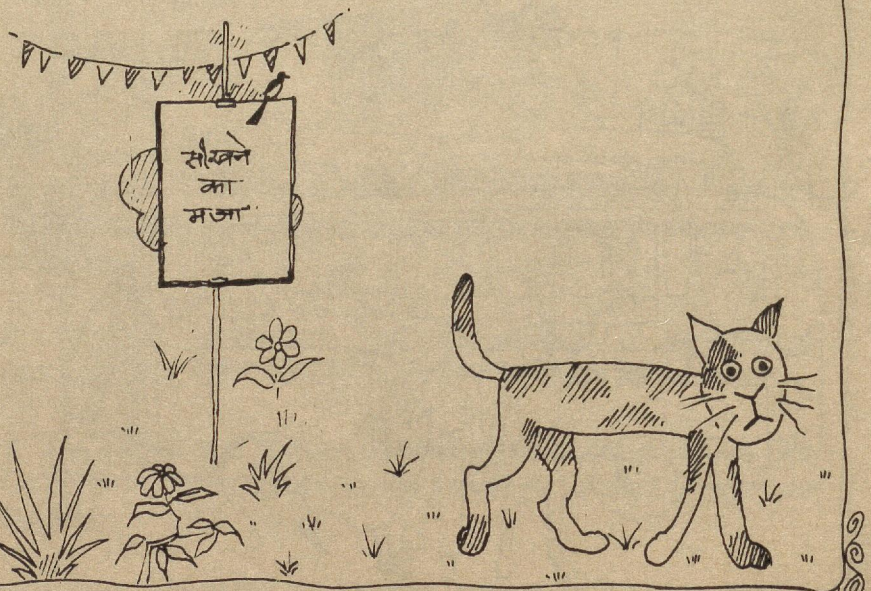
* You can assist to identify host families

* You can assist to identify creative persons who can make the festival a joyful and useful event

* You can identify organizations and individuals who would be able to assist the National Joy Of Learning Festival

* You can provide resource support

* You can provide media/publicity to this programme



CONTACT ANY OF THE MEMBER UNITS OF BGVS/AIPSN IN YOUR STATE:

1. Arogya Dakshata Mandal,
1913 Sadashiv Peth,
Pune 411 030,
Maharashtra

2. Assam Science Society,
Lamp Road, Latasil,
Guwahati 781 001,
Assam

3. Bharat Gyan Vigyan Samithi,
Sumitra Sadan, Tilak Nagar,
Kankarbagh,
(Behind Patna Diesel),
Patna - 800 020,
Bihar.

4. Bharat Gyan Vigyan Samithi,
A/9 (HIG) Housing Board Colony,
Baramunda,
Bhubaneshwar - 751 003,
Orissa.

5. Bharat Gyan Vigyan Samithi,
J/13 Himmat Nagar,
near Gopal Pura, Tonk Road,
Jaipur 302 015,
Rajasthan.

6. Bharat Gyan Vigyan Samithi,
1590, Sector 18-D,
Chandigarh 160 018.

7. Bharat Gyan Vigyan Samithi,
Electrochemical Society of India,
Indian Institute of Science Campus,
Bangalore 560 012,
Karnataka

8. Bharat Gyan Vigyan Samithi,
Office: National Academy of Science,
5, Lajpat Rai Road,
Allahabad 211 002,
Uttar pradesh (East)

9. Bharat Gyan Vigyan Samithi,
Ram nagar Line Par,
Moradabad - 244 001,
Uttar Pradesh (West).

10. Centre for Social Work and Research,
76, H.G. Basak Road,
Mahimshadan,
Agartala,
West Tripura.

11. Doon Science Forum,
C/o Indian Institute of Petroleum,
Dehra Dun,
Uttar Pradesh.

12. Delhi Science Forum,
B-1, 2nd Floor LSC,
J-Block Saket,
New Delhi - 110 017.

13. EKLAVYA,
E-1, 208 Arera Colony,
Bhopal 462 016,
Madhya Pradesh.

14. Federation of Medical and Sales
Representatives Association of India,
372/21 Russa Road (East),
Calcutta - 700 003,
West Bengal.

15. Gujarat Vigyan Sahitya Sabha,
A/46 India Colony,
Gopalgam, Chuma Road,
Ahemedabad 380 054,
Gujarat.

16. Haryana Vigyan Manch,
2/28 Subash nagar, Near Railway Crossing,
Sonepet Road, Rohtak,
Haryana.

17. Himachal Vigyan Manch,
Tanwar Building, Ville Sangati,
Sanjauli,
shimla - 171 002,
Himachal Pradesh.

18. Himachal Gyan Vigyan Samithi,
Priyadarshini Apartment,
Near Indira Gandhi Hospital,
Shimla 171 001,
Himachal Pradesh.

19. Jana Vigyan Vedika,
2-2-1105/12 Tilak Nagar,
Hyderabad 500 044,

20. Karnataka Rajya Vijnan Parishad,
Indian Inst of Science Campus
Bangalore 560 012

21. Kerala Sastra Sahitya Parishad,
Parishad Bhavan,
Guruvayoor Road,

22. Kanpur Science Society
C/o Aerospace Engineering
Department,
Indian Institute of Technology
Kanpur 208016

23. Lok Sehat Manch
50 Medical College
Faridkot, Panjab

24. Lok vigyan Sangathana
C-1 Express mahal
Khodabad, Circle Dadar
Bombay 400 014

25. Madyapradesh Vigyan Sabha
22E-7 Areara Colony
Bhopal 462 016

26. Marathi Vigyan Parishad
Vigyan Bhavan
V N Purav Marg
Sion-Chuna Bhatti
Bombay 400 022

27. National Confederation of
Ofiicers n Association of
Central Puublic Sector Undertaking
(NCOACPSU)
B-1 2nd Floor, LSC,
J-Block, Saket
New Delhi 110 017

28. Pondicherry Science Forum
63 Pasture Nagar
Vinoba Nagar Extn.,
Pondicherry 605 008

29. Paschimbanga Vigyan Mancha
Hemantha Basu Bhavan
(3rd Floor)
12 B B D Bag
Calcutta 700 001

30. Sujarnika
Jagamara P.O Khandagiri
Bhubaneshwar 751 030

31. Tamil Nadu Science Forum
7 ARK Colony
Eldams Raod
Madras 600 018

32. Tripura Science Society
11 Jagannath Bari Road
Agarthala 799 001

33. Forum for Science and Development
C/o Pfor Chatterji
Indian Institute for Astrophysics
Koramangala
Bangalore

34. Forum Of Scientists, Engineers & Technologists
6/1 sudder Street
Calcutta 700 016

Learning without tears - a dream?
Teaching without boredom - a fantasy?
Students without fear of teachers - an impossibility?
Schools like festival -an utopia?



Join us with the National Bal Mela - to demonstrate that teaching can be enjoyable, learning can be joyful.



Organised by
Bharat Gyan Vigyan Samithi & All India People's Science Network

SUPPORTED BY NATIONAL LITERACY MISSION, MINISTRY OF HUMAN RESOURCES DEVELOPMENT, NEW DELHI.

TOTAL LITERACY CAMPAIGN

A Guide Book

आदिवेद



Bharat Gyan Vigyan Samithi

TOTAL LITERACY CAMPAIGN

A Guide Book

BHARAT GYAN VIGYAN SAMITHI
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New Delhi 110017

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PREFACE

This handbook was prepared for a specific purpose at a specific point in time. It was prepared for the Bharat Gyan Vigyan Samithi National Convention which was held at Ernakulam from February 18 to 26 and was intended to provide information to the participants drawn from all over India on the approach to transform their initial work of organizing a Jatha into something much more, i.e. actually attaining universal literacy in their districts. However, this book represents the experience of one group of literacy activists, especially those associated with total literacy work in Kerala and Pondicherry. It is necessarily so because it is in these two places that the campaign for literacy has drawn to a close. In addition, there are over 30 districts which have taken up similar programmes and certainly each has its own experience and lessons drawn, but the only reason why they are not included is that they have not yet reached a stage at which one can sit down and write it and generalize from it. However, we note that we have been associated with formulating and guiding the organizational aspects of such programmes in many of these districts and the experiences as of date show more similarities than differences with the guidelines contained in this book.

At many places in this book we have spelt out details like a calendar of events, the sessions in a training camp, etc. It is obvious that no district can or need follow them to the letter. However, we feel that spelling out the details helps those embarking on the programme to visualize the various details and plan for them instead of last minute crisis managements as we have had to do, so far. There are also many problems like computerization of Management Information System (MIS) that have not been solved to date. There are also thousands of personal problems and human angles—clashing egos, tempers, shyness, etc., that have to be overcome but to which no guidebook can ever do justice.

We assure those who feel that such details cramp individual and local initiative that this campaign is vast, massive and complex and that there is still a lot more left to plan locally. And as for crises to manage, you are sure to face them by the thousands once you enter the ring.

This Handbook, however, is too matter of fact and does not do justice to the excitement and human interest aspects of such a programme which only the programme itself can do.

1. WHY A PEOPLE'S MOVEMENT FOR LITERACY?

1.0 Is the phrase 'People's Movement for Literacy' correct? Do people want to become literate? If they wanted, why did they not take the initiative so far? Is it not true that they really do not feel any need for being literate? Are we not imposing literacy on them? These are some of the questions that are being asked. There are no text book answers or logical answers to these questions. So the best way is to go to the people and ask them. And we have to ask them in a way which will create confidence and not diffidence. People have been asked and they have given an unambiguous reply. Today there are more than ten million adult learners attending literacy classes. Soon their number will double. People do want to become literate once it is convincingly shown that they can become literate.

1.1 This was done so for the first time in India in the Ernakulam district of Kerala. Earlier, individuals and even small groups were becoming literate, throughout India. A few well meaning officials and some philanthropic persons and institutions were running literacy programmes. However, the number of illiterates was still going up. The whole situation was becoming hopeless. The general understanding was that massive literacy programmes can be carried out only in the wake of major socio-political upheavals.

No such major socio-political change or upheaval has taken place during the past four decades following independence. Neither can we see anything round the corner, though the question is being asked as to whether a planned, a concerted movement for literacy can precede such a socio-political and economic upheaval. And even lead to one. There is no answer to this question in any textbook. The only way to get an answer is to try it out and observe the results.

1.2 This was the experiment that was conducted for the first time in the Ernakulam district of Kerala. Compared to other parts of India, the problem in Ernakulam was simple. Nobody selects the most complicated problem at the first instance. In Ernakulam about one and a half lakh persons achieved proficiency in reading and writing with the help of about twenty thousand volunteer instructors. It was organized as a people's movement. Nearly of the three million population in the district was involved in it—either as facilitators or as organizers, either as volunteers or as learners, either as artistes or as resource persons. A small percentage of them participated as opponents of the programmes, too! There is hardly anyone in the district who was not aware of this programme. It was really a people's movement.

1.3 There were critics and cynics who argued that Kerala is a special case and that this cannot be replicated elsewhere. The Acharya Ramamurthy Committee questioned the disproportionate emphasis on literacy campaigns (of course it did not give a clue as to what the proportion should be either for literacy or for any other area). The Committee argued that as opposed to the National Literacy Mission approach, one should begin with life related issues and weave in processes that would motivate the participants towards the desire for literacy. "After creating awareness in respect of the essential needs and issues the adult learner himself should be expected to ask for literacy as a felt need." The Committee also observed: "In our plans for eradicating illiteracy from India before the turn of the century we may not be able to wish away the ground realities that have so far been responsible for alienating large masses of Indian people from the benefit of education." It is true that the ground realities cannot be wished away. But should they change first and then only people should become literate? Or would literacy help the people to change the ground realities? The Committee feels that this is not possible. But in Kerala literacy preceded major changes in ground realities.

1.4 The Acharya Ramamurthy Committee said that it is doubtful whether lessons could be drawn from the Ernakulam experiment for application elsewhere. One does not know what sort of lessons the Committee is referring to. Certainly, any experiment will give some lessons, either positive or negative. If what they meant was that a mass movement for literacy could not be initiated and sustained elsewhere, they are grossly mistaken. Pondicherry, Midnapore, Bijapur, Durg... the list is quite long. The condi-

tions are quite diverse. There are, and it is bound to be so, many differences in the finer details, but certain cardinal elements of Ernakulam can be seen everywhere.

1.5 What are these cardinal elements of a People's Movement for Literacy? They are

- ★ a massive and total area approach
- ★ involvement of the entire community in one form or the other
- ★ predominantly voluntary in nature
- ★ shared joy
- ★ clear objectives, sense of excitement on achievement
- ★ close cooperation of bureaucracy and voluntary workers
- ★ very high commitment and productivity
- ★ change in the social outlook of the participants
- ★ shift from cynicism to optimism.

And this optimism is contagious.

1.6 But what is, after all, the use of making people merely literate? There are millions and millions of literate persons doing nothing. In fact, won't literacy make people unhappy and unemployable? Cynicism cannot be easily vanquished.

The critique of the present education system is valid. It makes people, a majority of them, unemployable. It instils values hostile to manual labour, even to hard mental labour. It is only the formal education system that is guilty of this. The general societal environment too is hostile to a healthy work culture. Can education be used to fight this tendency, this anti-work attitude?

1.7 Ability to read, write and compute by itself will definitely help the illiterate and so is desirable for itself. However a people's movement for literacy cannot and should not stop at imparting these abilities. It is well known that illiteracy and poverty are the two sides of one and the same coin. The process of imparting literacy should also lead to the realization of the causes of their own poverty and deprivation. This is not an easy task, but literacy is an essential tool for this.

1.8 The literacy movement has already shown the potential to develop into a movement beyond literacy. The sense of liberation and self-confidence it imparts will go far beyond learning letters. The movement can liberate the poor and the illiterate from fatalism and instil in them confidence in a better tomorrow. The movement liberates the middle class, the educated, from cynicism and apathy. It makes them optimistic and creative.

Maybe literacy will be of some immediate use to the illiterate. But as far as the other aspects are concerned what is the special advantage of the literacy movement as compared to other movements? The overall scenario in our country is one of stagnation and developing fatalism and cynicism. The smarter ones make capital out of this situation. They become richer and richer. The 'civil raj' is thus gradually getting converted into a 'mafia raj' in its broadest sense. And the mafia builds up impenetrable forts. Literacy movement has the potential to penetrate into these forts and reach the people at large. Literacy is a good entry point to the villages of India. This is happening in Durg, in Nellore, in Ganjam, in Sindhudurg, in Bilaspur, in Panipat, in Chamoli, in Raichur. Yes, literally it is penetrating into each and every village.

1.9 A People's Movement for Literacy can help create a scientific world outlook among the masses. This has to be consciously built into the programme. An increasing knowledge about the nature around us, about its laws and about the means of transforming it will lead to a healthy optimism about the future, to a confidence in effecting a change for the better. This forms the core of the scientific temper. This is not a crusade against superstition. It strives to create conditions which make superstitions irrelevant and unnecessary.

1.10 Unlike other living beings, human beings interact with and transform nature around them to make available the necessary goods and services. This is technology. The experience gained in these processes is collated, generalized, abstracted and theorized, leading to new ways of interacting with nature. This is the process of science. Science and technology play a determinant role in the life of every human being. If people are to participate in the running of their own society, they have to be armed with the weapon of science and technology. An illiterate people cannot wield this weapon. They cannot participate creatively in the democratic running of the affairs of society. All that they can do

is to select their rulers. Even this they cannot do intelligently. They are misled and they commit mistakes.

1.11 What is the use of a literacy movement, with primary education as dismal as it is today? A large number of children either do not go to school or drop out even before they become literate. There is a constant addition to the ranks of illiteracy. Should we close the tap before we attempt to mop the floor?—the diehards ask. The Acharya Ramamurthy Commission has also asked this question. The answer is this. The People's Movement for Literacy is not limited to adults, or to literacy. It also involves a mass movement for Non-Formal Education of non-school going children and for the realization of Universal Elementary Education. An illiterate parent is less likely to be interested in getting his child educated. A father or mother attending literacy classes will certainly like their children go to school. They will raise the demand for more schools, more class rooms, more library and sports facilities and so on. They will demand that the teachers should attend the classes and teach the children. A people's mass campaign for literacy is a favourable precondition for launching a mass movement for the realization of Universal Elementary Education.

A people's movement for literacy has far greater implications in the Indian context today. Our country is facing the danger of disintegrating. Our people are fighting each other in the name of caste, religion, and culture. The emotional sense of being Indian is getting weakened. People are taking pride in their religion, caste and language. A small fraction of the society is holding the entire country at ransom. The rule of law is disintegrating. Once people lose faith in the rule of law, anarchy prevails. This is what is happening. People are getting deprived of their democratic and legal rights. A majority are becoming less and less sensitive. A minority is becoming more and more volatile. Meanwhile, the country is becoming more and more dependent. Successive governments have been following effectively similar policies, leading to total sell-out of the nation in order that a small minority of 'haves' can have everything they want. There is practically no resistance movement against the increasing economic aggression by developed nations, especially the USA.

1.12 It is time to launch a second freedom movement, freedom not from an immediate and tangible external enemy, but from a more subtle and tenacious internal enemy. Illiteracy, ignorance and misinformation form the bases of this enemy. A nationwide fight against this enemy will, hopefully, unite us. It has been demonstrated that people more easily unite to fight a common enemy. Can illiteracy, ignorance and poverty take this role of the common enemy?

We are proud of being the largest democracy in the world. Democracy is generally defined as rule of the people by the people for the people. Certainly, then, ours is not a democracy. With more than fifty percent of the people remaining illiterate, it certainly is not rule by the people. And had it been for the people we would not have had to conduct a literacy campaign forty years after independence.

Today, democracy remains a futuristic concept. Whatever democracy we have is neither participative nor creative. It is only notional. It is escapist. The historic trend has been towards concentration of economic power made possible through the use of science and technology. If democracy means people's power over their own affairs, it is as much economic as it is political and science and technology become an essential element of this. Today the world economy is controlled by a very small section of the humanity, the national and transnational monopolies. No society is free from their omnipresence and omnipotence. The only democratic freedom others enjoy is to remain poor and underdeveloped!

Today democracy has a much larger significance for humanity than the freedom for independent development. As a result of the growth of science and technology, the entire world is getting wired into one single interconnected mega system. Any disturbance anywhere will generate ripples everywhere else. What is more dangerous is that this is behaving like a "positive feed back" system: disturbances and imbalances tend to grow divergently. The threat of these conflagrations leading to total destruction of humanity is increasing. One can find this situation both on a global scale and on a local scale. The Gulf War is one of the most recent examples. In India we can find the flaring up of a number of issues almost in an uncontrolled manner. The Ram Janmabhoomi and Mandal

Commission issues are some examples. The societies within which these occur have lost control over them. If humanity is to survive, the social structure has to be rewired and reprogrammed into a negative feed back system. Herein lies the importance of strengthening local democracies.

1.13 If local democracy is to become real, the society should have the necessary economic strength. The local economies should be able to withstand the onslaughts of global economies. This is possible only in a situation where small is not only beautiful but also powerful, more powerful than big. Only at a far higher level of science and technology which requires much less energy for a higher quality of life, which can use anything as raw material, would this be possible. This is the challenge before scientists and technologists today.

1.14 In the Indian context 'local' can be taken as the panchayat, the block, the district or the state as the case may be. Strengthening democracy at the panchayat level means, on the one hand, wresting more economic and executive powers from the district, state and the centre and, on the other hand, enabling the oppressed and downtrodden majority to enjoy this power. This will require a manifold rise in their technical and managerial capabilities. This capacity should not be limited to the local rich. However, more than 80 percent of the have-nots, the downtrodden and the oppressed are not even literate today, not to speak of capabilities in science and technology. The first step in the battle, for them, is a movement for literacy. This is already on. The second step is widespread S & T literacy. This exactly is the reason why People's Science Movements have gone in a large way for mass literacy and science popularization.

1.15 In Kerala yet another programme to involve the village level people for a massive resource mapping of the entire state is being initiated. This should lead to the building up of Natural Resources Data Management Systems, Geographic Information System viable in the hands of the villagers and actual development planning at the panchayat level. Grassroot level planning will become a reality and not a mere expression. It is expected that about 50,000 persons will be trained for this purpose and in the actual mapping campaign at least half a million persons will be involved.

1.16 One can say that the battle for social change, as we envisage it, is to be fought not in Delhi, but in the villages of India. The fight for democracy, meaningful democracy, is also a fight against the minority which appropriates democracy for itself. This has to start from the villages and reach Delhi. Literacy, an optimistic world outlook based on science, participation in local area planning, leadership in the implementation of development projects, etc., are elements in this battle. This is microaction planned on a macroscale. It is local action conceived at the central level and elaborated at mesolevels and detailed at local levels.

The People's Movement for Literacy includes all these possibilities. But the first step first and then only the next step. And the first step is literacy, ability to write and read and compute. And if ten, twenty, thirty.... million people are engaged in learning and if the majority of them are women and if one, two, three... million volunteers are engaged in teaching them without taking any remuneration, then something unusual is happening... for the better.

2. MASS CAMPAIGN MODEL OF LITERACY

2.0 The experience with adult education and literacy work over the years has been discouraging. Before independence and in the immediate post-independence period adequate emphasis was not given to it. The major stress was on expanding school education and there was a general opinion that this by itself would be adequate and adult illiteracy would gradually disappear. Adult literacy work was conducted but on a very minor scale.

2.1 1978—The NAEP & SAEP

However, it became obvious that the absolute number of adult illiterates was increasing sharply year after year and was considerably more in 1981 (437 million) as compared to 1951 (300 million). Though illiteracy in terms of percentage had come down, the rate of decline was slowing down.

In 1978, the then government launched a major national adult education programme. The key element was to open adult education centres run by an honorarium paid animator. Provisions were made for training the animator and for administration. Most reviews of these programmes showed that the results were far from being satisfactory. There was gross over-reporting of figures and the actual achievements were far below expectation. To intensify the campaign, in 1988 the National Literacy Mission was launched. Initially this too concentrated on two approaches, the 'centre based' (RFLP, SAEP and Voluntary Agencies) and the 'each one teach one' (MPFL) schemes.

2.2 The Centre Based Programme

The main features of this approach were:

(a) To choose a number of contiguous villages.

(b) Set up centres, each of which was to cater to 30 persons. Up to about 2 centres per village were allowed.

(c) The centre was in charge of an animator who was paid Rs 100 per month.

(d) Adequate provision for kerosene, lamps, books etc.

(e) Adequate training for animators.

(f) An administrative structure.

Its main problems were:

(a) Lack of adequate motivation to illiterates and the animators.

(b) Complete absence of community involvement. It was almost the sole responsibility of the animator, often a young girl or boy of about 20, to make all the arrangement and bring 30 persons to attend his or her class.

(c) Poor administrative motivation and difficulties in independently evaluating or monitoring progress.

(d) A relatively high programme cost—about Rs 180/- per illiterate.

2.3 The Each One Teach One Programme

The main features of this are:

(a) Large scale volunteer mobilization, especially of students—university, college and school level students.

(b) The volunteers must each identity one illiterate and proceed to teach him/her over 40 hours for a minimum literacy skill.

(c) Training is shorter and ends up with a kit provided to each volunteer who is then essentially on his/her own.

The disadvantages were:

(a) Almost complete inability to monitor actual teaching because of its scattered nature.

(b) Inability to involve the community and create adequate learner motivation.

(c) Inability to sustain the classes and volunteer motivation due to the 'teach one' policy—it was just not exciting enough.

(d) Absence of group dynamics.

The mass campaign approach to total literacy took some of the best features of the above with a radically different approach. The background on which such an approach was based is the following.

(a) Wherever there had been a successful literacy programme—be it in Nicaragua or Cuba or Tanzania—the mass campaign approach had been favoured.

(b) Experiences of People's Science Movements, especially that of KSSP and the Bharat Jan Vigyan Jatha, had shown that it is possible to mobilize people for such programmes. Whether it was science popularization or rural technologies, people welcomed it and

many more educated people joined the PSM organizations to conduct more such programmes. The PSM experience with the Kala Jatha was also important for it showed how art forms like music and drama could be used to create a suitable environment.

2.4 The Mass Campaign Approach for Total Literacy

Its main features are:

(a) Creation of a suitable environment for learning (and thereby creating learner and instructor motivation) by means of a massive publicity campaign making use of posters, banners, stickers, notices and the mass media but largely focussed on local art forms in the 'Kala Jatha' or similar style. The content is aimed not only at the illiterate but also, and more important, at the literate.

(b) Maximal community participation and involvement. It must become a 'People's Movement'. One key element of this is setting up broad based participatory committees at all levels—district, taluk or block and village levels, with a core of motivated persons who are acceptable and efficient. It is these committees that are in charge of the programme at each level and both government officials and volunteers act through or with them.

(c) Massive mobilization of volunteers. On an average, for every 10 illiterates there must be one volunteer instructor. In addition, one needs volunteers for cultural programmes, padayatras, organizational work and so on. Thus in a district of six lakh illiterates 60,000 volunteer instructors and at least 20,000 volunteers in other capacities are needed. This indeed is the most difficult and one of the most rewarding aspects of the campaign, since none of the volunteers is paid any honorarium whatsoever.

(d) A massive and specially designed training programme conducted in camps, involving thousands of master trainers and instructors. Through these camps motivation, awareness and pedagogic skills are imparted to the volunteers. Thus in a district with six lakh illiterates the number of person-days of training, on the whole, is about six lakh.

(e) The coming together of all forces—governmental and non-governmental—including senior officials, elected representatives, both legislative and panchayat, voluntary organizations, trade union activists, social workers etc., into a single organizational command structure. Such a pooling of all available resources is mandatory for literacy.

(f) The optimal size of the project is taken as a district. The district, with the collector as its head, is a well manageable administrative unit wherein the collector has considerable powers. The programme is massive enough to be exciting and small enough to be managed and demarcated enough to make people identify themselves with it. However, theoretically, a block or panchayat union (i.e., mandal) or tehsil can also undertake such a project.

(g) Teaching is done on an 'each one teach ten' basis. Above this number it is difficult for volunteers to mobilize learners on a daily basis, to find a venue that can house the class, or to give individual attention to learners. Much smaller numbers are difficult to sustain interest and excitement and it becomes weary and burdensome both to teach and to learn. The timings, venue, etc., are decided between the volunteer and learners with the village committee's guidance.

(h) A flexible 5-8 month duration syllabus under the IPCL guidelines. These are adapted to the needs of the district. The course is usually divided into 3 primers each covering literacy and numeracy lessons and inbuilt evaluation tests.

(i) Very important : an efficient well-oiled management and information structure or monitoring and evaluation structure which regularly keeps track of the functioning, assesses levels of learning, which can initiate corrective steps wherever needed. It is important that this is in place, otherwise many pockets of programme failure will emerge and spread rapidly. This structure has three legs:

  (i) The project structure made of a crore of full time workers at the district and taluk level. Approximately one full time worker is needed for every 2,000—4,000 illiterates.

  (ii) The committee structure at village, block and district levels, broad based and representative.

  (iii) The governmental/administrative structure.

If all these three legs optimally function, the project would be in a position to identify and take corrective action for various problems.

(j) Finally the entire programme is time bound, usually a 3-month campaign followed by simultaneous start of teaching that lasts for 5-6 months and a consolidation phase that takes a variable period. In practice learning centres do not start in all areas and some persons and centres start as late as 6 months after the first set, making extension of time necessary. Yet it is essential to plan to start all centres simultaneously. Though it makes programme logistics more difficult, it acts to build up the learning environment. Since everybody is learning, one is no longer shy. There is a compulsion to go along.

Summary

(1) Beginnings of adult education.
(2) The reasons for adopting centre based and each one teach one approaches and their main drawbacks.
(3) The background of the mass campaign approach to total literacy.
(4) Main features of the mass campaign approach.
  (a) Massive environment building publicity campaign with the use of cultural forms, especially 'Kala Jatha'.
  (b) Creation of broad-based participatory committees at all levels to ensure community participation and leadership.
  (c) Massive mobilization of volunteers with no payment of honorarium whatsoever.
  (d) A massive training programme for volunteers.
  (e) Network of all governmental and non-governmental forces under a single programme and command structure.
  (f) District is the optimum size.
  (g) "Each one-teach ten" approach.
  (h) Locale specific, 5-month long, life oriented, exciting syllabus.
  (i) Efficient MIS for continuous monitoring and evaluation.
  (j) Time-bound programme.

3. PROJECT FORMULATION

3.0 This is an important task and a very useful exercise in itself. It takes stock of the literacy situation, the problems specific to that district and the resources, both material and manpower, available and needed for such a programme. It is a big step forward from the general apathy and a throwing up of hands in despair with an all-knowing 'it can't be done, it may work elsewhere, but not in this place.

3.1 The Crucial Step

The first step, of course, is identifying the persons—both officials and non-officials—interested in doing this. It is important to involve many people in formulating the proposal but choose those who are already excited by the BGVJ or otherwise moved by the cause of literacy and also optimists, people who believe that society can be changed for the better if we work together for it. Those who believe that nothing can happen, that such changes are impossible, even without listening to you or studying your suggestions, can be convinced later. They are not those whom you can start with.

Once the team is identified or even as it is being identified work can begin on preparing the proposal.

3.2 Assessing the Magnitude of the Problem

(a) Data collection from available census data

(1) Total population with sex distribution
(2) Scheduled cast and tribal population
(3) Literacy rate and absolute number of illiterates with sex distribution and Scheduled Caste and Scheduled Tribe people among them.

All the above three sets of data can be collected from census reports available with district collectors or in the census office. These reports are available

(1) for the district as a whole
(2) for each taluk
(3) each panchayat or village.

All of this has to be obtained and tabulated. In many places taluk and panchayat/block boundaries may have been demarcated since the census, but generally by finding out which revenue villages are in which taluk or block and adding up from village level census, one can reconstruct the census data for the taluk or block.

The next step is to get age specific data. This too will be available in census reports but may be more difficult to obtain.

One has to estimate the 5 to 10, the 10 to 15, the 15 to 35 and 35 to 40 or 35 to 45 age groups separately depending on the targets we choose. If we have chosen it already, then it is easy but very often this may not be easy to finalize and one has to be ready with data for any combination of figures.

(b) Estimating the number of illiterates in the target age group

The exact number and location of illiterates in the target age group can be determined only after a door to door survey. This has to be done as part of the project implementation. However, for project formulation we require a tentative estimate of the total number of illiterates involved. The only source for this is the census handbook for 1981. If the age specific literacy status is available from the census (there is one volume which gives this) then the correct number of illiterates in the 5-35 age group for 1981 can be taken as the number of illiterates in the age group 15-45, in 1991. The additions due to relapse and migrations and reduction due to adult education programmes will more or less cancel each other. If, however, age specific literacy is not available, then as a thumb rule one can take 40 percent of the total illiterates as the figure for project formulation. This will give the number of all the illiterates in the age group 15 to 45 and some in the higher age group with 10 percent accuracy.

(c) Estimating language/dialect-wise distribution

In some districts there is only one language but in many there are more than one, especially in districts borring other states, and districts with sizeable tribal populations or in large urban centres. To the extent possible with available data, an estimate of this must be made.

3.3 District Administrative Features

It is essential to obtain detailed information on the district administration. This includes :

(a) Number of taluks or tehsils and the number of blocks in each taluk and the number of revenue villages in each block.

(b) Number of hamlets, villages, wards, panchayat and Panchayat Unions (equivalent to Mandals in Andhra Pradesh) in the district. The relation of Panchayat Union to block and taluk.
(c) Number of primary, middle, high schools and higher secondary schools and their distribution per panchayat/taluk or whatever programme unit is chosen.
(d) Official structure and key officials in the following departments and the number of such posts per panchayat and at taluk and district levels.
  (i) Revenue department
  (ii) Education department
  (iii) Rural development department
  (iv) Social welfare department
  (v) Panchayat officials
  (vi) Elected representatives and bodies at various levels

3.4 Other Information

(a) A list of voluntary organizations which are active.
(b) People's organizations, associations and unions of various sorts, especially of teachers, students, women, youth and trade unions.
(c) Cultural institutions, theatre groups.
(d) University/colleges.
(e) Geographic details and maps marking roads, rivers, towns, etc.

3.5 Demarcating the Operational Unit and Estimating Manpower Requirements

It is essential to plan the administrative as well as monitoring and evaluation systems. With the detailed data gathered the operational unit can be determined. Such a unit is determined by a number of factors, all of which are contributory.
(a) Unit of administration (tehsil or block)
(b) The unit of elected bodies (panchayat)
(c) In case both the above are not co-terminus, prefer the elected body as the unit.
(d) Such a unit should not have more than 3,000 illiterates if it is a peripheral unit or more than 20,000 if it is a sub-project. However, many variations of this are possible.
(e) Based on type of people

This is a crucial decision and must be taken with care but necessarily it varies from district to district. To understand it better we give two models below.

PALGHAT DISTRICT (KERALA)

Level	*Project structure*	*No. of illiterates covered per unit*	*Project staff per unit— full time*
District level	District project office	3.6 lakh	12+Office staff
Regional (each covers approximately 20 panchayats)	6 Project offices	60,000	7+Office staff
Panchyat level or per 2 corporation divisions or per 4 municipal divisions	123 sub-project offices	3,000	1+No staff
Panchayat villages and wards	Ward level panchyat committees	Varies	Nil

AN ANDHRA DISTRICT

Level	*Project structure*	*No. of illiterates covered per unit*	*Project staff per unit—full time*
Disrtrict	District project office	7 lakhs	11+Office staff
4 Regional level offices (1 for 11 tribal mandals, 10 coastal mandals 13 agricultural rural areas and one urban area)	1 Tribal Mandal office 1 Coastal Mandal office 1 Rural mandal office 1 Urban Mandal office		5+Office staff 3+Office staff 3+Office staff 2+Office staff
Mandal (taluk or panchayat equivalent)	60 Mandal sub-project offices	1 per 10,000 (approx.)	5 per mandal office, i.e. 1 per 2000 (aprox.) illiterates+1 office staff
Village	Village level committees	Varies	Nil

We can see that the Palghat district has 12 district level, 42 project office level and 123 sub-project level full time staff, i.e. 177 persons or approximately 1 per 2,000 illiterates, excluding office staff. This ratio is the same as we find in the Andhra model project.

Many activists who plan for total literacy either do not pay adequate attention to planning or budgeting for this structure or even leave it out altogether. Their reasons are that

(a) this is a voluntary movement, so there is no need for a full-time paid staff, and

(b) the government, CEO or DEO or some other officials is in charge—so there is no need to appoint a separate person.

Both these are due to failures to grasp the quantum of work involved at every level. If training has to be supervised, materials have to be distributed, centres have to be visited, committee meetings attended, co-operation of local officials secured etc., a full time person is essential for every 3,000 illiterates, i.e. 300 centres.

3.6 Planning the Syllabus and Teaching/Learning Materials

(a) Study the IPCL approach recommended by NLMA (see Appendix)

(b) Get the material available with the SRC in your state and check to ensure conformity with NLM's guidelines.

(c) Decide whether it can be used as it is with minimum modifications or it needs complete rewriting.

(d) If rewriting is necessary, explain fully why it is necessary. Also set up a committee for rewriting the materials. One must differentiate between questions regarding the rate of introduction of letters, order of introduction of the letters etc. and the questions regarding meaning or words chosen and content of sentence etc. There is a certain number of technical issues involved in the introduction of letters and new entrants into literacy work must tread carefully.

(e) Identify the sub-groups which will need special primers, like tribals.

(f) Decide what learning materials other than primers can be supplied. These are usually:
   (i) a slate
   (ii) 2 pencils
   (iii) note books

The cost of 3 primers and other materials should not exceed Rs. 20/- per learner.

(g) Decide what materials have to be supplied

to the volunteer instructors. These can be :
(i) a guide-book for the primers
(ii) a diary
(iii) an attendance register
(is)a roll-up black board
(v) arrangements for lighting

The ability to supply these depends on cost and budget compulsions as well as possibilities of locally mobilizing the same.

3.7 Planning the Massive Training

(a) Volunteers

(i) The number of volunteers who will need training is 10 per cent of the total number of illiterates.

(ii) The minimum number of days required for training is 9 in three stages : First 4 days before teaching starts and then 3 days after 2 months of teaching and subsequently 2 more days.

(iii) Venue of training : If at the village or the panchayat level, the costs will be less but then there must be about one camp for 200, i.e. the villages, panchayats covered must have 2,000 illiterates.

(iv) For training volunteer instructors the number of master trainers required would be about 2 per 40 instructors.

(b) Master Trainers

(i) There must be one master trainer for every 20 volunteers. Thus for 6 lakh illiterates 60,000 volunteer instructors and 3,000 master trainers are needed. This is on the assumption that one master trainer will train only one set of volunteer instructors. If enough master trainers are not available, each of them can train several batches of volunteers.

(ii) Evolve a policy for identifying and selecting them based on distribution, motivation and capability.

(iii) Will need also 4+4+3+2 days of training. The first 4 days can be residential training to build up the requisite levels. Ideally a master trainer must have 6 to 8 days, training before he starts imparting training to volunteers.

(c) Resource Persons

To train 3,000 master trainers 50 to 100 resource persons are needed. They too may need 4+4+3+2 days of training, or atleast 4+4+1+1 days.

(d) Key Resource Persons

A team of 5 to 10 persons must plan the training programme and conduct the resource person's camp.

Other than the above structure alternative strategies are also possible depending on the number of master trainers available and whether these master trainers have other responsibilities and whether they will get duty leave, etc., if they are employed persons.

3.8 Environment Creation

(a) Decide and list the various modalities to be used.

(b) Decide and list the resource persons and cultural groups available.

3.9 Monitoring and Evaluation

Indicate the following parallel mechanisms or alternatives :

(a) The participatory committees
(b) The district administration
(c) The project's full-time structure

In additions, indicate arrangements for documentation that provides a back up to monitoring and whether a separate cell for analysis, computerization, etc. of data and reports is conceived or not.

3.10 Calendar of Activities

It may appear simple to just list down all the activities and give a date for each but in practice this is far from easy. If each date is chosen keeping in mind the various parallel activities that are going on, the manpower available to do it and the external conditions such as harvest, school examinations and so on, then it requires a lot of planning.

(a) Time schedule and dates for training at 3 levels.
(b) Time schedule and dates for environment building, especially its peak.
(c) Time schedule and dates for building administrative structure.
(d) Time schedule and dates for holding conventions and forming committees.
(e) Time schedule and dates for literacy survey.
(f) Time schedule and dates for teaching (i.e. literacy classes).
(g) Time schedule and dates for consolidation activities.
(h) Time schedule and dates for evaluation.

3.11 Budget for Total Literacy Projects

The NLMA allows considerable leeway in budget requests provided one can justify the change and define it. However, over time some patterns have emerged. The main features of this are shown below.

(a) Learning and teaching materials	Rs. 20 to 25 per learner
(b) Administration	Rs. 15 to 20 per learner
(c) Training	Rs. 10 to 12 per learner
(d) Environment & publicity	Rs. 5 to 8 per learner
(e) Others	Rs. 5 per learner
Total	Rs. 55 to 70 per learner

Two- thirds of this is given by the NLMA and one third has to be met by the state government. The costs of administration can be saved considerably if the full-time staff are taken from among school teachers and other government employees given 'on duty' permission to attend to this work. Similarly sponsorship can help defray environment and publicity costs.

3.12 Formalities

(a) A new district level organization with the collector as chairperson and with a few key members can be registered and at the district level the proposal made on its behalf. The state government is also given copies for its concurrence and co-sponsorship and to forward a copy to the NLMA. The formation of such an organization should be indicated in the proposal.

(b) The NLMA requires that at least one-third of the total budget amount is given by the state. The present adult education staff cannot be shown against this one third contribution. However personnel like school teachers and other employees deputed full time to this work can be shown against this, if the NLMA agrees.

4. RUNNING THE CAMPAIGN

Once the project proposal is approved, the campaign can be started. Identification of key persons in every panchayat should have begun even earlier, but now there is no time to lose. It may appear that once the project proposal is ready, there is no more planning involved. But that is not true. At each of the stages mentioned below detailed discussions and meticulous planning are needed.

4.1 Forming the Committees

(a) *The District Committees*

The district committee has three components. One is enlisting the support of patrons and influential persons—MPs, MLA, Ministers, Zilla Praishad Chairpersons, senior officials, etc. They will be of immense help. If there are many persons in this category it is better to form a patrons committee or advisory committee separately.

The second aspect is involving key officials and persons whom we except will help actively—the DRDA director, chairman of the Social Welfare Board, the municipal commissioner, the DEO, panchayat officials, etc.

Many districts submit proposls in the name of committees exclusively comprising such officials. But this is inadequate. For all officials have other duties too and cannot give the full time commitment needed. So in addition, we need a working committee of at least 11 persons who will work full-time on the project. Their selection is crucial. They should be motivated and efficient. They should be people who are convinced of the programme and capable of hard work with a track record of mobilizing people in one form or the other. These could be school teachers 'on office order', or anybody else.

Of this a central team (of about five) is usually fixed at the office—one for accounts and finance, one for publicity and printing work, one for liaison work and one for office management. These five together also maintain the documentation and co-ordinate the motivation and evaluation sub-committees. The other six or so of the team have each a number of regional/taluk level offices with which they keep contact and attend committee meetings there of. They link the district office to the operational units.

The central office also needs office staff—typistis, accounting help and messengers—about 5 to 7 in all. Without such help managing a Rs. 2-3 crore project would be quite impossible.

The exact number of full-time staff in the central office is optional, but it must be remembered that due to an inadequate visualization of work involved many projects submitted have underestimated it.

(b) Forming the committee of sub-project offices

These too must be formalized as early as possible. The central (district level) representatives must visit those places in which persons are not yet identified to meet key people and explain the programme to them.

At every level must be formed a committee involving 'important' people without loading it with so many such persons that it becomes non-functional or, worse, has so many unmotivated, hostile or cynical persons that it becomes an obstacle. There again one has to identify 2 or 3 persons to start the work—young dynamic persons, who can devote 24 hours a day to this work. Preferably they will be volunteers involved in BGVS or school teachers on duty leave. The Collector and BGVS must, in consultation with others, indentify such persons.

One usual strategy followed is to form a skeletal committee and start work and finalize it later. Similarly the potential full-time functionaries can be put on various committees and assigned work. They can be brought on full-time for a month or two and later their work can be assessed to see if they are sufficiently motivated, capable and locally acceptable. If they are found suitable they can be asked to come on deputation for the whole year.

Regional committees between the district and the panchayat or mandal may also have to be set up similarly. It is necessary to organize a 4-day residential camp to make sure that the key activists identified (about 100 by now) fully understand the programme and that they are motivated and 'charged' adequately.

4.2 The Initial Jatha (or Proclamation Jatha or Pilot Jatha)

The above committees would have already

identified activists but how to recruit more? How to go down to every village and identify key persons there, especially when we are in need of thousands of volunteers? One method is to launch a Proclamation Jatha.

The jatha plays two roles in the campaign. It is our main vehicle of motivation. It is also our chief organizer. To receive the jatha village level reception committees are to be formed. A reception committee has to mobilize the people to watch the programme and raise funds to make arrangements for mike, lights, food for the participants, etc. This is not easy but is not difficult either. After the programme and the resulting motivation we can identify individuals to take up the tasks.

Preparing the scripts and training a team is a 15 to 20 day job and needs talented people and a lot of interaction between literacy activists and the cultural team to ensure the right impact. Another question to decide is how many teams and how many days? How many progarammes per day and what is the total number of centres they will visits? Limit it to about 200-300 centres, 2 to 3 troupes performing 3-4 programmes per day for 30 days or 5 troupes for about 15 days each. Effort must also be made to cover schools and colleges. Adequate publicity via mass media and other forms has to be given to the launching of the programme.

4.3 Village Level and Panchayat Union Level Conventions

Immediately after the Proclamation Jatha broad-based village level committees must be set up in every village. This must be followed by village level conventions on locally mobilized resources. A single day, or a deadline, for completing village level conventions would help, provided it is realistic. This is a crucial step and help must come from all quarters. Government officials and elected representatives should be involved. The most motivated person should be made convenor or joint convenor. Such a person must be willing to go house to house, talking and, if necessary, pleading with people. Indentifying such persons is no easy matter. Persons identified must also be willing to come to a mandal office and report frequently. Of course many who are not willing to come out of the village do good work there—so it is not an absolute criterion.

Once the village level convention is held and the village committee formed and announced, a number of volunteers would usually be available in each village. By this time the entire project structure would be finalized and the best, most motivated of the workers, drawn into full-time charge of operational units.

Tahsil Panchayat Union/Mandal level committees are now finalized and announced in conventions held at that level.

Three or four days of organizational training is necessary to all the full time project staff and village convernors to make them understand and lead the literacy campaign.

4.4 Literacy Survey

The objectives of such a survey are

(a) to identify every illiterate person in the target age group

(b) to identify every potential volunteer instructor in that area

(c) to help the village convenor and committee to assess the actual number and distribution of illiterates and know each one of them individually and to prepare village level lists of illiterates and potential volunteer instructors

(d) to 'match and batch'—i.e., organize the illiterate into batches of about 10 depending on age, sex, social compatibility, their preferences as well as location of their house. To match is to identify a suitable volunteer for that particular batch. This process can begin as part of the census campaign.

(e) Data on other parameters such as immunization can also be collected during the survey.

Who does the survey campaign? And how? Ideally it must be done by the village level committees. This is their first major task. They must organize squads for each street and each area and identify squad leaders. Then the squad leaders are called for a one-day or half-day training camp where there is a brief introduction of the whole programme and a detailed introduction of the census forms. Then on a single day all over the district thousands of squads must swing into action and within four hours usually in the morning or late in the evening complete the job. Each squad can cover, on an average, 40 to 50 households.

On the next day consolidated survey forms must reach the operational office.

Literacy surveys have been tried in many different areas along with ration card census, through school students and teachers, by hired staff, and now with the census operation. These surveys were not effective because

(a) the village committee does not directly benefit from its work in identifying and listing the illiterates.

(b) this by itself does not become a publicity and volunteer mobilization campaign unless it is done by popular committees.

(c) matching and batching and other related activities can not be linked with it.

4.5 The Literacy Festival or Main Jathas

Once all the village committees are in position, the survey is completed, the volunteers identified and trained and the entire administrative structure in position, we are now set to enter the main environment building exercise. All the work so far has been really setting the stage. Now the action starts.

A massive pubilicity blitz using all available media and avenues must be launched lasting a full month. During this month or for at least 20 days a number of kalajatha troupes will move about presenting programmes—almost one programme for every 1,000 population. This may require10-20 troupes and therefore one needs to have master trainers and a training programme for them. Training 20 troupes of 15 persons is a massive task in itself. Preparing the scripts, choreography, training master trainers all need meticulous planning. This entire programme culminates in a district level rally or some other suitble finish which is immediately followed by the training processes.

4.6 Training

The identification of resource persons and their training must have been completed by now. In the next 4 days all master trainers must be trained (alternatively in the next 8 days all master trainers can be trained in two batches). In the next week the MTs must begin training the volunteer instructors in each village in village level camps. Each MT trains at least two batches. Each master trainer has to have at least 12 full days—4 days for receiving training and 8 days for imparting it.

Selection of resource persons and master trainers

This is largely determined on the basis of availability of capable persons who are motivated and who genuinely wish the campaign to succeed. Interested school teachers are possibly the ideal persons for this but should be cautious of the danger involved in formal and mechanical bureaucratic approach to recruitment—eg., CEO issuing an order—"all these people shall be resource persons" or "all principals are to be resource persons and all school teachers to be master trainers", etc. Ideally each P.U. level committee should sit down, discuss and agree upon a list of such persons.

4.7 Distribution of Materials

There are a number of key problems in this area. When and through whom must the kits be distributed? This is a relevant question because a number of volunteers, on occasions even as high as 25 to 50 per cent of those who come for the training camp may fail to turn up subsequently for teaching and the materials given to them in the camp may thus be lost. Since the loss may run into lakhs, one needs to be very careful about it.

The consensus now is that learning material can be distributed through the village convenor and committees a day or two or a week after the classes start. But as classes must start as simultaneously as possible at all centres they must be stocked in appropriate places, usually local schools. A detailed distribution schedule is to be made for this. All learning materials need not be given at once.

4.8 Teaching

(a) Keeping the classes going requires an efficient MIS (Management Information System)—also called monitoring and evaluation system. This is discussed separately.

(b) It is important to maintain enthusiasm and motivation amongst volunteers and learners. Weekly or at least once in 2 weeks a meeting of volunteers is a must. In addition booster programmes are also required. These can be of two types.

(i) Pre-planned activities, e.g.—a booster jatha after two months of teaching, celebrations relating to the event of total enrolment at village or Panchayat Union level, victory celebrations in the last months, etc.

(ii) In response to waning enthusiasm. One has to learn to recognize it—either rate

of increase in enrolment slows down or dropouts increase rapidly or volunteers become irregular, etc. Only a good MIS can detect this.

The booster programmes can be of many forms: padayatras, village level meetings, cycle rallies, get-togethers, etc. It is hard to keep the classes going continuously for six months. Any relaxation anywhere along the line is impermissible. The feeling that once the classes start they will take place by themselves is quite wrong and no one should have any such illusions. Such other problems are discussed in the MIS section.

4.9 Transition to Post-literacy Work

Some of the centres may complete the course much earlier than others. Post-literacy work in these centres must start at once and cannot await the completion of the entire campaign. At present there is a new guidelines issued for post-literacy work but there is insufficient experience. Clearly the present Jana Shiksha Nilayam pattern would not suffice but meaningful alternatives are only now emerging.

4.10 Evaluation and Final Verification

Evaluation of the campaigns has various aspects, as follows :

(a) Assess the number of illiterates made literate

(b) Assess the level of literacy achieved by learners

(c) Evaluate non-academic elements, e.g., change in attitude of learners, volunteers in the village, etc.

Considering the number involved, evaluation also needs to take a campaign approach. To successfully achieve this, the following steps are to be taken :

(a) A final test paper or papers are to be based on, along with an instruction sheet for the examiner.

(b) Examiners are to be appointed for each village, preferably from outside the village.

(c) On a single day or in one week all the centres are to be covered together as an evaluation campaign.

5. PREPARATION OF MATERIALS

5.1 The core syllabus

The syllabus must be adequate both in terms of pedagogy (andregogy) as well as functional content and must be tailored to the needs and goals of the campaign. (The IPCL guidelines of the NLMA are given in Appendix).

5.2 The Syllabus in Outline

I. The syllabus will have four components :

(a) Literacy component
(b) Numeracy component
(c) Functionality component
(d) Evaluation

II. Syllabus is divided into three stages or three primers.

(a) Primer Part I
- * Introduction
- * Simple words
- * Numbers
- * Two formative tests and one summative test at the end of the primer

(b) Primer Part II
- * Simple sentences
- * Addition
- * Subtraction
- * Two formative tests and one summative test at the end of the primer

(c) Primer Part III
- * Longer sentences
- * Functionality lessons
- * Division
- * Multiplication
- * Two formative tests and one summative test at the end of the primer

III. Functionality Content

(a) Man and his surroundings
(b) Society : past and future
(c) People, their needs, problems and development
(d) Democratic institutions and services
(e) Health and environment
(f) National values

IV. Each Primer is divided into lessons. In each lesson we have

(a) a key word (or sentence) that introduces various letters
(b) other words
(c) space for writing
(d) exercises

The functionality content initially (i.e in Primer I) is inherent in a word or in the sentence chosen and in the pictures, if any. In many primers this is not a consideration for technical reasons (i.e. the word must also go along with the pedagogic consideration which has primacy).

5.3 Preparing the Primer

(1) Collection of primers available with agencies like SRCs, Department of Adult Education, etc.
(2) Formation of expert committee for scrutinising of these primers and adapting/drafting primers.
(3) Finalization of primers and presenting it to the DAE for approval.

5.4 Preparation of Primer for the Press

I Photocomposing of material

Decision on point size.
(a) of key words
(b) of all other words in Primer I
(c) of words and reading exercises of Primer II and III

All words in Primer I must be above 18 points in size to avoid running into major visual problems for elderly persons and for ease of learning for all illiterates irrespective of eyesight. With such a point size even a person with 6/18 or 6/24 eyesight should be able to read without spectacles. Key words, of course, can be larger.

II Preparation of illustrations

They need to be attractive, stimulating and convey a functionality content that the learners can relate with. Cost constraints and varied printing quality make it mandatory to choose line drawings and black and white sketches. This step could prove a major problem if suitably motivated resource persons (i.e. artists) are not available or are not identified by project organizers.

III Making the lay-out

This cannot be left to the publisher as many pedagogic aspects are involved. The sequence, size of letters and positioning of words all need attention. Size of page must be in accordance with the availability of printing paper and printing facilities to effect economy. Demy quarto size would be preferred.

IV Caution

Primer planners must keep cost factors in mind. Since the cost of primer printing in each district runs into crores, even on additional page means several lakhs of rupees wasted. Primers can seldom, therefore, be elaborate. Very large primers generally pose binding problems as well.

Generally one can have a 64 page first primer and a 48 page second and third primer. The inside covers and back cover page are also to be made use of.

5.5 Handbook for Instructors

Once the primer is ready there can be a workshop to prepare the handbook.

I. Content of handbooks

(a) Introduction and explanation of the project
(b) Principles of andregogy with special reference to attitudes of adult learners and how to approach them and, equally important, how not to approach them.
(c) Literacy and development—explaining the link
(d) Literacy and Democracy
(e) Literacy and Backwardness
(f) Women's Literacy
(g) How to make use of the primer
(h) A single class— how to interact with learners for one and half hours
(i) Details of each lesson :
* how to introduce letters
* how to introduce numbers—functionality points
* how to conduct discussions—discussion points in each chapter.

II. The lesson plan—ie. spelling out the number of classes for each lesson etc.

III. How to conduct evaluation tests—formative and summative

IV. Records the volunteer has to maintain

(a) Distribution of material
(b) Attendance registers
(c) Particulars of learners
(d) Diary giving classes conducted, levels of learning and other wants.

V. Why learners drop out and how the instructor has to respond to it.

5.6 Printing Primers and Handbooks

I. Estimate the number of copies of primers and hand book required.

II. Paper.

(a) Estimate paper requirement for primers and handbook
(b) Arrange to buy sufficient quantity of paper after deciding type and thickness of paper to be bought
* Preferably buy the paper from a government owned mill through contacts at highest level possible.
* Secure permission from Registrar of Newspapers to avail of news print from mills, if there is enough time.
* Calling for quotation, opening tenders etc. must be meticulously followed and started well in advance. Do not get fooled by people who can't eventually supply.

III. Printing Press

(a) Gather information about offset presses. A web offset press is preferable to sheet offset press—it is cheaper and speedier. Web offset presses require paper rolls, not sheets.
(b) Prepare a printing schedule with priority to Primer I and the Handbook. Primer II and III can follow later.
(c) Calculate the speed of printing and delivery rate. Enter into a written agreement with the press, if necessary, for a specified delivery date.
(d) Estimate binding facilities. It is not the speed of printing that is critical but the binding rate (if web offset is available). Unless machine folding and binding is available, 7 lakh primers can take a couple of years to bind. Visit the press to ensure that they, in fact, have the binding capacity that they promise. Do not get dazzled by the high tech machinery. Ensure that the machine has the adequate capacity. Almost all programmes encounter in problems in this area. Be warned.
(e) Remember major magazine publication houses have such facilities but time is a problem with them.
(f) See if part of the printing can be sponsored by newspaper presses.
(g) Possibilities of sponsorships for printing from public sector, public utility services, UN agencies, etc., exist.

5.7 Other Materials for Printing

I. Survey
* survey forms
* survey consolidation and reporting forms.

II. Publicity
* posters
* stickers
* explanatory booklets

III. Training notes for
* resource persons
* 5 different notes for different levels and stages

IV. Monitoring forms
* 5 different forms for different levels and stages

V. Project evaluation forms and subproject evaluation forms

VI. Final evaluation sheets and instruction sheets for the final examiners.

VII. Certificates for organizers/instructors/learners

5.8 Printing Schedule

Prepare a printing schedule with dates and go for printing well in time. Formalities like quotations must be completed early. It is better to distribute the work among 2 or 3 presses if printing schedules clash.

5.9 Materials to be Procured

I. Quotations and tender procedures for all in view of the costs involved. Write out specifications carefully so that quality is ensured.

II. Start well ahead in time so that, in case of poor supply etc., one has time to reject and go for a new bid.

III. Materials needed (all are optional and depend on local mobilization);

(a) Slates. These cost about Rs. 3-4 per slate in many projects. Stone slates are cheaper but they break easily; others are costly or not good enough.

(b) Pencils. Easy to get fooled on quality. Low quality pencils are available for 20 paise. Good quality about 40 to 50 paise each.

(c) Notebooks. Almost all the warnings and caution of printing primers are to be kept in mind. It costs about Rs. 2 for a 96 page fair quality notebook. Ensure supply in time.

(d) Chalk piece. Only an initial token supply is possible usually. Along with slates two pieces may be given. Relatively cheap. Ensure supply in time.

(e) Blackboards. Costs vary widely with quality and size. Low cost techniques and possibilities like painted walls may be tried.

6 Training

6.I Principles of Training Organization

(a) Every volunteer instructor needs training to
- * help him understand the programme and orient him to correctly approach adult learners
- * familiarize him with the primer and the way of teaching it
- * motivate and enthuse him
- * develop communication skills and techniques to the extent possible

(b) Minimum period of training is 9 days—4 days before teaching, 3 days after 2 months and 2 days after 4 months. However, this is limited by logistic constraints. The ability of volunteers to be away from their job/home for more days is often difficult.

(c) To ensure adequate communication and discussion there must be a teacher-trainee ratio of 2:30 at least and they should be seated in groups of not more than 30.

(d) As a large number of volunteers are to be trained in one training camp, there should be at least 150 to 200 volunteers and 10 to 15 master trainers per camp.

(e) Motivated master trainers are needed in large number to
- (i) impart training to instructors
- (ii) follow up teaching and academic aspects

Thus in a district with 6 lakh illiterates, there will be 60,000 volunteer instructors and about 3,000-4,000 master trainers. Since so many of master trainers are difficult to find, each MT would be required to take 2 batches and therefore reduce the requirement of MTs to 1,500-2,000. However, more will have to be trained. This may be even as high as 3,000 since a considerable number of master trainers are likely to drop out.

(f) To train 1,500 to 2,000 MTs, 100 to 150 resource persons would be required. Very special attention needs to be paid to their quality and selection.

A simple hierachial way of selection, like college principals and district officers being selected as resource persons, teachers as MTs and volunteers below that would be a major mistake. Select 100 to 150 resource persons from among motivated people already working, enthused by and convinced of the necessity of such a programme. Those with a background in social work, voluntary work, organizers in other fields, teachers, etc. would be desirable.

(g) To conduct discussions with the 100 to 150 resource persons and to train them, a core academic committee of 10 to 15 is needed. This academic core group (referred to also as key resource persons, super resource persons, etc.) has to formulate and supervise the entire training programme at all levels.

6.2 Scheme of Training

Academic Core Group or	
Key Resource Persons	15 to 20 per district
Resource Persons	1 per 10-15 MTs
Master Trainers	1 per10-20 Instructors
Instructors	1 per 10 learners

6.3 The Core Group Camp

* Duration of 4 to 6 days in two or three sittings
* Preferably residential
* Objectives

(a) Plan the entire organization of training
(b) Plan the recruitment of resource perons
(c) Detailed study and analysis of primers
(d) Decide the topics to be covered in the training of resource persons, master trainers and volunteer instructors
(e) The content of each topic
(f) Teaching teachniques
(g) Prepare and study the handbook for training of resource persons and master trainers
(h) Draft the volunteer's handbook
(i) Work out modalities for :
- (i) monitoring the teaching
- (ii) evaluating learning
- (iii) formation of academic committees with specific functions

Topics that are to be covered in the resources persons' camps are as follows :

(a) Understanding the project
(b) Why a people's movement for literacy
(c) Principles of approaching and teaching adult learners
(d) Understanding the 3 primers
(e) Teaching of numeracy
(f) Teaching teachniques
(g) Functionality content
(h) Monitoring and evaluation (reporting and

records included)
(i) Beyond literacy

6.4 Resource persons camp

(a) Only for handpicked resource persons selected on the basis of motivation and capability and conviction on this programme.
(b) Duration—4 days
(c) Residential camp is essential
(d) Preferably in one camp with all the core group members present
(e) Objectives
  (i) Plan recruitment of master trainers
  (ii) Finalize the Handbook for volunteer instructors
  (iii) Learn about
    * the primers
    * teaching numeracy
    * teaching technique to be used
    * each of the topics mentioned in the earlier paragraph, e.g., understanding the primer, why a people's movement for literacy, etc.
  (iv) Finalize the training schedule for master trainers. This is to be held before the main literacy festival.

6.5 Master Trainers Camp

(a) Hold at tahsil/panchayat union/block or sub-project level.
(b) At least 200 persons per camp and 15 resource persons to be made available
(c) hold after literacy festival, i.e., after the main Jathas are over in that area. It can be held while the literacy festival is still on in some other areas.
(d) 4-day duration—may be non-residential, if financial considerations do not permit a residential camp.
(e) The venue of training camp may be a school
(f) Objecives :
  (i) All about the project
  (ii) Why a people's movement for literacy
  (iii) Principles of approaching and teaching adult learners
  (iv) All about the 3 primes :
    * how to introduce the literacy contents
    * how to introduce the numeracy contents
    * how to introduce the functionality contents
  (v) Plans for monitoring and evaluation
  (vi) How to teach all this to volunteer instructors in four days
  (vii) What work is expected of them in the remaining months like in academic committees, supplementary camps, etc.
  (viii) Finalize the details of the training camps they will conduct and attend as master trainers.

6.6 Volunteer Instructors' Camps

(a) Hold at the village/panchayat level
(b) About 200 instructors per camp with about 15 to 20 master trainers attending (about 30 per class room)

Alternatively camps may be held in each hamlet or village with about 30-60 volunteer-instructors and 3 master-trainers in each. More volunteers can attend such camps but monitoring them must be much more carefully planned.

(c) 4 days' duration in the first round
(d) Non-residential camp
(e) Mobilize as much local sponsorships as possible
(f) Form reception committees
  * to involve local leaders
  * to organize camps
  * to assign officials to each camp and introduce them to volunteers
  * to make food arrangements
(g) If matching and batching is not completed it must be done in these 4 days at least in the evenings, with the help of the village convenor.
(h) A model 4 days camp schedule may be as follows (This is only an example to help you visualize the details. In your area, you will have to work it out for your needs).

DAY 1

9.30 am	Registration. Collect details on the background of the volunteer instructors mobilized.
10.00 am	Inauguration Chief Guest's speech 2 to 3 songs sung by a good singer. At least 2 songs sung by all. Pledge taking.
11.00 am	Division into groups Discussion : 'Why literacy and why a people's movement for it'.
1.00-2.00 pm	Lunch
2.00-4.00 pm	Discussion: 'Understanding

	all the features of the project".
4.00-4.15 pm	Tea : Learning a song
4.15-5.30 pm	Discussion : 'How to approach and teach adult learners'.
DAY 2	
9.30am	Guest address
10.20 am	Group singing
10.30 am	Group receive copies of primer and handbook
10.30-12.30 pm	Understanding Primer I completely, especially use of pictures and discussion points letters and words
12.30 pm	Lunch
1.30-2.00 pm	Learning a song
2.00-4.00 pm	Introduction of letters, words (understanding the primer I continues)
4.15-5.15 pm	Report about progress in each village especially whether they know their 10 illiterates or not.
DAY 3	
9.30 am	Plenary session : Group song
9.40-10.30 am	Man and his surroundings Health and environment (two lectures)
10.30-11.30 am	Understanding Primer I continues 11.30-1.00 pm Group discussion: Learning to introduce numbers
1.00 pm	Lunch
2.00-2.30 pm	Learning to sing (Group work)
2.30-5.00 pm	Role-play/a model class/ developing communication skills
DAY 4	
9.30 am	Pleanary session : Group songs
9.40-10.30 am	Brief introduction to Primer II and III
10.30-1.00 pm	Group discussion (a) Monitoring records (b) Evaluation (c) Coping with drop-out problems
1.00-2.00 pm	Lunch
2.00-3.30 pm	Finalizing (i) illiterates for each volunteer (ii) venue of classes (iii) when to start teaching (iv) distribution of materials
3.30-5.00 pm	Cultural programmes and valedictory function
5.00 pm	Pledge-taking

6.7 Other Academic Possibilities and Supplementary Teaching Activities

These can be introduced at any time but are now mostly coming in with Primers II and III. In most districts at present they occupy no place, for there has been no planning and not even a conception of such activities. However, in the Kerala Project they have been used with great success.

(a) Teaching aids of various types and even making teaching aids an activity.
- * Letter play cards
- * Calendars
- * Picture Albums
- * Models
- * Maps

(b) Exhibition
- * Exhibition for neo-literates in schools
- * Exhibitions on selected topics like health and nutrition
- * Exhibition on plant diversity, soil erosion and so on arranged in each ward.
- * Mobile exhibition teams travelling from class to class, etc.

(c) Study visits
- * To nearby offices, like post office, village office, panchayat office, police station, etc. with enough preparations.

(d) Study Tours
- * To places of interest in a picnic mode.

(e) Family communion
- * Family get togethers in a set of literacy centres.

(f) Parliaments
- * Village parliaments with various officials as ministers and the learners and instructors as "members"
- * Sessions at the literacy centre level to formulate questions
- * Kitchen parliaments, health parliaments and so on.

(g) Guest Classes
- * By government officials, doctors, lawyers, engineers, and so on.

(h) From literacy to social action

* Identification of areas with social action possibilities like immunization, health, hygiene, education, smokeless chulahs etc.

(i) Academic committees can be formed at :

* State level
* District level
* Project level
* Panchayat and ward level

The objectives of forming academic committees are to :

* improve academic levels of classes and also to monitor
* formulate innovative programmes
* involve scientists, professionals, doctors, officials who may not be able to do other work but are motivated
* make programme more attractive to learners and volunteers by involving such people.

7. ENVIRONMENT CREATION

One of the key reasons for the failure of past programmes is lack of motivation of learners and instructors as well as the failure in creating community participation. If adult literacy campaigns must take place successfully then it is necessary to create a social environment where everyone wants to learn, where an urge is created among the literates to respond to a social need and feel that this work is a social duty, where it is fashionable "to be in it", a compulsion on every illiterate and literate to "go along". This task we refer to as environment creation.

7.1 Why Environment Creation?

(a) To create awareness amongst all sections of society of the need to become literate.
(b) To facilitate formation of people's committees at various levels to implement total literacy programme.
(c) To facilitate enrolment of master trainers.
(d) To motivate and enroll and keep involved an army of volunteer instructors.
(e) To attract the illiterate and enroll them.
(f) To maintain enrolment of all and prevent drop-outs.
(g) To involve various social, political and cultural movements in literacy work.

7.2 Modes of Environmental Creation

Obviously these would vary from place to place depending on local factors like culture, traditions, educational background, facilities, human power available and so on. Listed below are some possibilities and tactics for environment creation.

(a) A multi-media approach, wherein all possible media—conventional, traditional and modern—are used to yield maximum results.
(b) The mode of carrying out each activity as planned in such a manner that maximum publicity is created.
(c) Special efforts—organizational—are made to involve each section which creates 'environment' even if it does not yield results organizationally.
(d) The timing of the publicity is itself crucial to environment building.

7.3 The Multi-media Approach

I. Print Media

Posters—At least 5 or 6 specially prepared posters at appropriate timings—e.g., for Jatha, for enrolment, for completion, etc.

Stickers—Simple pictures, direct messages for vehicles, buses and scooters, house doors, etc.

Slogans—That can be repeated at various levels; Theme songs.

Badges—For survey volunteers, school children, literacy days and conventions, and each training camp.

Sale—Of badges, T-shirts, etc., with literacy symbols.

Newspapers—Advertisement, press release and coverage of events, regular weekly columns. notices, handbills etc.

Bulletin—To circulate to all volunteers and villages. In many campaigns a bulletin has been found essential to create 'an organization' feeling and to pass on detailed instructions and guidelines; to supplement training; to exchange interesting information about incidents and titbits from all over.

Calendars, wall hanging etc.

Other written publicity materials—Hoardings, banners (essential for festivals, camps and days), wall writings, literacy message in regular advertisements, seals and stamps carrying the message on letters from the collector's office, etc.

The following points must be noted about written publicity:

(a) Largely directed to literates
(b) Needs a team to regularly work for printing and distribution
(c) Special person for liaison with press and mass media.
(d) Cost is a major factor in deciding between various forms. Whether each form is cost effective has to be decided locally. However, we must note that sponsored advertisements are relatively easy to arrange and therefore the potential for such written print media becomes much stronger. This is also a way of involving companies, Rotary Club, Lions Club, commercial establishments, etc. Many of them may not be able to help in other ways.

II. Electronic Media

AIR—This has tremendous potential. The nearest local radio station and the one most commonly listened to has to be assessed. Then a meeting is arranged at the highest level and at least one AIR executive, preferably the highest, takes charge of the publicity committee set up.

A schedule of broadcasting for the whole year can be made. The types of publicity through AIR are:

* short 30-second jingles at prime time
* media news coverage at prime time
* daily announcement of forthcoming programmes
* full programmes of songs interspersed with speeches lasting 20 to 30 minutes
* village committees can be asked to arrange a programme to be broadcast on the work done in their village, their achievements, plans etc. This is a good way of involving the village committee.
* regular training programmes for volunteers and special programmes for neo-literates.

Television—Regular coverage by Doordarshan can be arranged by establishing contacts with high-level officials

* Major events be covered in the news
* At least one 15-minute coverage during main literacy festival
* Interviews with volunteers, instructors, organizers, etc.

Video—Where community TV sets are available, motivational programmes can be made on video. This is useful after village conventions. Problems are in making such good quality publicity and motivational videos. Not everyone can do it at the district level, and a lot of leadership time may get drawn into it with comparatively smaller returns.

Planning a major investment on video has to be done with care and caution, but if well done there is a potential.

Cinema—Slides in cinema theatres and documentary films, if available, can be of use. One or two films can be used effectively, if available.

III. Cultural forms of publicity

The most widely used form in literacy campaigns is the Kalajatha. The Kalajatha has two major uses—as an organizer and as a motivator or environment builder.

For successful motivation one should give attention to the following tips. By itself none of them is mandatory but, by experience, they are found useful.

(1) The contents or message of each play: This can be ensured by discussing scripts and plays with the script writer and directors before and during production camps.

(2) Artistic quality: Resource persons are to be found or borrowed to maintain quality. The availability of cultural groups by itself does not mean that they will change their priorities and style.

(3) Local specificity: Both art forms and the way of presentation should relate to the culture in that district. Good Kalajatha pieces from elsewhere can be taken and adapted.

(4) A good combination of song, dance and prose: Without songs the attraction and emotional appeal are insufficient and without prose/dialogue the message delivery is less. A balance is necessary, not in each play, but in the programme as a whole.

(5) A variety of short items, each 5 to 15 minutes long. Very long plays will not hold the audience's interest or be watched in full by all. A number of short pieces with a good variety in form and content will be preferred.

(6) Total duration, 1 to 2 hours

(7) Minimum of stage props and make-up: This make mobility easy.

(8) Team strength: 10 to 15— can be accommodated on the stage and can move in a single van and be trained as a compact team.

(9) Women's participation: This is essential. Often this is difficult but no efforts must be spared to see that at least 2 out of 10-15 are women. There is no upper limit.

(10) Do programmes need mikes, lighting, stage effects, etc? This depends completely on circumstances and preferences. Today many troupes use them since conveying the message is easy with these. The organizational burden this imposed is not seen as a burden by many groups. Considering the fact that most participants are rank amateurs, often first time participants, mikes and lights go a long way in making a programme successful.

7.4 Use of Kalajathas

There is a wide variety of ways in which Kalajathas can be used. Some districts have

continuous Jathas, some have only one or two. In Ernakulam, Kerala and Pondicherry there were 3 waves—the Proclamation Jatha, the Literacy Festival or Main Jathas and the Booster Jatha.

(a) Proclamation Kalajatha

This is organized soon after the inauguration of the programme. Its objectives are to:

(i) help the formation of participatory committees
(ii) motivate members or potential members of such committees
(iii) attract as many literates as possible
(iv) motivate illiterates
(v) give an initial wave of publicity.

In district, about 200 to 250 centres are to be covered and it can be done by 2 troupes travelling for 20 days each or 4 troupes for 10 days each.

(b) The Literacy Festival Jatha or Main Jatha

This is to occur just before the training, i.e. recruitment of tens of thousands of volunteers. This is a package of publicity, central to which is the Jatha programme. This programme is, however, planned to ensure a saturation coverage. Thus most districts will need something like 20 Jatha troupes covering 4 centres a day for 15 days—i.e. 1,200 centres in all. Each and every habitat/village has to be covered. This Jatha is planned to coincide with the largest multimedia publicity. Only such a campaign can mobilize the massive number of volunteers and the enrolment needed.

(c) The Booster Jathas

Approximately 2 months after teaching starts and about 3 months after the Main Jatha it is time for another publicity wave, spearheaded by a Jatha. Perhaps it can be smaller now, say, ten groups travelling 10 days, i.e. about 400 programmes. The objectives of such a Jatha would be to:

(i) Boost up the enthusiasm of volunteers and learners
(ii) Make the volunteers and public, especially illiterates, feel that the campaign is still on and their active support is still required.
(iii) Give a fresh push in villages and areas where enrolment is very poor or is yet to begin.

7.5 Other Approaches to the Kalajatha

(a) Many other approaches are possible. One is to have 2 to 3 teams, probably paid an honorarium, who tour continuously for all the 9 months. Another is to multiply the number of teams to 300 or 400 and reduce or even eliminate training time, allowing local groups to decide their own programmes. This latter, "Chittoor approach", is favoured by some because it offers a true saturation coverage that other approaches do not.

On the other hand, the programme contents and performance quality and therefore motivational impact is impermissibly diluted. It also does not now help as a committee organizer, as envisaged in the 'classical' model. Yet if the teams are not paid, one may create 4,000 to 6,000 activists from among the team members alone, which is not a small gain.

7.6 Scheme of Organizing Main Jathas

Personnel	Camps
Identify script writers	Script camp or meeting (2 to 3 days)—20 to 30 scripts generated
Identify director and choreographers	
Identify music composers and folk art form experts and professional artistes	Select 10 to 15 scripts in the 'production' camps and discuss with campaign organizers (10 to 15 days)
Select 3 persons for each jatha team (one for direction, one for song and one for rhythm)	Master trainers camp 3X No. of teams planned (10 to 15 planned days.
15 persons for each troupe selected and sent to camp	Training of 20-30 troupes starts-10-day camp (residential)—either300 persons in one massive camp or 50 to 100 persons in many peripheral camps.
	Jatha starts

7.7 Other Kalajatha Types

Women's Kalajatha — Composed entirely or predominantly of women. This has a powerful impact on women—and on men as well. Difficult to organize but rewarding.

Tribunal Jathas — Special Jathas are essential for tribal areas—written in tribal dialects and performed in their popular forms. Again difficult to organize but essential.

7.8 Other Cultural Forms

(a) Each district has various other cultural forms characteristic of that area. The groups with experience in performing this can be identified and few persons from all these groups be invited to a meeting. After a discussion about the campaign and what we want to convey we can ask them to prepare special programmes for literacy and give performances—especially during the literacy festival (i.e. Main Jathas). A minimum amount of funding may be provided, if the budget permits.

(b) Music padayatras and children's choir groups: Songs by themselves have a great motivational impact. Troupes of singers can visit a village each day and sing at street corners or even go on a padyatra—singing. This has tremendous impact.

(c) Padayatras by children and adults.

(d) "Akshara Maala" and "Literacy Humming Birds" programmes by children are some specialties from Kerala.

7.9 Programmes and Events as Environment Builders

Publicity, whether Kalajatha cr not, whether via cultural or print or electronic media, is only a part of environment building, and in some ways the lesser part of it. Each and every programme event must become environment builders in the way it is planned and conducted. This has come to be known as 'Campaign Mode' for organizing programmes. A number of 'Campaign Mode' programmes are listed and their features described.

(a) The popular survey

(i) Volunteer squads are set up at the village level, one squad for 50 houses.

(ii) Massive half-day training camps for squad leaders—thus in a district with 3 lakh households, about 6,000 will attend such training, preferably on a single day.

(iii) The entire survey takes place on one single day—this creates a sudden and tremendous wave. The single day approach may fail in about 25% of the areas. In these areas another day is fixed subsequently, and the census conducted.

The advantage of a single day approach is that it forces organizers into forming many squads and involving many thousands of persons, and thereby it creates a special environment. Survey inaugurations by local level leaders and officials may be conducted.

(b) Village level conventions

(i) Generation of funds from within village helps considerably to make this programme their own.

(ii) Makes it possible to involve all local leaders and officials.

(iii) A single day call in each area can be valuable (as was done in Pondicherry) but is not mandatory.

(iv) Village level publicity peaks on the occasion of a village level convention.

(v) Pledge-taking is an important part of these programmes.

(c) Songs

Children's choir groups can be formed and used. The children popularize their songs throughout the area till almost everyone has the song on the lips. It is highly cost effective.

Use of audio cassettes of songs can be very useful. By lending them to tea shops, cinema theatres and others, who play the songs over laud speakers, a lot of publicity is gained.

(d) Learner's cultural festivals

Organize cultural programmes of neo-literates towards the end of the teaching programmes. It helps them overcome their inhibitions. One can even organize a local festival of songs and cultural items by learners and instructors together.

(e) Video

The use of video for environment building has been mentioned but perhaps due to shortage of videos suited to this purpose and due to logistic problems, the results may not match the efforts

put in and the expense involved. Nevertheless if good, language specific systems become available at reasonable prices, which implies production and distribution at state level, it could be a very useful tool.

(f) Panchayat Union/Tahsil level conventions

(i) Volunteers from each village are mobilized to attend the convention.
(ii) PU level leaders, officials, are to be involved.
(iii) Major opportunity for publicity and for sponsorship, etc.
(iv) A single day strategy helps (because among other things, no single MLA or MP or official or even organizer can dominate the entire programme and many new persons emerge).

(g) Women's convention and Literacy Day

(i) A tool for mobilizing leadership amongst women and to build a women's working force.
(ii) It can be held at tahsil and district level—delegates from each village can be invited.
(iii) It can be a one-day affair with detailed discussion of women's oppression and how literacy helps the process of women's liberation, and of the ongoing literacy campaign and how they can help.
(iv) Women may be appointed as joint convenors at village level.
(v) Pledge-taking.

(h) Youth Literacy Day

(i) Opportunity to involve all youth organizations and to make them part of the campaign.
(ii) Plegde-taking.

(i) Student Literacy Day

(i) Special programme in all schools and colleges
(ii) Special assembly sessions
(iii) Speech contests, essay contests, painting contests, etc. can be held
(iv) Padayatras to surrounding villages
(v) Pledge-taking
(vi) Teaching and singing songs on literacy
(vii) College students can visit their areas and file a report of the work there (most active college students emerge as local leaders, too).

(j) Scouts Literacy Day and NSS Literacy Day

To ensure that special attention is given to bringing in these forces into the campaign.

(k) Literacy Day for government departments

* Special meetings to explain the literacy campaign to lower officials by the department heads.
* All departments with extension workers, field level staff can take up visits, padayatras, etc.
* Single day approach can help.
* Special circular and follow-up measures to ensure that every department carries out meaningful activities on that day both to motivate their staff and to use the departments to motivate the public.
* Pledge-taking.

(l) Training camps

These are one of the largest environment builders of the entire campaign.

* A festive atmosphere in each camp—banners, streamers, decorations—has to be created.
* Songs, dance and other programmes and a gay atmosphere in residential areas help to bring people together into a team.
* Cook food in the camp and serve. Ensure food is served by highly motivated volunteers given special instructions for this purpose. DO NOT use professional people or hired hands for serving food.
* If costs prohibit, at least ensure this in the master trainers' camps.
* Adequate publicity for camps.
* Ensure that all key officials attend it—but not for speeches— to visit each room and mix freely with volunteers etc.
* Pledge-taking ceremonies
* Optimal size of a camp must be about 200 persons, but not to exceed 500 per camp (of course, in many places 1,000 person camps also are organized). Smaller camps do not generate as much enthusiasm.

(m) Matching and batching campaigns/meet the literate campaigns/door sticker campaigns.

Squads of volunteers led by village committees must visit every house during the literacy festival days. Fixing stickers on main doors, matching and batching, etc., and talking to the people for motivating the illiterate and mobilizing volunteers and arranging teaching facilities are some of the activities to be done during the house visit.

(n) Simultaneous starting of teaching

As far as possible, teaching should start in all centres on one and the same day. Those who do not go to classes must be persuaded to join the classes. The classes should start with a village level function. Programmes like 'Akshara Deep Maala' can be combined with the inauguration of the classes. Create a festive atmosphere.

(o) Distribution of Materials

Do not distribute all materials simultaneously. Distribute the first primer and the attendance register immediately after starting the classes. A week later slates, chalk and pencils may be supplied. Then a week later, diaries for volunteers, etc.

(p) Declaration of 100% enrolment

As soon as 100% enrolment is achieved, hold a village level function attended by officials and elected representatives. This provides a boost to other areas which lag in enrolment.

(q) Release of 2nd and 3rd Primers

This has to be announced in the villages as required and based on the progress of the classes. Since all classes in a village may not show the same rate of progress, this occasion need not be celebrated.

(r) Final test

Fix a date and hold tests by mobilizing an adequate number of examiners. The examiners should preferably be from outside the village and be supplied with question-cum-answer papers as well as a reporting form and instruction sheet.

(s) Victory celebrations

After the final test a village level victory celebration must be held and certificates distributed to learners and instructors.

(t) Supplementary activities

While the classes are in progress a number of supplementary activities for neo-literates might help to generate enthusiasm. Such activities include

* neo-literate cultural festivals
* study tours to police station, post office, BDO
* village parliaments
* literacy wall inauguration
* family communions
* exhibitions

8. MONTORING THE CAMPAIGN

8.0 This is the key to the attainment of targets. Whenever the activists are in the field, an appeal is made or a programme chalked out and instructions given to carry it out, a system is needed to monitor the activities to ensure that things are moving in the right direction and to intervene if there are problems and to collect information and data on the progress achieved.

8.1 Activities Monitored

I. Formation of committees at village/PU level

(a) Regular functioning of committees at village/PU level

(b) Meetings of village level volunteers/learners

(c) Conduct of village level programmes: Kalajatha, Padayatras, supplementary activities

(d) Publicity arrangements

II. Training Camps

(a) Number of volunteers who attend on each day, gender-wise

(b) Whether volunteers know their 10 illiterates

(c) Supplementary camp details

III. Conduct of Classes

(a) Whether classes are running regularly, i.e. learners attending and volunteers teaching.

(b) Whether in each class the level of learning is adequate

(c) Whether infrastructure problems, if any, are adequately solved, e.g., lights, kerosene, venue for classes, etc.

(d) Whether in the village as a whole, motivation and enthusiasm are adequate to meet the task in hand.

8.2 Objective of Monitoring

I. Collect information and record the activities that are taking place.

II. Inform the organization at all levels about plans, corrective steps taken, targets, deadlines, i.e., convey the directives from control room to the volunteers.

III. Note down suggestions, problems, mood, understanding level from below to convey to higher committees and control room.

IV. Intervene in weak or tardy areas to take whatever corrective measures necessary to boost the programme. This refers to all activities but especially ensuring that enrolment is maintained, drop-outs are prevented and adequate level of learning takes place.

Is such a system needed? There is a common argument: 'This is all voluntary work', 'We can trust the people', 'It is adequate if we make appeals', etc. Such a system is projected as hierarchical or bureaucratic or officious and incompatible with voluntarism.

However, our experiences in Ernakulam, Pondicherry, etc, show that unless each member of the huge volunteer army is constantly kept in touch with, the whole campaign, the programme, may drop off—especially once classes start. Some popular maxims that we have learnt in these campaigns are:

(a) 'A centre not visited regularly is very likely to drop-out'. Remember, nothing is paid to a volunteer. Only his/her sense of duty and a sense of being part of a major social movement. If no one visits him to greet, congratulate, encourage him/her, the voluntary instructor is likely to lose heart and drop out.

(b) 'A village not visited regularly slackens.'

(c) Trivial problems and also not-so-trivial ones can suddenly cause a breakdown of the programme in whole villages or even in larger areas—e.g., a rift between two organizers in a village etc. There is a need to identify such areas and intervene.

(d) Only constant surveillance can detect the need for boosting motivation and enthusiasm level. If local village level leadership is capable of handling this, visits may not be necessary. But this is perhaps the weakest link in the programme. The village convenors may not be motivated enough or more likely the motivated persons are either not acceptable or not capable of such leadership. Hence they need help to recognize local problems, e.g., that motivation has decreased, and to work out an appropriate strategy to overcome it. (The problem is compounded by the fact that it is often difficult to get them to accept such help).

(e) False reporting and misinformation are not

uncommon. This is entirely unexpected in a voluntary programme but surprisingly enough, it occurs far too often for comfort. The reasons are many and include false prestige, a sense of competition with others, too much injudicious pressures from above to produce results, pressure from officials to "show" results irrespective of other factors and, of course, the fact that adult education has traditions that die hard. Though such reporting is not very high, this has to be guarded against, for otherwise we realize far too late that there is a programme failure.

8.3 Monitoring—The Most Tiring Work

There is a tendency to underestimate not only the importance but also the volume of work involved. To avoid this the following actions must be taken.

(a) A person can visit a maximum number of 10 centres per day or 50 per week as the centres mostly function between 7 and 9.30 in the evening and about 5 to 10 centres take 1 to 3 hours to cover.

(b) However, the purpose of centre visiting is not only to verify whether it is functioning. It also serves to motivate the volunteer, find out what problems he has in conducting classes, meet those illiterates who attend the classes and encourage them and meet and persuade those who still remain to attend the classes. This often means that only about 20 centres/week can be visited. There are also meetings to be attended, local leaders and officials to be met and so on.

(c) Thus in a district with 6 lakh illiterates (i.e. 60,000 centres) 3,000 persons are required to visit centres daily for all of 6 months to cover each centre once a week, which is the bare minimum that is essential. And then all of them must report to the next higher committee.

8.4 Who Must Visit Centres?

(a) The village convenor (and committee members)
(b) The village level master trainer
(c) Sub-project full-time staff
(d) Local officials or elected representatives

8.5 Data to be Gathered from Centres

(a) Number enrolled
(b) Number not enrolled
(c) Drop-outs
(d) Level of learning
  (i) in literacy
  (ii) in numeracy
  (iii) rate of learning

8.6 Data to be Gathered from Villages

(a) Number enrolled
(b) Number of centres (i.e. volunteers) functioning
(c) Number of not yet enrolled and drop-outs
(d) Percentage at potential centres in each village

8.7 How is Gathered Data Transmitted to the Project

Channels to transmit data (see page 33)

8.8 Analysis of Data and Report Preparation

(a) A proper analysis of the data is possible only if monitoring forms and reports have a format. For these standard forms have to be prepared and distributed
  (i) to the instructor to report
  (ii) to village convenor to report
  (iii) to PU level convenors and full-time staff and officials.

(b) A separate monitoring and evaluation cell may be set up at district and sub district levels which will work in the office filing the forms, tabulating data and preparing reports twice a week.

8.9 Computerization of Monitoring Data

Software for this is available with the Kerala and Burdwan projects. Pondicherry and Vishakhapatnam have also tried computerization. As of now, however, though a need is recognised, there are some problems to be overcome before this can be put into use. Most of these arise out of the fact that there is not enough demarcation of the needs. As a result, though a lot of time and money is spent on computerization, its utilization lags far behind or, like in Pondicherry, becomes marginal. Technical problems (e.g. output is in English but users know only Tamil) also plague its usage.

Computerization is useful, but as it stands today it has to go a long way. By the time the team learns what it wants to do, the programme is almost over. At a national level software development for monitoring has to be developed or at least guidelines to develop software has to

be worked out.

8.10 Logistics of Monitoring

The project proposals must be closely scrutinised to ensure that they have provision for monitoring logistics. Crucial areas of error are

(a) Inadequate provision for full-time staff in the project structure

(b) Inadequate provision of travel facilities for the Panchayat/Tahsil level full-time staff.

(c) Lack of preparation of monitoring forms and training on monitoring forms and procedures in time.

(d) Inadequate office staff for collection and analysis of data and preparation of reports.

Ideally one full-time project field-worker is needed for every 3,000 illiterates at the lowest level (with 1 per 2,000 illiterate as total full-time staff strength). Project and subproject offices need at least one full-time staffer earmarked for this work alone. TA provision depends on geography of the district and such other factors.

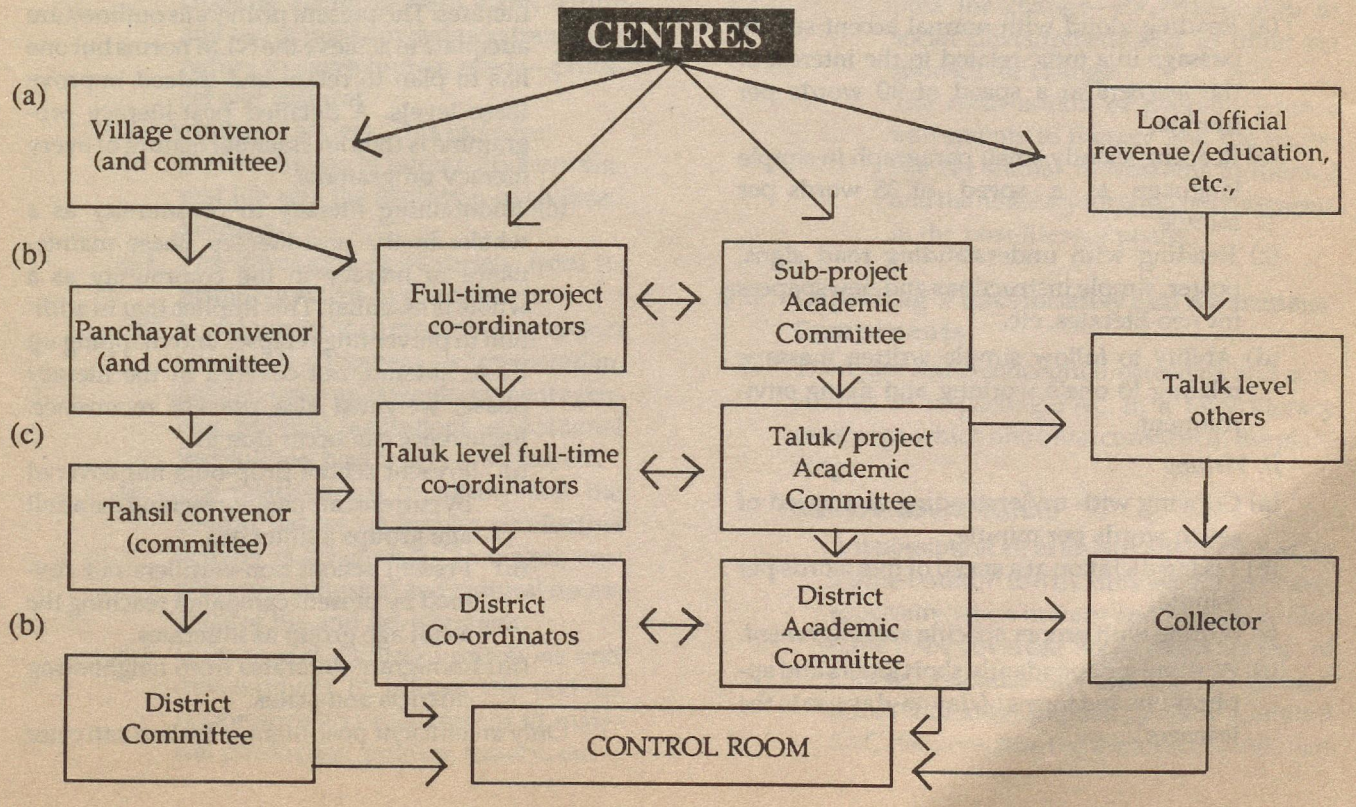
8.11 Planning-intervention Strategies

The popular committees, officials and project administration at each level can plan and intervene on the basis information gathered through monitoring. Some examples are given below.

(a) In village A there are 110 illiterates but reports received one month after teaching has started says that only 10 are learning—presumably because of lack of suitable centre space with lights. Subproject office asks APO and the local school principal to visit and make the necessary arrangements. They ask the project office to contact electricity department to replace 3 tubelights and instal 2 more. Meanwhile they also arrange for 5 lanterns.

(b) In village B the elected representative reports that no volunteer is coming forward to teach. There are only 3 literate persons there and all of them have refused. The subproject office sends a project co-ordinator to visit the village. He finds few more volunteers there but every one makes excuses and no one is willing to take it up. The project office decided to organize padayatras with help from a nearby school and a village public meeting for which revenue officials and some local senior well-meaning persons are invited.

There are not one or two but tens of thousands of such instances in the course of a campaign. And being able to handle all of this means an efficient monitoring system.



9. LEVEL AND CONTENT OF LITERACY

9.1 The Content of Literacy

What does being literate mean? The NLM has defined it clearly as follows. Functional literacy implies:

(1) Achieving self-reliance in literacy and numeracy;

(2) Becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development;

(3) Acquiring skills to improve the economic status and general well-being;

(4) Imbibing values of national integration, conservation of the environment, women's equality, observance of small family norm, etc.

With a view to deriving optimum results from eradication of illiteracy, a nationwide network of continuing education will be established—through new institutional structures, better utilization of the existing infra-structures, open and distance learning, etc.

9.2 Prescribed Levels in Three R's

I. Reading

(a) Reading aloud with normal accent simple passage in a topic related to the interest of the learners at a speed of 30 words per minute.

(b) Reading silently small paragraph in simple language at a speed of 35 words per minute.

(c) Reading with understanding road signs, poster, simple instructions and newspapers for neo-literates, etc.

(d) Ability to follow simple written message relating to one's working and living environment.

II. Writing

(a) Copying with understanding at a speed of seven words per minute.

(b) Taking dictation at a speed of five words per minute.

(c) Writing with proper spacing and alignment.

(d) Wrtiting independently short letters and applications and forms of day-to-day use to the learners.

III. Numeracy

(a) To read and write 1-100 numerals.

(b) Doing simple calculations without fractions involving addition, subtraction, up to three digits and multiplication and division by two digits.

(c) Working knowledge of metric units of weights, measures, currency, distance and area, and units of time.

(d) Broad idea of proportion and interest (without involving fractions) and their use in working and living conditions.

9.3 Learning to Write and Read (including numeracy)

(a) The levels laid down by NLM (see Appendix) are quite adequate at least as a minimum standard. Lowering it further may help to achieve targets but at the expense of the spirit of the whole project. One must be able to use one's learning in daily life and for this a certain minimum level is essential. In fact levels must be higher, not less than the NLM norms.

(b) Maintaining literacy levels and building higher levels of writing and reading in neo-literates: The present primers as outlined are adequate to achieve the NLM norms but one has to plan to retain and indeed improve these levels. A detailed post-literacy programme is thus an essential feature of every literacy programme.

(c) Maintaining literacy in community as a whole: In the post-literacy phase maintenance of literacy in the community as a whole is essential. This implies that in addition to preventing relapses and mopping up those illiterate not covered in the literacy phase, we must also prevent recurrence. Recurrence can occur due to

(i) Present school drop-outs not covered by current campaigns reaching the adult age groups a illiterates.

(ii) Present school non-enrollers not covered by present campaign reaching the adult age group as illiterates.

(iii) Immigrant illiterates from neighboring districts and states.

Only an efficient post-literacy system can cater

to this.

9.4 Functionality and Awareness Components (FAC)

That the concept of adult literacy must include 'functionality and awareness' is well understood but it is difficult to define it. NLM's definition is acceptable as such but it needs furhter elaboration.

Awareness should include

(a) Knowledge of the world around us and our method of understanding it. Broadly this is science. This includes:
   (i) The earth as place in the vastness of the universe and its links with the entire universe both in origin and at present.
   (ii) The natural and geographic features of earth—the land masses and seas, atmosphere and the soil, mountains, rivers, deserts, etc., and humanity's relationship to these features.
   (iii) The diversity of life forms—microbial, plant and animal life and humanity's relationship to it.
   (iv) Human beings as linked by evolution to their entire surroundings, sharing a common oringin with them, depending on them for their existence.
   (v) Human life as the subject and its increasing ability to learn about nature and use of this knowledge to transform nature to serve human needs—physical and cultural.

(b) Knowledge of society. This includes:
   (i) Differentiation of human life from animal life and the evolution of civilized humans.
   (ii) The development of society from its primitive stages to the modern.
   (iii) Social institutions created as a product of social development—administration, judicial systems, law enforcement agencies, political institutions, educational institutions, health care systems, etc.
   (iv) The relationships in society and the central nature of human productive activity in relationship to wages, employment, physical and cultural necessities of life and development.
   (v) Culture and cultural institutions and development of human life and its importance and relationship to material production, politics, history, etc.

(c) Development and change
   (i) Understanding of present day development and possibilities for development—both at individual and social levels.
   (ii) The contribution of the political process and the electoral sytem (with its relationship to administration and to change.
   (iii) Various response of people to change :
      * Co-operative movements
      * Women's organizations
      * Youth movements
      * Association: trade-based, voluntary, for social work, etc.
      * Trade unions
      * Peasants organization etc.
      * Manufacture's organizations
      * Local, national and international organizations.
   (iv) The contribution of education to change:
      * Adult literacy work as a change agent
      * Role of science and technology in change
      * Literacy and knowledge of science and technology as contributions to change.
      * Evoluation of people's science movements in India—the ability of such movements to provide awareness inputs for change—its relationship to social development and to other responses for change.
      * The contribution of people's science movements to literacy and the necessity for similar movements to literacy and the necessity for similar movements in the post-literacy phase.

9.5 Imparting 'Functionality and Awareness' Components

There are some conceptual problems and constraints in imparting FAC in a total literacy campaign which one must consider in the planning.

(a) Time-bound nature

Is it possible at all to impart adequate FAC in a time-bound 5 to 6 months teachings phase, especially when literacy and numeracy also have to be covered? Some elements are, of course, essential but the 180-240 contact hours limitation implies by itself a limited FAC delivery. Most of the topics mentioned

above cannot be covered in the 6 month teaching phase.

(b) Inherent continuing nature

Functionality and awareness are by definition a continuing process. It is also more than imparting information bits. It implies an attitudinal change and a participatory action all of which have no clear points. Necessarily a total literacy programme can only make a beginning in FAC.

(c) Quality of volunteers

In most total literacy programmes with massive mobilization of volunteers one gets mostly youth of the 15 to 25 years age group, (more women than men) with 6th to 12th class educational status. Their socio-economic and cultural status is largely similar to the learners. Their own functionality and awareness levels are the same or even less than their more life-experienced adult learners. Considering the shortness of training they receive, their ability to impart functionality is often non-existent.

(d) Functionality component in three campaign Primers

Primer I

The volunteer instructor is advised to have a 10 to 20 minute discussion based on the pictures in the book or the key word or sentence. This word or sentence is chosen such that it has an emotional appeal to the learners and is closely related to some of their life's major wants or needs or desires. After discussions, the word is spelt out. It also creates an awareness and can be used to build a group feeling and interest in the class.

Primer II

In Primer II, and much more in Primer III, the FAC delivery is much more and each lesson is made up of a paragraph or two on various topics relating to man and his surroundings, health and environment, society's development, social institutions, etc.

The topics thus in the Kerala and Pondicherry campaigns were:

I. Basic needs
- (a) Food
- (b) Employment
- (c) Health
- (d) Learn the causes

II. Man and his surroundings
- (a) The solar system
- (b) Our universe
- (c) Nothing is immutable
- (d) All are related to one another

III. Society and its development
- (a) How man became man
- (b) Man is all powerful
- (c) Nothing can be done alone
- (d) Man-woman equality
- (e) How we got independence
- (f) Our nation
- (g) Our state
- (h) The wealth of our state
- (i) Dignity of labour

IV. Health and environment
- (a) Housing
- (b) Clothing
- (c) Drinking water
- (d) Cholera and its treatment
- (e) Tree is our friend
- (f) Women's health (covers family planning)
- (g) Immunization
- (h) Essential drugs
- (i) Smokeless chullah

V. Social institutions
- (a) Industry is wealth
- (b) Democracy
- (c) Local self-government
- (d) The legislature, the executive and the judiciary
- (e) Of associations and movements
- (f) Consumer protection
- (g) Post office
- (h) Our education
- (i) Fair price shops and cooperative stores
- (j) Wages
- (k) Let us build a new world

Given the limitations outlined above, the actual coverage of FAC is far less than hoped for. It is therefore one of the main tasks of the post-literacy campaign phase.

The Nellore 'Today's Good Topic' Model

The Nellore model which is an improvement over existing models addressed FAC with a successful innovation called 'Today's Good Topic'. In the second month of the campaign a guide-book was given to volunteers with about 60 short one or two page lectures, creatively written on carefully chosen topics. The volunteers were asked to take two to three classes called 'today's good topics' weekly on these topics. In the weekly volunteers meeting the master-trainers taught them the topics for the

coming week. These classes were then monitored.

Subsequent reports show that FAC imparting then started in about 50 per cent of classes. The FAC classes also helped keep the classes and the volunteers meetings more lively and re-inforced the organization strategy.

It is proposed that such FAC classes be introduced in all campaigns after one and half to two months of teaching is over.

10. NOTE ON POST-LITERACY

10.1 Experience world-wide, especially from campaigns shows that

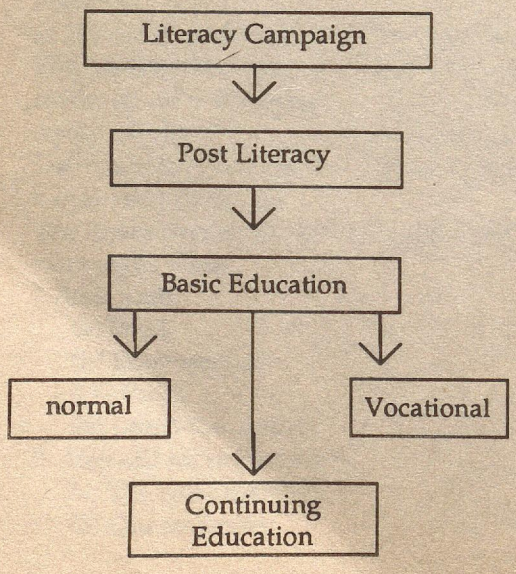
(a) there are wide variations in the level achieved by those assumed to have become literate

(b) there is enough evidence to suggest that a substantial proportion of persons who acquire literacy skills (40-70%) relapse into illiteracy.

(c) there is a basic question regarding the use made by literate people of their literacy skills.

10.2 It has been emphasized that "any literacy programme planned without a corresponding plan for post-literacy is certain to be an exercise in futility. It is abundantly clear that in most countries massive campaigns are mounted for literacy and functional programmes with no plan whatsoever made in advance for post-literacy programmes. PL programmes incidentally emerge as ad hoc measures usually designed to retain participants in advance in its own right, with as much attention paid to its implementation as is paid to initial literacy campaign".

10.3 Definition (first international orientation seminar) : "Post-literacy is an integrating, learning process to assist literates to retain, improve and apply their basic knowledge, attitudes and skills for the satisfaction of their basic needs and to permit them to continue education through a self-directed process for the improvement of their quality of life (personal and societal).'



10.4 Post-literacy is thus part of a continuum of education which can be shown as

Post-literacy is also the stage of transition from guided learning (dependent on an instructor) to self-learning.

10.5 The central programme objectives of post-literacy are :

(a) Remediation—remedy the deficiency of learning in the literacy phases or, in other words, build up literacy skills to satisfactory standards.

(b) Continuation—This is retention, re-enforcement, stabilization and upgrading of literacy skills and improvement of functional skills.

(c) Application—Normally the improvement of literacy and functional skills should led to their application in living and working situations but this needs to be encouraged by positive measures. Through application of literacy, people begin to participate in the development process.

10.6 Supplementary objectives

In a post-literacy strategy to make optimal utilization of resources—human, financial and organizational—a number of supplementary objectives can be included depending on specific situation obtained in the district.

These could include :

(a) Preparing select persons especially children or groups for rejoining formal system or higher learning

(b) Supporting universalization of elementary education by

(i) Providing motivation through village committees and environment building.

(ii) Ensuring adequate resources and achievement levels in schools as far as possible. (Thus village committees must ensure 100% school enrolment and prevention of droputs in their areas.)

(c) Ensuring non-formal education for children of 5-15 age group who are unable to go to schools

(d) Development of skills or vocational training

(e) Mopping up of illiterates

(i) those not covered in campaign phase

(ii) immigrant illiterates

(iii) recurrence due to school non-enrollers or dropouts.

(f) Strengthening the libracy network and optimal utilization of libraries

(g) Acting as an information system for rights and developmental opportunities (functionality and awareness).

(h) Developing linkages with health programme
(i) total immunization
(ii) endemic disease control
(iii) diarrhoeal disease control
(iv) drinking water and sanitation
(v) maternal and child health
(vi) other health aspects.

(i) Linkages with rural development programmes.

10.7 While there can be a multiplicity of approaches towards realizing part of or all the above objectives, any such programme must clearly spell out the following.

(a) The learning strategy it plans, including the learning materials it will use

(b) The strategy of training

(c) The organization structure for co-ordinating and administering the programme and the mechanisms for monitoring and evaluation of levels (MIS)

(d) The supplementary activities meant to reinforce the functioning of post literacy programme and to achieve supplementary objectives

(e) The financial implications, grant sought and various sources of financial support.

10.8 Ideally the post-literacy plan should be for a duration of 2 years, more intense in the first year and tapering of in the second year to structures that will be maintained permanently. Post-literacy would be the bridge between a literacy campaign and a regular continuing education scheme.

10.9 Learning Strategy for Post-literacy

I. There are three definite requirements of any learning strategy.

(a) Providing textual material along with a strategy for every neo-literate to learn this with direct guidance.

(b) Providing supplementary reading materials and ensuring accessibility of these material to every learners.

(c) Creation and maintenace of a literate environment.

II. The continued necessity for textual material with instructor-guided learning is justified by two factors.

(a) It is essential to organize systematic work for every neo-literate to ensure that stabilization and prevention of relapse occur in every individual as far as possible. This systematic learning cannot be done without a text.

(b) It is essential that writing and computation are reinforced. Any strategy based on supplementary reading material alone cannot cater to these aspects which are essential components of being literate.

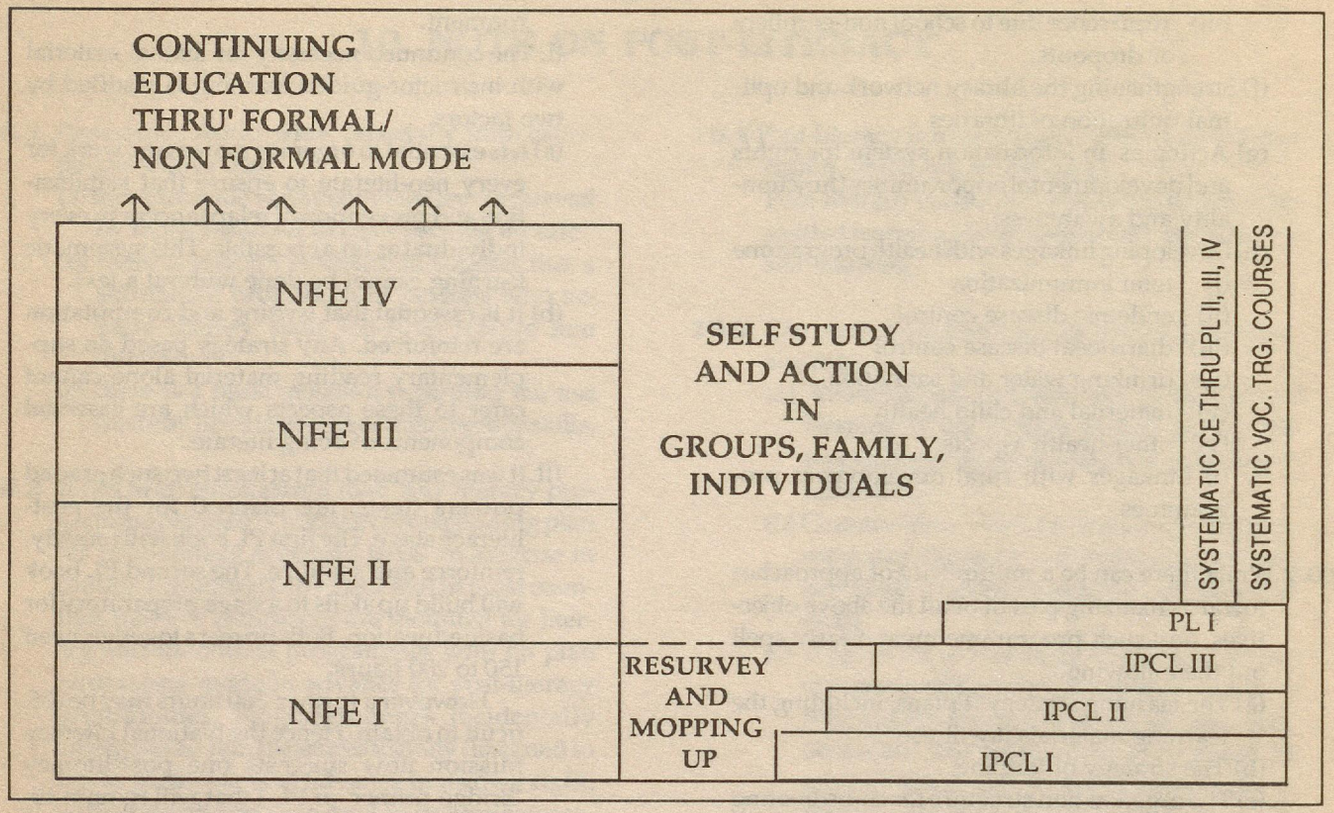
III. It was estimated that at least two such graded primers (texts) are planned for the post-literacy stage. The first PL book will remedy, reinforce and stabilize. The second PL book will build up skills to a stage preparatory for basic education. Both primers together need 150 to 200 hours.

However a further 300 hours may be difficult to obtain. Hence the National Literacy Mission now suggests one post-literacy 'Bridge-primer' or PL-I that will require 40-50 hours of instructor-based learning. It will also provide opportunity for self-learning

IV. The form in which learning of the PL books will take place may vary. However in most proposals received and in strategies elsewhere in the world there is a concept of creating a "literacy circle" or group or "network". Such a network would be a bringing together of about 30 to 40 neo-literate with 1 to 4 volunteer instructors. Learning would be guided by the volunteer/volunteers, by peer group members especially those with better achievement and even by themseleves as part of this group. However, the instructor is essential and the ratio may vary from 1:10 to 1:30.

V. This learning strategy implies "that we do not focus on the individual learner but on classes or groups of learners. This implies that quite apart from helping learners in groups to achieve their objectives, practitioners are faced with the basic task of getting these learners together as groups and keeping them together so that the post-literacy and continuing education programmes may be successfully carried out.

Networks not only provide general support to individual practitioners (or volun-



teers) but can in particular

* establish communication links between practitioners, (volunteers) neo-literates and other educational agencies.
* foster peer group support among literates on the one hand and among facilitators (practitioners) on the other.
* lead to the development of healthy interpersonal communication skills.
* promote the habit of learning to explore better alternative ways of thinking, feeling and living, so essential for acquiring the powers of independent learning and self-management.
* serve as the basis for decision-making for action and also for eventual policy formation, especially at the local level.

VI. Organization of literacy circles or networks specifically for women, for children in 9-14 age group and for other social groups, have specific advantages as a learning strategy.

VII. In addition to guided learning using graded texts, a variety of supplementary reading materials must be planned. The main forms of these are

(a) Newspapers
(b) Wall newpapers
(c) Periodicals
(d) Booklets and books
(e) Comics

VIII. The main problem is that at present very little printed materials exist suitable for neo-literates and the skills and necessary features of neo-literate literature have been acquired or even understood by very few writers. The approach to creating or acquiring such reading material needs to be spelt out in each district. In many districts books produced at the state or national level by SRCs, NBT etc., would be adequate but planning will still be required for newspapers and wall newspapers etc. Planning is also required to decide contents/ topics to be covered by the books, which thereby provides a core functionality and awareness education. However, these need not be spelt out in a project proposal.

IX. The manner of distribution of such supplementary reading material and ensuring their optimal use needs also be indicated. Wherever local literacy circles or network are formed, these can fulfil these responsibilities as well but one can also plan for this work being carried out by other local liter-

acy committee members.

X. The district plan must also consider the essential task of MAINTAINING A LITERATE ENVIRONMENT. This refers to the use of posters, wall writing, specially designed programmes on radio and television, use of locally specific art forms, mobile exhibition and museums, and local libraries in an integrated fashion. This provides continued motivation for the learners and keeps the environment suitable to encourage learning.

10.10 Organizational Aspects of Post-literacy Work

I. Organizational structures are essential to distribute and ensure utilization of neo-literate materials and its integration with reading rooms, local libraries and the continuing education centres or literacy circles. Such an organizational structure would
   (a) be primarily based on voluntarism
   (b) ensure retention of literacy
   (c) ensure utilization of reading materials
   (d) ensure 100% school enrolment
   (e) prevent recurrence of illiteracy
   (f) supervise and, if necessary, undertake NFE work
   (g) become the main vehicle of ensuring continuation of teaching FAC.

II. There should be a major programme of training the best volunteers thrown up by the literacy campaign and equipping them to run post-literacy centres. This can be done by training the volunteers to serve as information windows on development and rights. Not only would such a training increases functional literacy but would also serve to keep voluntarism active.

III. Integration with other democratic and development activities.

From being mere information windows on development and rights to be actively involved in organizing people for change is a very big step indeed. However one must remember that literacy movements do not function in isolation. There are many other movements such as association for rights like women's organization, youth organization, dalit and tribal organizations, and trade unions. There are also voluntary organizations which are active in many areas. In particular, a number of agencies working with co-operative institutions, rural development programmes, programmes for uplift of weaker sections, etc., need to be brought into the post-literacy work.

IV. Intergation with People's Science Movement activities.

There are also the Peoples Science Movements all over India originated out of a desire to popularize science and to create scientific awarenss and a scientific temper. They also arise out of a conscious desire to ensure that science and technology is used for the benefit of all. It is essential to understand this movement for two reasons. First our present literacy work itself has developed partly as a continuity of PSM work. Second, promoting literacy in the sense of functionality and awareness is an experience derived from the activities of the People's Science Movements. This experience is essential both for working out strategies to impart functionality and awareness and for countinuing work in the post-literacy campaign. This experience will be useful as a guide not only to existing PSM groups but also to all groups and agencies which are now involved in total literacy work.

Appendix

NLMA GUIDELINES ON IMPROVED PACE AND CONTENT OF LEARNING (IPCL)

INTRODUCTION

A study of literacy programmes all over the world reveals a common objective, viz. that the effort should lead to definite outcomes so that it is possible to make a dent in the problem of illiteracy. The approach followed everywhere emphasizes that outcome-oriented literacy drives meet a greater degree of success. This is also the thrust in the National Literacy Mission—the intention being that in the shortest possible time the largest number of illiterates become functionally literate and they are enabled to perceive the gains of literacy while they are in the process of acquiring literacy.

Such an approach demands a transformation in the pedagogy of literacy learning and, therefore the stress on the 'improved pace and content of learning'. In this approach, what is attempted is a total integration of the learning units with adequate scope for exercises, practice and tests, so that the learners, are able to appreciate the utility of these tests and discover for themselves their achievements without any feeling of being subjected to a formal test. The frequency at which the tests appear in the reading materials eliminates the element of surprise and gives to the learners greater confidence to accept and take further tests even by outsiders, if considered necessary. The opportunity to get accustomed to different situations (excercises, practice tests, etc.) is a strong points in favour of helping them to take the course to variety of material rather than remaining fixed to a particular text.

The National Policy on Education, the Programme of Action and the National Literacy Mission lay down specific minimum learning norms. In the new package of materials currently being developed the testing procedures and testing mechanisms remains comparable and only those learners who are able to perform up to the prescribed standard are declared literate. This level ensures that those who attain the NLM norm and who continue to take part in the post-literacy phase either through Jana Shikshan Nilayam or through other modes of reinforcing literacy skills would not easily relapse into illiteracy and their literacy will be non-relapsable.

1. PERSPECTIVE

1.1 The experience of implementing the Adult Education Programme in India during the last 3 decades has shown that if the content of literacy is relevenat to the needs and interests of learners, if the programme duration is not too long and stretched, and if the result of initial efforts are quickly discernible, the learners respond well and their achievements are high. Thus, three factors become critical in literacy learning:

(i) Programme duration
(ii) Programme content
(iii) Visible results

1.2 The adult education programmes in the past have been of varying length. However, there is a growing realization that if the programme duration is short, yet long enough for imparting functional literacy skills, it would evoke good response from the learners. Programmes of unnecessarily long duration have in the past proved to be unenduring and counter-productive. Based on an analysis of past experience we will in the following paras address ourselves to the question of the optimum duration of literacy programme, and the design of the literacy package.

2. PAST EXPERIENCE

2.1 In the programme conducted in the past, such as Gram Shikshan Mohim, the Farmer's Functional Literacy Programme (FFLP), the scheme of non-formal eduation for adults in the 15-25 years age group, and the National Adult Education Programme the basic literacy learning priod ranged from 150 to 300 hours. There was also considerable flexibility in the total programme duration which ranged from 3-4 months to 8-10 months.

(a) In the Gram Shikshan Mohim, the total duration of the programme in the nature of campaign was 4 months. The intention was

to carry on the campaign till all the illiterate persons in the age group 14-50 become literate, thereby eliminaing illiteracy from the whole village.

(b) In the Farmers' Functional Literacy programme the duration of the programme was 150-200 hours spread over 14-15 weeks.

(c) In the scheme of Non-formal Education the duration of the programme was 350 hours—2 hours per day for 5 days a week over 8-9 months.

(d) In the National Adult Education Progamme, the length of the programme was 350 hours basic literacy spread over a 10-months period followed by a post literacy programme of 100 hours.

2.2 The Evaluation Report of the Experimental World Literacy Programme concluded that adults are in a position to master basic literacy skills of primary school standard level in about 200 hours. Similarly, the Review Committee of NAEP (1980) observed that it was possible for adults to acquire basic literacy in about 200 hours. They, however, cautioned that the risk of relapse into illiteracy in a 200 hour programme would be high, unless the level of literacy acquired is sufficiently good. The committee, therefore, recommended that literacy should be integrated with general education, including within its ambit functionality and awareness components, since literacy, functionality and awareness are mutually reinforcing components. The Committee also recommended that along with literacy there is provision for post-literacy and follow-up activities, so that literacy becomes more durable.

2.3 The evaluation reports brought out by external evaluation agencies who had a close look at the programme in the states of Bihar, Gujarat, maharashtra, Rajasthan, Orissa, and Tamil Nadu also indicate that if the period of instruction is shortened, wastage of effort and resource is reduced. During the initial period of 3-4 months, the response to learning is generally good, and enthusiasm to acquire literacy is high. However, on acoount of various factors, attendance at the centres to wane after 3-4 months, resulting in a high dropout rate.

These conclusions were also reached in the 2 workshops held in Pune (July 1988) and Antiwar (November 1988), as also in the conference of Directors of Adult Education and SRCs.

3. RESULT-ORIENTED APPROACH

3.1 The National Policy on Education—1986 places emphasis on result-oriented approach to the entire education system so that system is accountable. The same spirit pervades the National Literacy Mission which states categorically that the programme will expect 80 million persons to become literate in the age group 15-35 by 1995. It will not be enough for us to feel satisfied with enrolment figures or persons covered in the programme. Therefore, if the output is to be the order of 80 million, efforts at enorlment and coverage of persons will have to be much higher. By implication the system will have to ensure faster achievements in a shorter duration and thereby enable the administrators and organizers of the programme to attain the goals and objectives set forth in the programme. The NLM strategy, therefore, involves the creation of an environment where the whole programme is based on a motivation centered approach. Once motivation is heightened, the necessary techno-pedagogic inputs will further raise the quality of implementation of the programme and lead to qualitatively superior results.

3.2 It is also psychologically more satisfying for the learner if he/she perceives the benefit of learning constantly and there is a feeling that learning is not a chore but a task which can be easily accomplished.

3.3 In the foregoing paras, we have highlighted that if the content of the programme is relevant to the needs, interest and aspirations of the learners, the motivation to continue with the programme is high. Therefore, both the pace at which literacy learning is organized and the content of literacy have a bearning on the outcome of the programme. Obvioulsy, there is need for placing greater emphasis on an Improvement in the Pace and Content of Literacy Learning (IPCL). It is with this end in view that the programme duration is being reduced from the existing 8+4 month pattern to 200 hours of basic literacy instruction. This skills acquired during these 200 hours are reinforced through post-literacy and continuing education in JSNs which provides access and opportunities to higher levels of learning. There entire learning

package must therefore, be so designed as to facilitate quick learning and prevent relapse into illiteracy.

4. PRE-REQUISITES FOR INTRODUCTION OF IPCL

4.1 The Improvement in Pace and Content of Literacy (IPCL) presupposes certain actions. Unless these actions are completed the success in IPCL may be limited. These actions include creation of an atmosphere conducive to literacy promotion and learning, proper identification of functionaries and their training, adequate logistic support and most importantly, a drastic change in the methodology and design of materials preparation.

4.2 For the literacy programme to succeed, it is necessary to create conditions where people value and demand literacy. This requires the mounting of a campaign of environment building by the use of both traditional and non-traditional media.

4.3 Along with the creation of an environment for literacy promotion it is also essential to ensure that adequate arrangements exist for imparting of literacy. This will depend on the extent to which the location of adult education centres is found satisfactory by the learners, that the timings are convenient to them and that physical facilities such as accommodation, lighting and other techno-pedagogic inputs are available.

4.4 Apart from providing an environment for literacy promotion and learning, proper identification of functionaries is crucial. Grassoroots level workers, namely, instructors and preraks, will be, in the ultimate analysis, responsible for making IPCL operational. Therefore, after the selection of suitable persons, it will be essential to orient them and give them sufficient training to carry on the task of implementing IPCL. Particular care will have to be taken to see that the philosophy and approach of IPCL is appreciated and internalized by the instructors and preraks. The details of the duration of training, its methodology and content would, therefore, have to be carefully planned and organized.

4.5 The teaching-learning materials will require substantial modification. It will be necessary to review them from the point of view of launching the IPCL and build in them the features of accountability so that the results of the efforts made can be made known in measurable terms.

4.6 As a follow up to the recommendations for shorter duration programmes several steps were taken. The work initiated at Pune and Indore was subsequently reviewed in the Experts Group meeting on Learner Evaluation (June 13 and 14, 1989) where the following decisions were taken which were also endorsed in the conference of directors of SRCs held in July 1989.

(i) There is a plethora and multiplicity of materials (primer, workbook, exercise book, etc.) which do not always reach the learners in time. The supply of material has been defective and unmanageable.

(ii) The material in use is not always of a grade and quality that would enable the learners to achieve the NLM norms.

(iii) The material in various states and languages lack uniformity, there are wide variations in space allocation for practice, exercises, evaluation, and illustration.

(iv) The structure of the existing material is so rigid that it does not permit a droput to resume learning where he/she dropped out. There is no provision for a learner with limited motivation or time to have the satisfaction and pride of having attained even some basics in literacy and numeracy.

(v) There is no assured, unobtrusive progress recording system with regard to learners' acheivements. There is also little provision for self-assessment by the learner which can lead to generation of self-assurance and motivation. As a consequences, when the learner faces an evaluation exercise administered by an ouside agency he/she feels threatened—either avoids the evaluation totally, or fares poorly.

(vi) The validity of learner achievements has become doubtful and the programme credibility has become a casualty. There is also no cross comparability of results in various parts of the country and in various programmes. The above weaknesses need the urgent

attention of material producers.

4.7 The consensus evolved during the series of discussions and consultations over the past two years are the following :

(i) When the learner returns after a gap, he/she should be able to start where he/she left the study.

(ii) The final achievement should correspond to the level of NLM norms. The content of the primer should be rich enough to achive the NLM norms.

(iii) A corollary to the above is that the achievements of the learners through the primers should be comparable all over the country. The literacy package should be manageable, so that its preparation, distribution and use is timely and smooth.

(iv) Literacy and numeracy should be an integral part of the same primer. There should be an integration of learning units, exercises, drills, tests and evaluation. This would mean that there will be no separate workbook, exercise book, test papers or evaluation sheets.

(v) The primer should be capable of generating dialogue and discussion. It should be capable of entertaining the readers. It should excite the learners through discovery and games.

(vi) It should permit an assessment of the progress in learning on a periodic basis by the learner and instructor and help in record keeping.

(viii) The literacy norms given in the NLM document are the minimum levels of achievement, a yardstick against which the results of any programme would be measured. However, it would be useful to divide these into three parts denoting three levels of the basic literacy stage. The literacy to be attained by the learners at the end of each level is given below :

Level I

Ability to

* read and write words/sentences using most frequent letters and vowel signs
* read and write numbers up to 50
* write one's own name

Level II

Ability to

* read and write words and sentences having almost all the letters, all vowel signs and some conjunct letters
* read and write numbers up to 100 and do simple addition and subtraction up to 100
* write names of family members and one's address

Level III

Ability to

* read and comprehend a small passage (unknown text/newspaper headings, road sings)
* compute simple problems involving multiplication and division.
* apply skills of wiriting and numeracy in day-to-day activities, ie. writing letters, filling forms, etc.

STRUCTURAL DESIGN OF THE PRIMER

* The primer would be in three parts, each part would correspond to the three levels mentioned above.

Primer	(Part I)	Level I
Primer	(Part II)	Level II
Primer	(Part III)	Level III

* Each part will contain literacy and numeracy and integrated teaching units, exercises and drills, tests, evaluation sheets and a model certificate to be given to the learners.

Integration of Literacy, Numeracy, Exercise/Drill, Test and Evaluation—An Illustration

L-1			L-2			L-3			
LIT	NUM	EXER/DRILL	LIT	NUM	EXER/DRILL	LIT	NUM	EX/DRL	TEST
L-4			**L-5**			**L-6**			
LIT	NUM	EXER/DRILL	LIT	NUM	EXER/DRILL	LIT	NUM	EX/DRL	TEST
L-7			**L-8**			**L-9**			
LIT	NUM	EXER/DRILL	LIT	NUM	EXER/DRILL	LIT	NUM	EX/DRL	EVAL/ CERT

OTHER FEATURES OF THE PRIMER

* There will be varied exercises to practise reading and writing, fixation of hand, numeracy, etc. Among the exercises, the first few should be drawing of horizontal, vertical and oblique lines, curves, semi-cricles, full circles, etc.
* The exercise should not create monotony and boredom. They should be ingenious concentrating on specific items to be tested and should be in the form of games also.
* The proporation of learning unit and exercise should be 50:50
* Tests would be incorporated after the second or third learning unit depending on the total number of lessons in a book. There has to be sequence of learning units, exercises and tests, each reinforcing the other.
* While formative tests would cover only the portions from the primer, the final test would be general. For example, a paragraph specially constructed or taken out from a neoliterate material could be given for reading and comprehension. The entire efforts is guided by the consideration that the design/format of materials would remain uniform all over the country, but content would vary reflecting linguistic forms and structural requirements and absorbing local demands.
* Each part of the primer would contain a perforated certificate to be given to a learner after completion of a part of the primer successfully. On the reverse of the certificate would be given the details of the literacy level attained.
* The first certificate would be signed by the Instructor, the second by the prerak and the third by the village leader or any other witness.

4.8 On the basis of these decisions, each SRC is now engaged in revising the primers following the principle of integrating the main learning units with lessons for practice, test materials, etc. The merits of the approach lie in the fact that it promotes self-evaluation by the learners all through the programme and encourages the instructor to maintain the record of the learning.

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