

**ANNUAL REPORT
1982-83**

(INCLUDING THE REPORT
OF
THE SECOND REVIEW COMMITTEE)



LITERACY HOUSE

साक्षरता निकेतन

FOUNDED BY DR. (MRS.) WELTHY H. FISHER

GOVERNED BY INDIA LITERACY BOARD

‘एकै आखर पऊ का पढ़े तो पंडित होय’

—कबीर

। अपने को जो जान पाता है, वही ज्ञानी है ।

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Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016
DOC. No. 1629.....
Date..... 22/9/84.....

Programme Perspective

A humble and sincere effort on the part of all workers to understand the world-view of the founder Welthy Fisher and to emulate her spirit of dedication and enquiry with an honest and constructive element of self-realisation marked the binding thread of all activities of Literacy House. As an institution of wide national and international recognition and standing, Literacy House has been able to serve not only the needy, the weak and the illiterate communities in the surrounding villages, but also to provide technical support service to a growing number of adult education, child and rural development schemes and activities sponsored by the Central and State governments and non-governmental agencies in the recent years. In the process, the institution created a genuine and increasing expectation in the mind of the adult educators and literacy workers in the country and abroad. This expectation is not exclusively with regard to the quantitative aspect of the services and programmes conducted by the institution but also with regard to their quality and significance in the context of the problems of implementation of mass adult education and development programmes.

As the State Resource Centre in adult education, Literacy House has the added responsibility of providing the technical data base and research inputs to the process of policy formulation and evaluation of the technical aspects of the ongoing Adult Education Programmes. This responsibility, by implications, imposed upon the institution the task of streamlining its own data base, methods of record keeping, management of its resources with a profound sense of commitment, participation and justice on the part of all concerned. It is precisely these processes of self-learning, self-regulation and self-reliance, which the institution is expected to transfer to the individuals, communities and agencies, who happen to be its target groups.

As decided by the Board in its last Annual General Meeting, while adopting the Approach Paper indicating the Fundamental Directions of the activities of Literacy House (Appendix E to the Second Review Committee Report), the activities of the institution should not be judged as ends in themselves but also as means to promote innovative trends and widely replicable models. This approach, thus demanded a continuous and relentless retrospection and evaluation of our behaviours, attitudes and values as reflected in the activities of the institution.

It is now universally accepted by the adult educators that the creation of awareness, understanding and behavioural transformation in the adult learners is largely dependent on the process of transformation that the adult educators and organisers themselves might have had undergone. It is therefore imperative on our part to understand and develop

ourselves both as individuals and as a collective through a continuous process of questioning, objective setting and problem solving. Through our individual and collective experience, we have by now also realised that without the effective participation of the target community we can hardly make adult education and other development programmes self-sustaining particularly in the most disadvantaged sections of the society.

It is also our realisation that at the community level the developmental needs of the illiterate and poor people happen to be interdependent. Their educational and cultural needs are overshadowed by their primary needs of food, shelter, clothing and security. Thus, the developmental programmes conceptualised and planned at the higher administrative and institutional levels as sectoral delivery networks do not really reflect the holistic nature of the needs of the community. Unless a receiving mechanism at the community level is generated and sustained through local efforts, any coordination of the activities of the various agencies at the community level remains a dream, inspite of the best intention of the different agencies at the higher levels to coordinate or integrate their programmes. As a result, the unorganised urban and rural poor tend to develop and demonstrate a dependency syndrome and very often the job training of the developmental functionaries, including the adult educators, are wrongly designed to prepare them mentally to reciprocate this feeling of dependency among the poor and the underprivileged. Here lies the importance of social and psychological orientation of a resource centre and the need for its active participation in community level activities.

In view of the above assessment and in response to the existing situation, several very modest but significant steps were taken in the year under review in all spheres of activities of Literacy House and other associated institutes and projects to reflect a sense of purpose, direction and urgency. As the outcome of these measures are largely qualitative in nature, their returns and pay offs are often intangible and experiential.

The major areas of qualitative development during the year under review are :

- reappraisal of the objectives of professional activities with a view to give them a field orientation.
- growing appreciation of the meaning of education, training and evaluation as the processes of all round development of personality, mental competencies and life skills.
- visualisation and implementation of multi-faceted and interfacial activities.
- concretisation of the concept of community education centres talking child development as the focus and linking it with adult and all other forms of non-formal education and development.
- organisational development through streamlining of administrative and accounting procedures and improvement of the cost effectiveness of the programmes and services.

CONCRETE EXPERIENCES

The field orientation of the ongoing professional activities in the campus was sought to be brought about by encouraging the staff members from all Sections to visit local community level programmes organised by various agencies. Such visits not only enabled the field workers to develop their competencies, but also gave opportunities to our staff members to acquaint themselves with the practical problems and also to assess the learning and training needs of the adult learners and the field functionaries. Such visits also provided us with feedback about the suitability of teaching-learning materials prepared by Literacy House and also with the opportunity to pre-test new primers and other materials.

Serious efforts were made to shift the emphasis in the ongoing training programmes from information and knowledge transfer to a process of skill and competency transfer. A ten-day intensive personality and communication skill development training was conducted by the Director, Literacy House with the active participation of a multidisciplinary faculty. This experiment also brought the Supervisors of the two national level schemes-Adult Education Programme and Integrated Child Development Service-together in a common skill development training exercise. The programme was kept more or less unstructured and a wide variety of training methods were used as and when the specific needs became perceptible with the progress of the programme. The report of the exercise, "Paryavekshak Logon ke Beech" (Supervisor in the Midst of the People), also happens to be unconventional in its presentation. The perceptions of the individual trainees were collated to develop a coherent narrative with the technical aspects expressed in an informal language of conversation.

In contradistinction to the general trend of treating adult education as a discipline by itself, significant initiatives were taken to conceptualise and develop adult education ideas, materials and training methods as multifaceted and multidisciplinary endeavours. With this objective in view, Literacy House jointly sponsored the Ninth Conference of the Ethnographic and Folk Culture Society in the campus on 27-29 January 1983, where a special scientific session was organised on Applied Anthropology and Adult Education. Professor S. C. Dube, National Fellow, ICSSR, Professor V. N. Misra, Archeological Survey of India, Pune, Professor P.K. Bhowmick, Calcutta University and several other distinguished sociologists, anthropologists and archeologists, who stayed in the campus, offered a rare opportunity to the adult educators to professionally interact with them.

Similarly, Literacy House organised a two-day workshop in Science Teaching and the Development of Scientific Reasoning in collaboration with the Department of Science Education, East Carolina University, U. S. A. More than 40 science teachers and Science Promotion Officers from different parts of the State participated in the workshop conducted by Professor Floyd E. Mathews, and Dr. William Spooner. The Piagetian methods of formulating reasoning tasks as demonstrated in the workshop were found to be of much relevance to our problems of developing adult education activities for mixed

ability groups of adult learners and trainees. Director, Literacy House coordinated the above workshop. He also provided technical assistance to a UGC Seminar on Science Education held at Chandigarh.

The first volume of a series of booklets on science, written in a popular style as inspired by Shri Bhagwan Sahay, Chairman of the Board and edited by the noted journalist and writer Shri Raghubir Sahay, has been released. Another set of three booklets on environmental pollution as visualised by Shri Bhagwati Sharan Singh, Vice Chairman and written by two eminent writers Shri Sharveshwar Dayal Saxena and Shri Kanhaiya Lal Nandan were also released in the year.

The practical difficulties in introducing standard Hindi vocabulary and syntax in the adult education centres meant for the learners, whose mother tongue happens to be a distinct dialect, were seriously analysed through several programmes. Director, Literacy House was sent on a technical mission to the Republic of Maldives by the Regional Office of Education in Asia and the Pacific, UNESCO, Bangkok, to assess the training needs of the adult education functionaries and to identify the appropriate teaching-learning methods and materials with special reference to the local cultural heritage. Director, Literacy House also attended the Asian Regional Planning Meeting for the Preparation of Materials for Neo-Literates on invitation from the Asian Cultural Centre for UNESCO, Tokyo. A compendium of the words commonly used by the adults in Uttar Pradesh with their dialectic origin and frequency counts, entitled "Proudhon Ka Shabd Sansar", prepared under the direction of Dr. Vidya Niwas Misra of K. M. Munshi Institute of Hindi, Agra has been released. The work in this area was initiated by Shri Bhagwati Sharan Singh, Vice-Chairman.

Director, Literacy House also provided technical assistance to the National Workshop on Development of Adult Education Programmes for the Linguistic Minorities and Tribal Population (24-28 Nov. 1982) held at Xavier Institute of Social Service, Ranchi. Shri Virendra Tripathi, Head, Curriculum Development and Material Preparation Section provided technical assistance to the National level Seminar on Post-Literacy and Continuing Education held at Hyderabad in collaboration with UNESCO. Similarly, Shri P. N. Shivpuri, Head, Training Section and Smt. Sheela Trivedi, Head, Family Life Education Section, participated at the National Level Meeting on Training Methodology organised by NIPCCD in Delhi.

Literacy House staff had several technical discussions with Mrs. Ruth Colvin of Literacy Volunteers International on the direct methods of teaching English as a second language during her visit to Literacy House and at the workshop conducted by her at Lalbagh Girls College. The audio-visual materials and the teaching methods demonstrated by Mrs. Colvin were found to be relevant to the process of developing bridge material for the linguistic minority groups in the country.

COMMUNITY EDUCATION CENTRES

The Action Plan of the Innovative Project for education of Captive Children, coordinated by Km. Runa Banerjee involved the chikan worker community at Daliganj, Lucknow in planning and managing four community education centres with community resources. Four female members selected by the community were trained by Literacy House in the management of early education and non-formal education and vocational skill development programmes for school dropouts and adult women with emphasis on higher wages linked with quality improvement and marketing of chikan work. A similar experiment was also launched at a Scooters India worker's housing colony to develop entrepreneurship and management skills of women teachers selected from the community to manage nursery and primary schools, entirely with community resources. Shri Shyam Lal of the Training Section has been providing consultancy to this project and a team of faculty members is working for developing a field unit by utilising the facilities of the Young Farmers Institute at village Bijnaur and the District Library network to replicate the experiment of community education centres in a wider area. This is proposed to be done through short duration training of unemployed and underemployed educated girls in setting up and managing nursery schools and day care centres linked with other productive activities as a small household business in the service sector. The social demand for such services is likely to increase spontaneously in the rural areas with increasing participation of women in productive activities. These community education centres may also act as feeder centres for the nearby primary schools having positive influence on retention of the younger children in the schools and the quality of school education.

PROMOTIONAL ACTIVITIES

The participation of Literacy House in the India International Trade Fair in Delhi in November 1982, Lucknow Mahotsav and All India Cattle Fair at Allahabad in February-March 1983 enabled the institution to create a wider awareness among large number of visitors, whose number ranged from 2,000-5,000 per day about adult education, literacy methods, use of puppetry and low cost silk screen printing in adult education, linkage between craft learning and literacy education. Prime Minister, Smt. Indira Gandhi visited the Literacy House stall at the All India Cattle Fair at Allahabad

Video recording of the process of skill transfer in job training of community education workers was taken up for the first time. These video recordings released in the India International Trade Fair have been found to be of significant importance in the orientation of the adult education and development functionaries.

INTERNATIONAL CONTACTS

Literacy House had the unique distinction of being the only State Resource Centre in the country to organise technical study visits and attachment programmes for senior adult education personnel from the People's Republic of China, Democratic Republic of Afghanistan, Republic of Malawi and Kenya under UNESCO sponsorship. The

exchange of experience between the adult educators from abroad and the professional staff of Literacy House have had profound influence in our understanding of the diversity and scope of adult education in bringing about social change.

Some distinguished scholars, researchers and senior officials from International agencies also visited the institution during the year. Mrs. Arlene Breithaupt of Toronto Education Board visited Literacy House to assess the possibility of exchange visits of scholars from Canada. Dr. Bruner Jobert of the Instituted Eludes Polilique, Saint Martin Heres visited Literacy House for an interview with the Director on the National Adult Education programme. The Director-General of the Centre for Regional Development, Nagoya visited the institution to get himself acquainted with the activities of Literacy House. Deputy Chief of Mission, U. S. Embassy, Delhi, visited the institution to pay homage to the memory of the founder Welthy Fisher. Programme Officer of the Marie Stoppe Foundation, Delhi visited Literacy House to explore the possibility of establishing professional contact in the field of family planning and communication. The Ethnic Arts Foundation, New York and Master craftsmen's Association of Mithila sponsored a three month attachment programme of a Maithili speaking girl with special interest in functional literacy and community leadership. The USAID has recently nominated an adult educator from Nepal for a six-month in-service training programme in consultations with the Government of India.

G. D. PARIKH MEMORIAL AWARD

Literacy House received the G. D. Parikh Memorial Award for the year 1982 "in recognition of the services rendered to the cause of adult education, action-oriented programmes for rural development and as a signal tribute to Mrs. Welthy Fisher, the founder of this great Institution."

Shri B. S. Singh, Vice-Chairman of the India Literacy Board and the former Director of Literacy House, received the Award on behalf of Shri Bhagwan Sahay, Chairman, ILB and the Board at a ceremony held in Bombay on 8 January 1983.

FOUNDER'S BEQUEST

The founder of Literacy House Dr. (Mrs.) Welthy Fisher on her return to USA from India after attending her Birth Centenary celebrations and a Reception hosted by Smt. Indira Gandhi on the occasion was indisposed for some time and passed away on December 16, 1980. Literacy House, India Literacy Board, and her admirers throughout India and abroad paid glowing tribute to her memory. Miss Sally Swanson, her long time companion, brought an urn after Mrs. Fisher's cremation to Literacy House in December 1981 and the same was embeded in the wall of the Prayer House in the campus.

Literacy House always remained dear to Welthy Fisher even during her last days. Before her death, Welthy Fisher left a bequest to the tune of Dollar 50,000 for Literacy House. The bequest has been transferred to the Welthy Fisher Literacy House Endowment

Fund in January 1983 by her nephew, Admiral Honsinger. In his letter to Admiral Honsinger, Shri Bhagwan Sahay, Chairman, assured him and Welthy Fisher's family that the bank interest accrued from the Endowment Fund would be used for those programmes which were very dear to the Founder.

STAFF POSITION

Professor A. K. Jalaluddin of Department of Education in Science and Mathematics, NCERT and former Director of Directorate of Adult Education, Ministry of Education and Culture, Government of India, joined Literacy House as Director and Ex-Officio Secretary, India Literacy Board on a two-year deputation term on 28 February 1982.

In order to streamline the administration and accounting system, the Board appointed Shri P. N. Malhotra, retired Senior Accounts Officer, CSIR, as Controller of Finance and Accounts with effect from 1 April 1982 and Shri V. N. Verma, retired Deputy Secretary to the Government of U. P., as Consultant with effect from 3 July 1982. Shri Sheshadri G. N. was appointed as Assistant Administrative Officer with effect from 8 September 1982 to look after campus maintenance and security. Shri P. Roy and Virendra Mulasi joined as Project Associates and Km. Mamta Verma joined as Lecturer (Child Development) under ICDS Training Project.

Shri Babu Ram Agarwal, Co-editor 'Anudesh' a monthly journal brought out by Literacy House under a contract with the Directorate of Adult Education, U. P., Shri A. K. Saxena, Mess Manager, Dr. G. L. Srivastava, Project Manager, IDC Project, Bijnaur and Shri R. P. Srivastava, Programme Officer, Shramik Vidyapith relinquished their posts during the year.

We are sad to put on record the sudden demise of Shri Mahabali, Mali, Shri D. D. Naithani, Puppeteer, Major S. S. Bist, Senior Administrative Officer and Shri Ganga Dayal Srivastava while in active service in the above period.

Director, Literacy House has been nominated as member of the Raja Rammohan Roy Library Foundation by Union Education Minister. He has also been nominated as President of India's nominee to the Aligarh Muslim University Court. UGC has nominated the Director as member of a Committee to review the functioning of SRC'S located in Universities.

REVIEW AND REORGANISATION

In keeping with the earlier practice, the Ministry of Education and Culture, Government of India formed a Committee under the Chairmanship of Shri R. C. Tripathi, Education Secretary, Government of U. P., to review the functioning of Literacy House and to assess the need for financial assistance of the institution from the Central and State Governments for the remaining part of the plan period. The Report of the Committee, which happens to be the second in the series, has been included as a part of this Annual Report.

In order to study the problems of management of the Bull Mother and the Agricultural Farms attached to Literacy House and to suggest possible linkages between the farm activities and adult education, training and extension programmes, the Board formed a Committee headed by Dr. Ram Krishan, Treasurer, of the Board. Another Committee headed by Shri J. Veera Raghavan, Executive Director, National Institute of Educational Planning and Administration, New Delhi was nominated to review the pay scales, promotional avenues and methods of performance evaluation of the Literacy House staff and to suggest measures for their improvement. The above Committees have submitted their final and first Reports respectively for consideration of the Board.

In the meantime, the Board had approved an interim relief to the staff members, whose basic pay was upto Rs. 400 with effect from 1 April, 1982.

As advised by the Board, the Director, Literacy House, introduced several measures for streamlining the administrative and accounting procedures, the details of which are recorded in the minutes of the Meetings of the Executive Committee and the Board.

CHANGES IN THE BOARD

Smt. Sheila Kaul expressed desire to discontinue her membership of the Board on her assuming the office of the Union Minister of Education.

Shri Virendra Tripathi, Head, Curriculum Development and Material Preparation Section and Shri Gokul Prasad, Supervisor, Publication Unit were nominated as Staff Representatives to the Board by the Chairman for the year 1982-83. Shri Tripathi was also nominated as member of the Executive Committee. Shri Shyam Lal, Convenor of the Staff Welfare Advisory Committee constituted by the Director, Literacy House, was nominated as a special invitee to the meetings of the Executive Committee and the Board by the Chairman.

Shri Bhagwan Sahay, after a prolonged association with the institution as a father figure, decided to relinquish the Chairmanship of the Board due to indifferent health. The Committee of Five which met under his Chairmanship on 28 February 1983, unanimously nominated Shri Satish Chandra, I. C. S. (Retd.), as the Chairman of the Board. The notification of his nomination was issued by the Ex-Officio Secretary of the Board on 3 March, 1983.

We most sincerely hope that Literacy House will continue to receive Shri Bhagwan Sahay's blessings. The institute is fortunate in having Shri Satish Chandra, a distinguished personality in the country not only in the field of public administration but also in voluntary action for socio-economic development, as the Chairman of the Board for the next three years.

**MAJOR ACTIVITIES OF THE DIFFERENT SECTIONS
DURING THE YEAR**

TRAINING SECTION

**CURRICULUM DEVELOPMENT & MATERIAL
PREPARATION SECTION**

FAMILY LIFE EDUCATION SECTION

**COMMUNICATION AID DEVELOPMENT &
TESTING SECTION**

**RESEARCH, EVALUATION &
MONITORING SECTION**

LITERACY HOUSE FARMS

SRAMIK VIDYAPEETH, KANPUR

LITERACY HOUSE PUBLICATIONS

Training Section

Professional Staff :

Shri P.N. Shivpuri
Shri Madan Singh
Shri R.C. Aerial
Shri Prabhu Dayal
Shri Shyam Lal
Shri Ahmad Raza

Major Activities :

— In-service Training of Adult Education Functionaries :

- | | | |
|--|-------------------------------|-------|
| (a) Assistant Project Officers (Initial)
12-21 May 1982 | (coordinator : P.N. Shivpuri) | (26) |
| (b) Project Officers (Refresher)
24 May - 2 June 1982 | (Madan Singh) | (28) |
| (c) Supervisors (Initial)
26 June - 9 July 1982,
in collaboration with Research, Evaluation
& Monitoring Section. | (P. N. Shivpuri) | (43) |
| (d) Supervisors (Initial)
11-25 July 1982 | (Prabhu Dayal) | (20) |
| (e) Trainers of Adult Education Instructors
(Initial), 17-26 August 1982 | (Madan Singh) | (33) |
| (f) Trainers of AE Instructors (Initial)
26 July - 4 Aug. 1982 | (R. C. Ariel) | (32) |
| (g) UNESCO Fellows from Afghanistan
(Women Officials)
17 Sept. - 7 Oct. 1982
Course Director : A. K. Jalaluddin | (Madan Singh) | (5) |

- | | | |
|---|------------------|------|
| (h) Supervisors(Refresher)
18-24 January 1983 | (Prabhu Dayal) | (36) |
| (i) Supervisors(Refresher)
6-14 February 1983 | (P. N. Shivpuri) | (79) |
| (j) Trainers of AE Instructors (Initial)
15-21 February 1983 | (Madan Singh) | (56) |

—Training of National Service Volunteers & Rural Youth Leaders :

- | | | |
|---|------------------|------|
| (a) Centrally sponsored
29 April 1982 | (P. N. Shivpuri) | (35) |
| (b) Centrally sponsored
18 Nov.-17 Dec. 1982 | (Shyam Lal) | (33) |
| (c) Sponsored by NYK, Bijnaur & Unnao
and Degree College, Etawah
22 Feb. 3 March 1983 | (Shyam Lal) | (28) |

— Extension of Technical support Service :

- | | |
|---|------------------|
| NSS Coordinators' Planning
Meeting on Social Forestry
26-27 April 1982 | (all staff) |
| Regional Conference of AE Supervisors,
Agra Region, Agra, 29 April-1 May 1982 | (P. N. Shivpuri) |
| State Level Seminar of Link Offices,
Jawahar Bhavan, Lucknow, 4 May 1982 | (all staff) |
| Regional Conference of AE Supervisors
Lucknow Region, Lucknow
22-26 June, 1982 | (all staff) |
| AE Instructors' Training, Mohanlalganj,
Lucknow, 8 August 1982 | (P. N. Shivpuri) |
| Preparation on Teaching-Learning Material
at Writer's Workshop, Bhopal (M.P.)
6-12 Sept. 1982 | (Shyam Lal) |

Preparation of Training Curriculum for
AE Instructors at Technical Workshop,
Banaras Hindu University, Varanasi
15-21 Sept. 1982 (Prabhu Dayal)

Youth Leadership Training Programme,
NYK and Gorakhpur University, Deoria
18-19 Sept. 1982 (R. C. Ariel)

AE Instructors' and Supervisors' Training
Programme, Sahakari Degree College,
Mariyahun, Jaunpur Dist.
4-10 Oct. 1982 (Prabhu Dayal)

AE Instructors' and Supervisors' Training
Programme, Post-Graduate College,
Ghazipur
19-22 Oct. 1982 (Madan Singh)

AE Supervisors' Training, Panchayat &
Social Service Department, M. P., Indore,
22-28 Nov. 1982 (Madan Singh)

—Participation at National and State Level Seminars/Workshops etc. :

National-Level Review Workshop for
Trainers of Middle Level ICDS Functionaries.
NIPCCD, New Delhi
19-21 Oct. 1982 (P. N. Shivpuri)

XXVIII Indian Library Conference, Lucknow
20-25 Nov. 1982 (Prabhu Dayal)

Annual Conference of the Indian Adult
Education Association, Mhow (M. P.)
19-22 Dec. 1982 (Madan Singh)

State Level Training Seminar on
"Educational Objectives," State Institute
of Education, Allahabad,
23-29 July 1982 (Madan Singh)

—Field visits for Assessment of Training Needs :

AE Projects (August-September) :
Bulandshahar (R. C. Ariel)
Bareilly (Shyam Lal)
Mirzapur (Prabhu Dayal)
Varanasi & Deoria (Madan Singh)

—Special Projects :

Training of Community teachers in early education, community participation and management of household and community school and daycare centres (an ongoing project taken up under a contractual arrangement with Scooters India Limited and the Chandrashekhar Azad Housing Cooperative Society, Sarojininagar Block.

(Project Director : A. K. Jalaluddin,
coordinator : P. N. Shivpuri.)

(Shyam Lal)

—Preparation of significant Training Material :

A Slide-Tape Programme,
entitled "Captive Children of Daliganj"

(Production : A. K. Jalaluddin,

Photography : R. C. Ariel,

Graphics : K. G. Singh

IPEC Project Staff :
(Runa Banerjee, Ved Prakash,
Farida Fatima).

Action Photographs for exhibitions,
publications and public relations

(R. C. Ariel)

Finalisation of the manuscript entitled
'Praudh Shiksha Salahkar'

(Madan Singh)

"Apni-Apni Bat' -A follow up News
letter for N. S. Volunteers

(P. N. Shivpuri & Shyam Lal)

—Project Proposal :

"A Field Project on Post-Literacy
Library Service and Continuing
Education"

(Madan Singh)

(preliminary survey has been conducted
and the existing resources indentified for
the purpose).

Curriculum Development and Material Preparation

Professional Staff :

Shri Virendra Tripathi
Shri Vishwa Nath Singh
Shri Anand Prakash
S.ri Virendra Mulasi

MAJOR ACTIVITIES

—Work on Literacy Methods to Plan Strategy :

- (a) Meeting of Task Force (25 Participants), Literacy House, Lucknow, 26-27 April 1982 (Headed by Director, Literacy House).
- (b) Workshop for Development of Literacy Primers based on Different Methods (29) Literacy House, Lucknow, 28 April-5 May 1982, (Coordinated by Virendra Tripathi).
Workshop Outcome : First draft of two primers.
- (i) 'Akshar Yatra' (based on the socio-cultural setting of Uttar Pradesh).
- (ii) 'Akshar Bolte Hain' (based on the similarity of shapes of the Devnagri alphabets).

Consultant : Professor C. H. K. Misra, N. C. E. R. T.

- (c) Workshop for Development of the Third Alternative (6), Literacy House, Lucknow, 17-19 May 1982.
- (i) 'Akshar Mala' (later on renamed 'Nai Rah')
(based on the phonetic arrangement of the Devnagri alphabets commencing with the vowels and phoneme-grapheme identification around meaningful words and pictures).

Consultant : Shri D. P. Maheshwari.

- (d) Pre-Testing of Draft Lessons based on the Three Methods, Mohanlaiganj AE Project, Lucknow District, 11-13 June 1982 (Directed by A. K. Jalaluddin).

- (e) Consultations with Directorate of Adult Education, U. P. and Selection of 'Nai Rah' for further development in Workshop (7), Literacy House, 4-15 August 1982 (all staff).

—Writers' Workshop for Development of Curriculum Outline and Preparation of First Drafts of Readers (14) Literacy House, 14-19 February 1983 (Virendra Tripathi)

—Nodal responsibility of collaborative programmes :

- (a) Workshop in Educational Technology in collaboration with Centre of Educational Technology, N. C. E. R. T. (21) Literacy House, Lucknow (all staff), 31 March-5 April 1982.
(Virendra Tripathi and Shri S. C. Verma, NCERT),
Outcome : Praudh Sikshan-Nai Prerak Vidhayain.
- (b) Workshop for preparation of follow-up material in collaboration with the Central Directorate of Adult Education (20),
Literacy House, Lucknow, 14-16 May 1982 (all staff).
- (c) Workshop for development of Weavers' need based on material in collaboration with CET, NCERT Literacy House, Lucknow (14),
31-3-1982 to 5-4-1982 (Shri Virendra Tripathi & Akhtar Hussain, NCERT).
- (d) State Level Workshop on Post-Literacy and continuing education in collaboration with DAE, U. P., Literacy House, Lucknow, 14-19 March 1983
(Directed by A. K. Jalaluddin and coordinated by Virendra Tripathi).
- (e) Workshop on development of motivational non-project aids, Literacy House, Lucknow in collaboration with D. A. E., U. P., 21-23 March, 1983.

—Individual responsibility as creative writer and editor of journals :

- (a) 'Ujala' and 'Ghar Grihasthi' monthlies
for adult educators and neo-literates (Vishwa Nath Singh and
Virendra Mulasi)
- (b) 'Anudesh' monthly newsletter for adult
education instructors and other
functionaries (Baburam Agarwal-till April
1982 and Anand Prakash
since November 1982).

— Technical support service provided to :

- (a) Regional Conference of Adult Education
Workers organised by DAE, U.P.,
Dehradun, 17-19 June 1982 (Virendra Tripathi)

- (b) Workshop for preparation of Materials for women organised by the State Resource Centre, Haryana and NCERT Chandigarh. 12-18 August, 1982 (Vishwa Nath Singh)
- (c) Workshop for preparation of Prototype books for post-literacy in Hindi, organised by Central Directorate of Adult Education, Bhopal, 1-7 September 1982 (Vishwa Nath Singh)
- (d) National Seminar on Post-Literacy Strategies and Continuing Education, organised by Central Directorate of Adult Education and UNESCO, Hyderabad, 24-30 September 1982 (Virendra Tripathi)
- (e) Inter State Youth Meet, organised by the Directorate of Youth Services of Haryana and Punjab (Naldera, Simla), 16-17 October 1982, (Virendra Tripathi)
- (f) Workshop for preparation of materials for tribal women, organised by Panchayati Raj and Social welfare Department, M.P. and NCERT, Pagdapur, 5-11 November, 1982 (Vishwanath Singh)
- (g) Workshop for preparation of materials for rural women, organised by SRC Haryana and NCERT, Narnaul, 7-13 December 1982 (Vishwa Nath Singh)
- (h) State-Level meeting on the third appraisal of adult education programme organised by DAE, Rajasthan, Jaipur, 15 January. 1983 (Virendra Tripathi)
- (i) Workshop for preparation of materials for rural farmers, organised by SRC, Haryana and NCERT, Gurgaon, 10-17 January, 1983 (Vishwa Nath Singh)

- (j) Workshop for preparation of material for tribal women, organised by Panchayat and Social Welfare Department, M.P. and NCERT; Burhanpur, 18-23 January 1983 (Vishwa Nath Singh)
- (k) Educational Broadcast Programme Advisory Committee AIR, Lucknow, February 8, 1983 (Virendra Tripathi)
- (l) Workshop for preparation of materials for Shramik Vidyapiths organised by the Central DAE, Ajmer, 10-16 March 1983 (Vishwa Nath Singh)
- Preparation of other materials by the staff :
Instructional Guide book-1, Readers - 3, Supplementary Reading Material and Content Sheets - 8, Visual Material including Flash Cards-8, Reports and Technical Papers-10 including Preparation of material for Post-Literary Activities, Adult Education and Public Libraries, Adult Education Foundation for Social Development and others.

FELT NEEDS

Strengthening of the Section through induction of professional and supportive staff ; coordination of individual and assignments and linkages with the Publication Unit ; greater involvement with field work for devolution of material development responsibility and in indepth study of the psychological linguistic and sociological problems of adult learning.

Family Life Education Section

Professional Staff :

Smt. Sheela Trivedi.
Smt. Manorma Jaiswal.
Smt. Kusum Misra.
Km. Shanti Dayal.

ICDS Project Staff :

Km. Mamta Verma.

Major Activities :

—Nodal responsibility of organising Job Training Programmes of the functionaries working under the Integrated Child Development Services Scheme :

- (a) Refreshers course for Instructors of Anganwadi Training Institutes from Haryana, Bihar, Gujrat and Maharashtra (9), Campus, 19 April-3 May, 1982 (Sheela Trivedi and other staff).
- (b) Orientation Training Course for Instructors of Supervisors Training Institutes (37), Cumpus, 14-19 June, 1982 (Course Director : A. K. Jalaluddin, Coordinator : Sheela Trivedi, Consultant : D. Paul Chowdhury & NIPCCD Staff).
- (c) ICDS Supervisors' Training, Campus, 1 June-27 August, 1982, (38) (Course Director : A. K. Jalaluddin and Coordinator : Sheela Trivedi).
- (d) Job Training of ICDS Supervisors, Campus, 11 October, 1982—10 January, 1983 (32) (Course Director : A. K. Jalaluddin, Coordinator : Sheela Trived).
- (e) Instructors of Anganwadi Workers' from Bharat Scouts and Guides, U. P., (34) Campus, 23 September—7 October, 1982 (Sheela Trivedi).
- (f) Refreshers Course for the Instructors of Anganwadi Training Centres, (4) Campus 2-4 March, 1983 (all staff).

—Technical Assistance to Other Agencies :

- (a) Training course conducted under Bihar State Council for Child Development, Patna (15), 17-24 May, 1982 (Kusum Misra).

- (b) Job Training of Supervisors, Moti-Mahal Centre, Lucknow (38), 23-25 November, 1982 (Sheela Trivedi & Kusum Misra).
- (c) Job Training of C. D. P. O's Regional Field Unit, NIPCCD, Lucknow (21), 27-29 December, 1982 (Sheela Trivedi & Virendra Tripathi).
- (d) Short Course in Functional Literacy for Anganwadi Workers and Home Science Diploma Students, (41), Campus 15-17 April, 1982 (all staff).
- (e) Short Course in Social and Vocational skill development among women, NYK, Fatehgarh (35), 29 November - 6 December, 1982. (Manorma Jaiswal and Kusum Misra).
- (f) Course as above, NYK, Bijnaur District, Village Mithupur (70), 4-8 February, 1983 (Manorma Jaiswal and S. Bajaj):
- (g) Course as above, NYK Bijnaur, Village Lucchi (41), 9-11 February, 1983 (Manorma Jaiswal & S. Bajaj).
- (h) Course as above, NYK Bijnaur, Village-Padla (44) 12-14 February, 1983 (Manorma Jaiswal & Kusum Misra).
- (i) Family Life Education Course, Literacy House, Village-Badali Khera (31), 24-29 May, 1982 (M. Jaiswal & N. Nasreen).
- (j) Course as above, Literacy House, Village-Shivpura (30), 27 December, 1982-2 January, 1983 (M. Jaiswal and S. Srivastava).
- (k) Bal Sevikas' Training in Functional Literacy-Moti Mahal, Lucknow (50), 23-25 November, 1982 (S. Trivedi and K. Misra).
- (l) 6 Anganwadi Training Programmes organised by local agencies in Lucknow (all staff).

—Participation in National and State Level Programmes :

- (a) Regional Conference of A. E. Supervisors, organised by DAE, UP, Bhimtal, 12-14 May, 1982 (Sheela Trivedi).
- (b) National Level Meeting of Trainers of Middle Level Functionaries, NIPCCD, New Delhi, 14 April, 1982 (Sheela Trivedi).
- (c) National Level Workshop on Methodology of Teaching and Communication, NIPCCD, New Delhi, 11-17 December, 1982 (Mamta Verma).
- (d) National Level Workshop in Preparation of Material for M. C H. Central Directorate of A. E. and UNICEF, New Delhi, 29-30 July, 1982 (Sheela Trivedi).

—Nodal responsibility of Field Project :

- (a) Management of Balwadis, organisation of mahila mandals and craft classes, lecture-demonstration on topics of local women's interest through 5 rural centres at villages – Mati, Bijnaur, Banthra, Chillawa and Gouri under the Women Welfare Extension Project with 75% funding from the State Social Welfare Advisory Board (all staff).
- (b) Organisation of Chikan Workers through promotional and marketing facilities, Bijnaur village (Kusum Misra).
- (c) Preparation of sets of visual and written materials on (i) Goitre and (ii) Eye Care under a project sponsored by D. A. E., Government of India and UNISEF.

—Promotional and Awareness Building Programmes :

- (a) Short duration courses and demonstration of domestic, social and vocational skills integrated with all campus programmes.
- (b) Participation in the India International Trade Fair, Pragati Maidan, New Delhi 1-14 November 1982 (Kusum Misra).
- (c) Organisation of Women's Conference on the occasion of the International Women's Day, 8 March 1983 (all staff).
- (d) Publication of a poster and several reports of professional interest.

FELT NEEDS

Reorganisation of the Women Welfare Extension Project with greater emphasis on community participation, strengthening of the ICDS Training Project with induction of project staff; development of appropriate training methods and materials for different levels of trainees and creation of awareness about women's right.

Communication Aid Development and Testing Section

Professional Staff :

Shri A. R. Siddiqi
Shri K. G. Singh
Shri D. D. Naithani (d 8 Sept. 1982)
Shri Mohammad Amin
Shri Farid Ahmed
Smt. Vinduvasini Misra
Shri Robin G. Singh
Shri Siraj Ahmed
Shri P. Roy (Project Associate)
Shri B. R. Prajapati (on contract)

Major Activities :

—Organisation of independent Training Courses :

- (a) **Silk Screen Printing** for nominees sponsored by the State Resource Centres and other agencies, (4), 1-12 June 1982 and in **Puppetry** for the unemployed and underemployed rural youths (9), 10-15 Dec. 1982 and **Adult Education Supervisors** (43), 3-12 March 1983 (all staff).
- (b) **Puppetry** for adult education workers (4) 21-30 June 1982 and for community youth (a), 21-26 Feb. 1982 (Coordinator : A. R. Siddiqi).

—Nodal responsibility for the coordination of a TV software production programme centering round the processes involved in script writing, linking puppet head designs with the characterisation, choreography, manipulative styles and testing through audience response around a new puppet play, "Chikan Chameli" based on the Nautanki style. The whole exercise was again coordinated with the job training of the community women workers of Daliganj, Lucknow and also with the motivational activities in the community. The programme was taken up under a collaborative arrangement with the Centre for Development of Instructional Technology, New Delhi and two versions of the video recordings (55 minutes and 35 minutes) were released on 14 Nov. 1982 and 5 January 1983 at the India International Trade Fair and Special Meeting of the India Literacy Board in Delhi respectively.

(Producer: Shri Dulal Saikia and consultants : Shri Ashok Chakradhar and Shri Surendra Rajan).

—Responsibility of organising the puppetry component of all the job training programmes conducted in the campus (other than the independent programmes), covering about 500 mandays.

—Off Campus Training Workshops:

- (a) Silk Screen Printing (K. G. Singh),
Banasthali Vidyapith, Rajasthan (22), 1-10 Dec. 1982.
Bal Bhawan, New Delhi (22), 15-19 January 1983,
- (b) Puppetry, A. E. Project, Gonda, 5-15 April 1982
(Vinduvasini Misra, R. G. Singh, Late D. D. Naithani
(Coordinator : Mohammad Amin).

—Promotional Stalls at :

India International Trade Fair, Pragati Maidan, New Delhi,
1-14 Nov. 1982 (approximately 25,000 visitors attended puppetry and silk screen printing demonstrations,
Lucknow Mahotsav, Lucknow,
10-24 February, 1983 (about 7,000 visitors attended the puppet shows).

All India Cattle & Poultry Show, Allahabad,
Prime Minister, Smt. Indira Gandhi visited the stall and about 20,000 visitors attended the puppet shows. (Mohd. Amin (Coordinator), Vinduvasini Misra and Shri R. G. Singh)

Puppet show telecast by Lucknow Doordarshan, 24 September 1982.

—Production and Supply of Materials to Adult Education Agencies :

Puppet stages with curtains	—	18
Rod puppets (announcer)	—	22
Rod puppets (dancers)	—	21
Glove puppets	—	226

(another set of 52 pieces of complete puppets and the same number of puppet heads were given to the trainees on completion of their courses).

Self-learning Silk Screen Printing Kits	100 sets under preparation
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ART WORK :

Poster on the International Literacy Day 8 Sept. 1982	1000
Creative cover designs and charts for different Sections.	About 30 pieces

—Participation in National and State-Level Seminars Workshops etc :

National Workshop in Population Education organised by DAE, and UNESCO, Vigyan Bhavan, New Delhi, 30 March to April 1983.

(A. K. Jalaluddin and A. R. Siddiqi)

State Level Training Workshop in Nautanki organised by Sangeet Natak Academy, Lucknow, 24 Jan. to 15 February 1983 (P. Roy).

—Project Proposals

Puppetry : "Foot and Mouth Disease" (A. R. Siddiqi)

Communication - "Study of various
Media Exposures on
Rural/Urban Audience"
and "Communication Media in Adult Education - Field
based services" (P. Roy).

Adult Education : "Puppetry in
Adult Education for Community
Youth" (A. R. Siddiqi).

Felt Needs : Induction of project staff for TV software production and hardware maintenance; Widening of repertoire in puppetry; Development of training methods and materials and participatory techniques in communication, interpersonal skills, software production and testing through collaborative projects.

Research, Evaluation and Monitoring Section

Professional Staff :

Shri Ram Shankar
Dr. (Mrs.) Manju Shukla
Shri P. K. Sundriyal
Shri Laliteshwar Singh
Shri Raghubir Singh
Smt. S. D. Rathi
Shri R. S. Paul

Major Activities :

- Organisation of an adult education centre with the illiterate staff members as learners essentially to eradicate illiteracy among the workers associated with the institution and also as a laboratory for improvement of the technical support service and research, since 15 August, 1982.
- Maiden venture of independently organising Refresher Course for the Adult Education Supervisors, 6-14 February, 1983.
- Completion of case studies of individual adult learners (Raghubir Singh, Laliteshwar Singh and Ram Shankar), April-May, 1982.
- Quick appraisal of the District Library Services (P. K. Sundriyal), December 1982.
- Continuation of the Educational Needs Survey (Co-ordinator : Manju Shukla)
- Technical Support to collaborative programmes :

State-Level Workshop on Learners' Evaluation, 22-26 November, 1982, Allahabad (Ram Shankar).

Ninth Conference of the Ethnographic and Folk Culture Society, 27-29 January, 1983 (Manju Shukla and Ram Shankar).

Workshop in Science Teaching and the Development of Reasoning, 2-3 February, 1983, Literacy House, Lucknow (P. K. Sundriyal)

and Virendra Mulasi).

Direct responsibility of conducting the component of the job training courses relating to learner evaluation.

— Participation in National and State Level Programmes :

National Workshop on Monitoring and Evaluation organised by the Directorate of Adult Education, Ministry of Education and Culture, Government of India, 10-15 June, 1982 (Ram Shankar).

Training Course on "Programmes for Economic Development of Rural Women" conducted by National Institute of Rural Development, Hyderabad, 16-22 February, 1983 (Manju Shukla).

State-Level Seminar of the Statistical Assistants organised by the State Directorate of Adult Education Lucknow, 27-29 July, 1982.

(P. K. Sundriyal and Ram Shankar),

Workshop on Preparation of Learner Evaluation Tools, organised by the State Directorate of Adult Education, Lucknow, 20-24 February, 1983 (Ram Shankar).

Library & Documentation (S. D. Rathi & R. S. Paul).

— PROJECT PROPOSALS

Submitted detailed project proposal to the Government of India for organisation of 30 Adult Education Centres with special emphasis on the evaluation of the effectiveness of the different literacy methods and materials.

— FELT NEEDS :

Induction of senior research consultants and organisation of indepth investigative studies through extensive field visits and perception studies with a view to understand the problems of community participation and learning needs of different target groups; setting up of a documentation unit.

Literacy House Farms

1. Bull Mother Farm & I. D. C. Project, Village Bijnaur :

Bull Mother farm was established in the year 1973-74 with the financial assistance of Indian Dairy Corporation for its capital investment under the technical guidance of National Dairy Development Board, Anand with its main objective to produce well acclimatised, high pedigree pure Jersey breed bulls to help cross breeding programme in India. The project also aims to take active part in breed improvement in service area of the Literacy House by artificial insemination in Sarojini Nager block covering a total of about 50 villages around the Bijnaur far campus.

The project is managed by the Project Manager under the financial and administrative control of Director, Literacy House.

Professional Staff :

Dr. G. L. Srivastava	...	Project Manager (till 15 January 1983), Veterinary Doctor
Sri C. B. Yadava	...	Agronomist.
Sri M. I. Khan	...	Live stock Assistant.
Sri P. S. Joglekar	...	Live stock Assistant.
Office and technical staff	2	
Miscellaneous Muzdoors and Chawkidars	...	12

1. **Herd strength** : The year under report started with a total number of 132 animals of different age groups. The present herd strength of the farm as maintained in consistency with the annual target of 60 cows and their followers as on 28 Feb. 1983 is :

(i) Cows in milk	...	47
(ii) Cows dry	...	12
(iii) Heifers below 12 months	...	16
(iv) Heifers In age group of 12 to 18 months	...	13
(v) Heifers above 18 months	...	3
(vi) Male calves below 12 months	...	19
(vii) Male calves in age group of 12 to 18 months	...	6
(viii) Male calves above 18 months	...	3
(ix) Bulls	...	1
(x) Bullocks	...	3

Total ... 123

2. **Milk production :** A total of 1,20,240.30 kg. was produced, with an average production of 8.30 kg. milk per day per cow against the annual target of 1,30,000 kg. The short fall in milk production was noticed during the months of July, August and September, 1982, which may be due to poor legume fodder supply, warm and humid weather conditions and longer lactation.

3. **Animal movement :**

Sl. No.	Class of animal	Sold		Mortality
		On book value	By Auction	
1.	Cows	...	14	5
2.	Heifers above one year	10	...	...
3.	Female below one year	...	...	3
4.	Bulls	...	...	...
5.	Bull calves	13	5	7
6.	Bullocks	...	...	...
Total		23	19	15

A total amount of Rs. 1,56,594/- was realised by the sale of different types of animal on book value (as fixed by the Indian Dairy Corporation) and by auction sale against the annual target of Rs. 1,25,000/-. All the animals kept at the farm were insured by M/s. New India Assurance Co, Lucknow and a sum of Rs. 13,200/- was realised (upto 28-2-83) as a claim against the cases of death of the insured animals.

4. **Fodder production :** Total fodder production and its disposal for the year under report is as follows :

Sl. No.	Season	Annual Target (Tons)	Total area under crops (acres)	Fodder fed to animals (Tons)	Used for hay making (Tons)	Total Production (Tons)
1.	Kharif & Zaid	800.0	45.0	438.0	180.0	618.0
2.	Rabi	700.0	54.0	694.0	100.0	794.0
3.	Perennial	250.0	5.25	230.7	...	230.7
Total		1750.0	104.25	1362.7	280.0	1642.7

The average cost of production of green fodder has come to Rs. 8/- per quintal, which is quite economical and reasonable keeping in view the high rates of inputs. The green fodder converted into hay was consumed in animal feeding in the lean period of fodder production. In addition to the green fodder, the following fodder seeds and grain were produced :

Sl. No.	Crop	Area (acres)	Production Quintals	Cost
1.	M. P. Chari	As by product	3.00	1200/-
2.	Teosiste	--do--	1.40	560/-
3.	Paddy	30	29.10	3853/-
Total ...				Rs. 5613/-

Under the development of non-conventional green fodder, 500 fodder trees (Agust -- 90 + Sub-babool -- 410) were planted. In addition, 500 timber and 100 ornamental plants were planted in the area unfit for crop cultivation, on road sides and around the cattle sheds.

5. Extension Education Programme :

The five short-duration orientation training courses for young farmers in Agriculture and Animal Husbandry, as proposed, could not be organised due to lack of man power. The staff employed at the Bull Mother Farm could not be spared due to heavy routine work load at the far. The following table shows the extension programmes undertaken and their achievements against the targets set :

Sl. No.	Particulars of extension programmes	Target for the year 1982-83	Achievement during 1982-83
1.	Artificial Insemination of farmers' Animals at Bijnaur and Neewan A. I. Centres.	400	363
2.	Semen supply to Department of Animal Husbandry, U. P.	1000	957
3.	Out door animal treatment	100	47
4.	Village vaccination	1000	...
5.	Construction of Bio-gas Plants at Bijnaur farm.	3	3

II. Agricultural Farm, Village Neewan :

Professional staff :

Sri G. L. Srivastava, Project Manager.

Sri R. D. Pandey, Agronomist.

Sl. No.	Crop	Target Area under crop (acres)	Actual Area covered (acres)	Targetted (Quintal)	Achieved (Quintal)
1.	Wheat	37	37	370	301.33
	Bhusa				
	(by product)	...	...	400	400.00
2.	Gram	1.5	1.5		3.63
3.	Paddy	24	24	288	252.70
	Straw			300	300.00
4.	M. P. Chari	12	12	60	15.37
5.	Jawar Pc-6	12	48	60	9.45
6.	Wheat	42	41	400	Yet to be assessed.
7.	Berseem	6	5.5	1500	Not assessed.
8.	Lueern	1	0.5	100	

FELT NEEDS :

Reorganisation of the farm management as recommended by the Farm Review Committee headed by Dr. Ram Krishan, Treasurer, India Literacy Board and the Second Review Committee appointed by Government of India ; establishment of organic linkages with adult education and continuing education programmes and extention activities.

Shramik Vidyapith, Kanpur
(An Associated Institute)

Professional Staff :

Sri S. K. Srivastava

Sri C. K. Verma

Shramik Vidyapith, Kanpur started functioning independently as an associated Institute of Literacy House with the setting up of its office at 15/96 Civil Lines, Kanpur, on 15 October, 1982 by its Director Shri S. K. Srivastava.

STAFF POSITION

A programme assistant and an accountant joined the Vidyapith on 20 October 1982. However, a lower division clerk and a stenographer selected in August 1981, expressed inability to join. The Accountant subsequently resigned from the post and Shri R. P. Srivastava, who was appointed Programme Officer on an ad hoc basis earlier, also relinquished the post from 1 February, 1983. At the moment, the staff of Shramik Vidyapith, Kanpur consists of the Director, Programme Officer (Shri C.K. Verma, who joined on 7 March; 1983), Programme Assistant, two class IV employees and a typist on daily wages.

Appointment letter to Programme officer (female), on the basis of the selection held on 14 January, 1983, has been sent to the selected candidate. She may join shortly. Selection for the posts of Head Clerk, Accountant, Lower Division Clerk and Driver-cum-Projectionist are scheduled to be completed soon.

The office has been equipped with the necessary items of furniture, which were considered absolutely essential and a request for additional grant for furniture has been sent to the Ministry of Education and Culture, Government of India, New Delhi. Before establishing the office at Kanpur, two type-writers, a duplicating machine and a projector was procured. An order for a multipurpose Matador Vehicle F-305 has placed with M/s. Bajaj Tempo Ltd., Akurdi, Pune, through the Director of Adult Education, U. P., Lucknow.

The Director, Shramik Vidyapith on his return from training at Bangalore in August 1982, initiated the first training programme in Home Craft for girls and women in Muslim Jubilee Girls' Inter College, Kanpur with the active help of Smt. Razia Begum, Principal of the College and Smt. Prabha Dixit, a social worker. Both of them are members of the Shramik Vidyapith. Several other training programmes in the areas like

interior decoration, photography, typewriting, shorthand, doll making, tailoring, knitting and embroidery, flower and flower vase making, school bag making, making of articles with jute, sutli and fabric jute, fruit preservation have been undertaken since then.

Two unemployed youths, who underwent a 15-day photography course at Chitrashala Studio under the auspices of Shramik Vidyapith, have set up their own studios-one at Kanpur and the other at Fatehpur. A third trainee has turned into a professional photographer subsequent upon completion of the photography course. Another notable trainee in photography course is a high school student barely 3 ft. in height and physically handicapped, who has acquired a taste for an independent photographer's career.

FELT NEEDS

Diversification of the programmes with focus on the trades and vocations which *are of immediate help to the poorest sections of the society, entrepreneurship development and small business and domestic work management courses for the unemployed youth and women; counselling and guidance for healthy life and promotional activities.*

Saksharta Niketan Prakashan
(PUBLICATION UNIT)

Provisionally Looked after by :

Director, Literacy House

Coordinator : Shri R. P. Srivastava (till 30 Sept. 1982)

Shri S. P. Karnwal (since 1 Oct. 1982)

Major Responsibilities :

Processing of all matters relating to printing of publications, procurement of paper, transportation of paper and published materials, maintenance of paper account and stock registers, despatching, billing, realisation of dues and promotional activities.

Publication	Produced	Distributed
1. Primers :		
(a) Pahli Kiran	3,25,000	3,20,000
(b) Hamare Akhar	25,000	12,000
2. Work Books (Pahli Kiran)	3,00,000	1,80,000
3. Teacher's Guide - Pahli Kiran	10,000	5,000
Hamare Akhar	3,000	400
4. Praudh Shiksha Kendron ka Pathyakram	10,000	5000
5. Charts		
(a) Pahli Kiran	12,000	12,000
(b) Hamare Akhar	1,500	400

6. Posters

(a) Har Padha Likha Anpadh ko Padhaye	13,300
(b) Mahilayen Karen Gopalan	8,600
(c) Sabjiyan ugayen	2,100
(d) Parivesh ke Prateek	14,100
(e) Bimariyon ke Vahak	15,500
(f) Padhoge Likhoge, Aage Badhoge	15,500
(g) Function of Food	13,100
(h) Good Food	14,000
(i) Sukh Sundarta Hai Jahan	15,000
(j) Munna Bimar hi Kyon Pare	12,900
(k) Padho Likho Khud ko Pahchano	13,800
(l) Grih Vatika	13,400
(m) Bees Sutri Poster	2,100
(n) Ham Sab Padhen	1,000
(o) Padhi Likhi ho Ghar ki Nari	1,000

1,72,400*

7. Flash Cards

1,500

2,000
(rest from
old stock)

8. Content Sheets

1. Amrood ki Kheti	60,000
2. Aam ki Kheti	60,000
3. Makka ki Kheti	60,000
4. Ek Ekar Main Assi Man Dhan	60,000
5. Bat Viwah-Ek Apradh	60,000
6. Ghar Grihashti Ki Suraksha	60,000
7. Ankhon ki Suraksha	60,000

*distribution to be completed by 31 March 1983

8. Janwaron Ko Teeka Lagwayen	60,000
9. Paustik Ahar	60,000
10. Shishuon ka Aahar	60,000
11. Sudhra Huwa Shauchalaya	60,000
12. Bachon ki Bimariyan	60,000
13. Niyojit Pariwar Se Khushhali	60,000
14. Nanhen Munnon ki Dekebhal	60,000
15. Baune Gehun ki Kheti	60,000
16. Malaria Se Kaise Bachen	60,000
17. Dakkhane Hamare Liye Kya Karte Hain	60,000
18. Murgi Palan-Ek Labhprad Dhandha	60,000
19. Ekikrit Gram Vikas Karyakram	60,000
20. Mahilaon Ka Vikas Karyakram Main Yogdan	60,000
21. Nanhen Munne Bimar Hee Kyon Paren, Unhen Teeka Lagwaiye	60,000
22. Gharelu Upchar	60,000
23. Garbhawati Mehilaon ki Dekhbhal	60,000
24. Mombatti Banana	60,000
25. Panchayati Raj Sansthayen	60,000
26. Apna Rojgar Aap Chunen	60,000
27. T. B.	60,000
28. Phal Sanrakshan	60,000
29. Papite ki Kheti	60,000
30. Soyabeen ki Kheti	60,000
31. Ganney ki Kheti	60,000
32. Dairy-Ek Labhdayak Dhandha	60,000

9. Other Teaching-Learning Material

(a) Praudhon ka Shabd Sansar	1,100
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*distribution to be completed by 31 March 1983

10. Training Material

(a) Nai Vidhi Nai Vidha	16,000	12,200
(b) Praudh Shiksha Mein Anudeshak Prashikshan	3,000	3,000

11. Mis. Publications :

(a) Paryavekshak Logon ke Beech	1,000	4000
(b) Jal Pradushan	1,00,000	1,00,000
(c) Vayu Pradushan	1,00,000	1,00,000
(d) Paryavaran Aur Parivahan	1,00,000	1,00,000
(e) Pagdandiyan	10,000	1,000
(f) Lucknow ki Chikankari (Reprint)	5,000	4,000
(g) Songs and Prayers (Reprint)	2,000	200
(h) Price list of L. H. Publications (Reprint) (1983)	3,000	—

12. Journals :

(a) Anudesh (Jan. 83 to March 83)	3,7500	3,7500
(b) Ujala (April 82 to Feb. 83)	13,000	9,800
(c) Ghar Grihasthi (April 82 to Feb. 82)	8,000	3,400

FELT NEEDS :

Reorganrsation of the Unit as an independent, self-supporting Section as recommended by the Second Review Committee and approved by India Literacy Board.

REPORT OF THE SECOND REVIEW COMMITTEE

**Report of the Committee set up by the Ministry of Education and Culture,
Government of India on 15 May 1982 to Review the Programmes of
Literacy House, Lucknow and to Recommend the size of
Financial Assistance to be Provided to it
During the Next Three Years.**

INTRODUCTION

The work of Literacy House, Lucknow was reviewed previously by a Committee appointed by the Government of India in 1974-75. As per recommendations of the said Committee, the Government of India and Government of Uttar Pradesh agreed to provide grants to Literacy House in the ratio of 70:30% subject to a maximum of Rs. 7.5 lakhs per year for the period 1976-79. In the meantime, Literacy House was also entrusted with the responsibilities of State Resource Centre for Uttar Pradesh. Although according to the recommendation made by the said committee referred to above, grants to Literacy House were supposed to be restricted up to the end of the Fifth Five Year Plan, the Government of India decided to continue the said assistance for the period 1979-82. Ceiling of the grant for the period 1979-82 was also raised from 5.5 lakhs per annum to Rs. 7.5 lakhs per annum to be granted by the the Central Government. The actual grant was to be restricted to 70% of the deficit or Rs. 7.5 lakhs whichever was less and the corresponding 30% of the net deficit was to be contributed by the Government of Uttar Pradesh. As a special case, the Finance Division of the Ministry of education and Culture, Government of India have also agreed to continue the assistance on the above basis during 1982-83 vide D. C. No. F. 29-65/29-D(III)AE dated 15-5-1982.

2. While deciding the size of the financial assistance to Literacy House, both the Government of India and the Government of Uttar Pradesh took into account the existing assets and infrastructural facilities of the institution and its national and international reputation as a pioneering institution in the field of literacy and adult education and its capability to provide technical support service not only to the adult and non-formal education programmes in the State of Uttar Pradesh, but also to other parts of the country and to other countries as well. It is in the light of this consideration that the assessment of the need of financial assistance of Literacy House was considered by the Central and State Governments independently of pattern followed in the case of other State Resource Centres time to time.

3. In order to examine the need of financial assistance of Literacy House for the next three years, the Ministry of Education and Culture, Government of India decided in D. C. No. F. 29-65/29-D (III) (AE) dated 15-5-82 to get the work of Literacy House reviewed by a Committee consisting of the following :

1. Shri R. C. Tripathi, Education Secretary, Government of Uttar Pradesh or his nominee as the Chairman.
2. Shri R. N. P. Sinha, Director, Internal Finance, Ministry of Education & Culture, New Delhi.
3. Shri J. C. Saxena, Deputy Adviser (Education) Planning Commission, Yojna Bhavan, New Delhi.
4. Shri P. K. Shukla, Director, Directorate of Adult Education, Government of Uttar Pradesh.
5. Miss H. K. Singh, Director, Directorate of Adult Education or nominee of the rank of the Joint Director.
6. Shri Narinder Nath, Under Secretary, Desk-III(AE) Ministry of Education and Culture, New Delhi.
7. Professor A. K. Jalaluddin, Director, Literacy House, Lucknow, to be convenor/member secretary of the Committee.

4. The Committee held its first meeting on 3 July 1982 at Literacy House, Lucknow and briefly examined the activities of the institution undertaken during the period from 1977-78 to 1981-82 and the audited Statements of Accounts and Balance Sheets. The Committee decided to have detailed information regarding the activities conducted under the different sections of Literacy House and their staffing pattern and also a projection of the programmes for the next five years.

The second meeting of the Committee was held at Literacy House, Lucknow on 10 September, 1982 where the background documents as suggested in the first meeting were placed. The Heads of the different Sections of Literacy House were also invited to attend the meeting for a brief period to provide clarifications on their programmes sought by the members of the Committee. The committee was also briefed by the Director, Literacy House and Ex-Officio Secretary, India Literacy Board about the steps taken by the India Literacy Board and its Executive Committee for streamlining the administration and the accounting system of Literacy House. The Committee also took note of the "Basic Approach and Major Directions of Work" of Literacy House as adopted in the Annual General Meeting of the India Literacy Board, held at Literacy House, Lucknow on 28 March 1982.

5. The Review Committee also took note of the fact that the Chairman of the India Literacy Board, Shri Bhagwan Sahay formed two separate committees, one under the Chairmanship of Shri J. Veera Raghavan, Executive Director, National Institute of Educational Planning and Administration, New Delhi and the other under the Chairmanship of Dr. Ram Krishan, Treasurer, India Literacy Board to review the various aspects of the functioning of Literacy House, Lucknow, Bull Mother Farm at Bijnaur Village and the Agriculture Farm at Neewan Village and to recommend their improvement with the following terms and conditions :

Shri J. Veera Raghavan Committee : To examine all financial aspects including pay scales, promotional avenues, dearness allowance, utilisation of government funds, financial rules and procedures and to recommend measures for the improvement of financial management and performance evaluation (Resolution No. EC-82/145 (e)).

Dr. Ram Krishan Committee : To review the working of the Farms and their linkages with the educational and extension programmes of the Literacy House (Resolution No. EC 82/162).

6. A Standing Selection Committee has also been nominated by the Chairman, India Literacy Board with senior officials of the State Government and eminent professionals to advise the Director Literacy House from time to time regarding recruitment of personnel against the existing vacancies.

7. The Review Committee was also apprised by the Director, Literacy House about the measures introduced in the institution to reduce wasteful expenditure, scrutinise estimates and purchases and to streamline all activities of housekeeping nature. The steps already taken by the Literacy House Administration to ensure recovery of dues, settlement of pending bills and submission of utilisation certificates to the concerned funding and sponsoring agencies and to eliminate overdrafts drawn from banks in the previous years were also reported to the Committee. The Committee was also apprised of the state of campus facilities available and was informed that some of the campus buildings which had been constructed some three decades ago were in need of urgent repairs. The existing condition of the buildings was witnessed by the Chairman and members of the Committee in the course of the meeting held on 10 September 1982, when it was found that roofs of some of the buildings were leaking.

8. A brief historical background of Literacy House and the India Literacy Board is given in Appendix A.

9. During the last 29 years, Literacy House, the main organ of India Literacy Board, has built extensive physical facilities and developed programme capabilities in relating literacy to basic rural needs such as agricultural development and family life education, emphasising health and family welfare. It not only conducted action projects in the

villages around Lucknow but also extended the scope of the work to several other agencies in India by supporting and encouraging them to experiment and test the programmes tried by Literacy House on all India basis.

10. Since its inception, Literacy House has been constantly reassessing its programmes and, wherever necessary, modifying them so that the literacy education techniques and tools that are developed could be meaningfully linked to agricultural development, family life education, self-employment schemes, adult education programmes and other development schemes of State and Central Governments.

11. While reviewing the field programmes of Literacy House, the Committee took note of the experience all over the world highlighting the fact that literacy education programmes, in order to be meaningful, must reflect the needs, interests and problems of people in the local community. The problems of failure of literacy education programmes are generally linked with lack of adequate motivation on the part of the adult learners, instructors and functionaries at different levels. The Committee therefore felt that during the current plan period, Literacy House should concentrate more on developing and organising action-oriented projects in the region around Lucknow in particular and in the State of Uttar Pradesh and backward regions of other Hindi-speaking States in general. The emphasis in planning these programmes should be on relating the programmes to the development of the region through developing an institutional infrastructure at community and regional levels. The institution should also continue to plan new directions for its expansion, improvement of its existing programmes, extending support to adult education programmes and other development schemes such as IRDP including Animal Husbandary, Operation Flood II, TRYSEM, ICDS, agricultural development, Action Plan of Social Inputs in Area Development in selected districts, youth welfare activities initiated by State and Central Governments and other voluntary organisations.

12. While the Committee did not notice any significant change in the staffing pattern in Literacy House during the last five years from the documents, the Chairman of the Committee and several members felt that a suitable line of demarcation may be drawn between the different sectors, which could ultimately emerge as viable units from the point of view of reducing their dependence on external financial assistance to meet their maintenance and overhead costs. These units, as identified by the Committee, were as follow :—

- (a) The Bull Mother Farm at Bijnaur and the Agriculture Farm at Neewan.
- (b) Bulk production of Literacy House Publications, including the journals 'Ujala', 'Ghar Grihasthi', 'Anudesh' and 'Literacy Today'.
- (c) Literacy House Mess and Hostels.
- (d) Projects sponsored by Governmental, International, Autonomous and other voluntary agencies for specific periods.

13. The Committee agreed to consider all other present activities of Literacy House and its general facilities as the core activities and facilities requiring financial assistance from the Ministry of Education and Culture, Government of India and the Department of Education, Government of Uttar Pradesh. However, as all the above activities are planned, coordinated, budgetted and controlled at the central level and as some of the staff members are involved in the implementation of programmes in more than one sector, the Committee found that any clearcut line of demarcation between what was previously termed as 'Core', 'Sponsored', and 'Auxiliary' programmes of Literacy House was not discernable forthwith. A glance at Table I in the Appendix B will indicate that during the last five years there had been a steady increase in the income and expenditure of Literacy House, while the increase in the component of salary was essentially due to revision of pay scales and dearness allowance. The salary component remained nearly 15% of the total expenditure which from all considerations should be taken to be a healthy sign. The Committee, therefore, expressed the hope that a certain stage, the farms should be expected to provide substantial revenue to Literacy House and also to lend support to the non-formal education programmes taken up by Literacy House from time to time. The Committee considered it necessary on the part of Literacy House professional staff to lend support to the farms to develop the adult education and promotional components of their demonstration and extension activities. The Committee was informed that there was a revolving fund made out of the sale proceeds of publication of books which is utilised to meet day to day expenditure on purchase of paper etc. for such publication. In order to meet the deficit of funds and the losses at the farms, money is spent from the above Revolving Fund to meet the farms deficit. The Committee feels that any diversion of funds from the general revolving fund of Literacy House to the farms should be immediately discontinued.

14. A brief sectionwise survey of the last five years' programmes is given in Appendix 'C'.

15. A quantitative estimation of the contact programmes conducted by Literacy House during the last five years was attempted through an analysis of the Mess receipts and expenditure, as given in Table II in Appendix D. As it will be seen, both the receipts and expenditure steadily increased from 1977-78 to 1980-81 whereafter both showed a downward trend. A glance at the expenditure on the Mess during the years 1977-78 to 1980-81 as given in Appendix D would show that the above expenditure does not include any element of maintenance cost of hostels and mess buildings. So what is more important here, is that on deducting 20% as maintenance costs of the hostel buildings and other facilities from the receipts, as the table shows, there would be an overall deficit in the maintenance of the Literacy House Mess during the period under review. All efforts should be made to make the mess and hostel self sufficient by suitably modifying the boarding and lodging charges.

16. Literacy House publication happens to be another major area of concern from the point of view of financial management. On closer scrutiny of the Audited Statements of Accounts and Balance Sheets, it was revealed that no proper inventory of the publications brought out by Literacy House, had been maintained during the period under review. The opening and closing stocks of publications showed significant discrepancies each year even after taking into account the printing and distribution of additional publications in the respective years. The position was however rectified while preparing the Audited Statement of Accounts and Balance Sheets for the year 1980-81.

17. As it will be noticed from the list of Publications and the corresponding number of copies brought out by Literacy House during the last five years, there had not been much emphasis on development of innovative prototypes for specific groups of learners as suggested in the Report of the first Review Committee. There is also very little indication in the Five Year Reports submitted by the different Sections about the efforts made by them to evaluate the curriculum, methods, materials and the effectiveness of the training programmes conducted by them through any systematic contact with the field workers and the adult learners.

18. The Committee noted with satisfaction the separation of the publication production and distribution activities from the process of curriculum development and material preparation. It is hoped that such bifurcation of the two types of professional activities would enable the curriculum and material preparation specialists to concentrate more on research and development activities.

SPONSORED PROGRAMMES

19. Of the several sponsored and direct projects taken up by Literacy House during the period under review, the Committee took up two sample projects for indepth study, namely, the Women's Welfare Extension Project conducted by the Family Life Education Section and 100 Adult Education Centres directly run by Field Programme Section. The first was initiated in 1962-63 and related to the establishment of six Balwadies, Mahila Mandals and Functional Literacy Classes for adult women. The cost of running this project except the special nutrition component, under the existing agreement is to be shared in the ratio 75 : 25 by the State Social Welfare Advisory Board and Literacy House. The Cost of the second project, which was discontinued since 1980-81, was fully borne by Literacy House. As suggested by the first Review Committee, these field experiments were visualised to be pace-setters for other implementing agencies including the State Government agencies which largely depended on the technical expertise and field experience of the Literacy House professional staff. As evaluation of these projects were in progress, the present Review Committee could not assess the achievements of these projects. The Committee thought it appropriate to point out that while the Literacy House contribution for the implementation of the Women's Welfare Extension Project was to remain confined to 25% of the total

expenditure excluding the SNP component, the actual contribution of Literacy House exceeded this amount disproportionately during the period under review. The Committee would like to emphasise that such excesses should not be allowed to recur and action should always be taken to book the expenditure under proper heads and not to re-appropriate funds from one head to another without valid sanction at appropriate level.

20. The Committee felt that while the programmes sponsored by the Social Welfare Ministry and other associated bodies for implementation by Literacy House should not be considered extraneous to the normal activities of Literacy House, the institution could legitimately charge overhead cost, including directional fees, secretarial charges and depreciation of the facilities used for the implementation of all sponsored programmes. Such charges could range between 10-15% of the total cost.

21. So far as the direct projects undertaken by Literacy House are concerned, the Committee felt that unless such projects are specifically designed to introduce innovative practices, techniques and materials with a view to study their replicability in a wider scale through the major agencies responsible for implementation of adult education programmes, utilisation of the normal grants-in-aid for such purpose would not be worthwhile. The different technical sections of Literacy House, instead, should establish contact with the adult education projects in the districts at a professional level and try to develop collaborative arrangement for studying the location-specific problems in the field with a view to providing professional support to the local workers. The Committee noted with satisfaction that preliminary moves were made by the different sections, particularly the Training Section in this direction.

22. In the absence of any evaluation of the actual services rendered by the District Library in terms of providing post-literacy and follow up programmes for the neo-literates in the rural areas, it was difficult for the Committee to assess the financial assistance required for the maintenance of experimental adult education centres and post-literacy services under direct projects. Such proposals should be taken up with the concerned authorities, under the general scheme of Financial Assistance to Voluntary Agencies, unless these programmes are reorganised as supportive of the existing research, development and training activities of the institution.

23. The Committee was informed that the journals published by Literacy House, namely 'Ujala', 'Ghar Grihasthi', 'Anudesh' and 'Literacy Today' have during the recent years established considerable credibility. With improved management and well formulated editorial policy, these journals can emerge as popular magazines reaching a wide segment of the new readers, neo-literates and literacy workers. In the process, the over-head expenditure on the publication of the journals can be met from the nominal excess of income over the expenditure on the publication of these journals.

24. The Research, Evaluation and Monitoring Section of Literacy House, which has by and large remained engaged in the preparation of case studies and independent research projects may be well advised to take up participatory evaluative studies in collaborations with the State Directorate of Adult Education and other voluntary agencies and in the process bring out detailed analysis of the existing practices and perception studies for the benefit of the functionaries at different levels and the training centres. The Section may also take up experimental projects to demonstrative innovative organisational designs, norms and tasks for measuring learning outcomes. There is need to invest more on the improvement of the quality of research and on fundamental studies on the problems of implementation of adult education programmes.

25. The Approach Paper on the perspective plan of Literacy House as given in Appendix E, highlights the importance of staff development and expanding the areas of activities of Literacy House not much through recruitment of more staff but through establishment of linkages with other community-based groups and voluntary agencies through formulation and implementation of collaborative projects. The Committee fully endorsed this approach and expressed the hope that such an outward field-oriented move on the part of Literacy House would offer challenging opportunities to the existing staff and bring them into direct contact with the field situation, in the absence of which many of the existing staff members may find it difficult to contribute much in a rapidly developing area of adult education and non-formal education.

26. While making an assessment of the size of the financial assistance required by Literacy House during the next three years with a view to improve the quality of the technical support service provided by it, as indicated above, and also to diversify its activities in order to facilitate local community based groups to develop their capability to organise such development oriented adult education activities, the Committee also took into account the targetted expansion of the adult education projects by the State Directorate of Adult Education. The proposed increase in the number of adult education centres by the State Government and initiation of the post-literacy and follow-up programmes in a big way throughout the State would require Literacy House as the State Resource Centre to considerably strengthen its physical facilities, like hostels, classrooms, media facilities and different technical sections with added mobility of the professional staff.

27. There are about 20 million people illiterate in Uttar Pradesh between 15 to 35 age-group. Out of which approximately 7 million are males and 13 million female. It is planned to eradicate illiteracy among this age-group by 1990. Such a task would require the implementing agencies in the State to cover from this year onwards nearly 2.50 million people every year. At the present level of the programme, approximately 5 lac people are being benefitted every year. In the immediate future the programme will have to be expanded many times in comparison to its existing rate. It will require

trained workers of various categories and teaching/learning materials for different target groups. To fulfill just the training and printed material needs of the programme of such a dimension, Literacy House will need additional resources both human and physical to discharge its functions as the State Resource Centre effectively for Uttar Pradesh.

28. The Committee also took notice of the fact that Literacy House has been working as the SRC not only for the State of Uttar Pradesh but as a regional resource centre for other neighbouring Hindi speaking States as well. The Committee appreciated the services rendered by Literacy House to the adult education agencies in the other States and felt that the strengthening of this role of the institution will also need additional resources.

29. The Committee also felt that Literacy House should plan to initiate innovative programmes as part of its expansion activities such as Consultancy Services to Government and voluntary organisations, establishment of centres for youth development, vocational training and continuing education, documentation services, women development and other action oriented projects in other regions in collaboration with other institutions, communication and media centres for the qualitative improvement of the existing adult education programmes. These activities will also require additional resources.

30. While the Committee would expect the existing vacancies in Literacy House to be immediately filled up, it would not advise the governing body of Literacy House to create any additional permanent positions either in the professional or in the supporting grades. Instead, the Committee would like the institution to gradually switch over to time-bound Project-oriented recruitment of staff. As it may be difficult to attract competent professionals for short durations, appointment of such persons may be arranged through negotiations on the basis of appropriate deputation or contract terms, while the younger field staff may be recruited on the basis of open competition against project fellowship and associateship tenable upto two to three years. A number of Volunteership in the pattern of the National Service Volunteer Scheme may also be created for investigative, promotional and entrepreneurial activities in location-specific projects. The Committee would also emphasise that with little additional efforts the four journals of the Literacy House can draw the attention of the advertisers who are interested in reaching the new reading population. Similarly 'Anudesh', the newsletter which had been sponsored by the State Directorate of Adult Education, should be in a position to meet its maintenance cost in view of the large print orders.

31. Literacy House should also explore the possibility of entering into contract with different central, state and local level agencies for development of human resource and organisational network for the implementation of the ongoing development programmes with an appropriate emphasis on human and organisational development through a process of systematic and well designed adult education and communication skill transfer

techniques. Such contractual arrangements would not only enable Literacy House to augment its resources but also to demonstrate more effective models of implementation of development programmes.

32. The Review Committee also took into account the possible Impact of any revision of pay and dearness allowance of the present staff of the institution which is at present under consideration by a separate committee headed by Shri J. Veera Raghavan, Executive Director, National Institute of Educational Planning and Administration, New Delhi. A tentative estimate of the additional funds required by Literacy House to meet the salary of the additional staff against the existing vacancies and to meet the annual increments and DA instalments and any marginal benefits of the staff accrued as a result of any revision and rationalisation of pay scales are given in Appendix F.

RECOMMENDATIONS

1. The administrative set up and the accounting system of Literacy House should be immediately streamlined in order to introduce a procedure of pre-audit and proper scrutiny of financial sanctions, expenditure and stock-taking. Modelities for having separate ledgers for booking receipt and expenditure in respect of different kinds of programmes and projects should be worked out and enforced as early as possible.

2. The finance and accounts of the farms should be separated from the general funds and accounts of Literacy House so that the performance of farms could be separately evaluated by the competent authorities.

3. The Literacy House Publication pricing policy may be negotiated with the concerned authorities in the State Government with a view to make the newly created Publication Section self-sustaining on the basis of the bulk supplies made to the governmental agencies. The pricing formula should take into account the establishment and other miscellaneous incidental charges. The salaries of persons employed for the purpose of printing/publication, supply, distribution of the material should be directly debitible to this project. Any additional income accrued through sale of miscellaneous publications to other agencies should be deposited to the General Revolving Fund of Literacy House.

4. The journals published by Literacy House should be run to created a wider readership among the people who have very little access to such printed materials and as such the adult education projects in the State should be promoters of these publication.

5. The Literacy House mess and hostels should be in a position to meet all their administration and maintenance costs through the realisation of the board and lodging charges, calculated on the basis of the actual costs involved.

6. As far as possible no additional posts should be created for the time being in Literacy House. All new appointments considered absolutely necessary for the implementation of additional programmes and also for the improvement of the quality of the existing programme should be done on project to project basis with an inbuilt system of project evaluation.

7. The Committee looked into financial viability of Literacy House Mess, Bijnaur and Neewan Farms and some core programmes and found that there was excess expenditure over the income during the last three years. The Committee recommends that this deficit should not only be wiped out by concerted efforts, but these units should generate resources to meet the overhead expenses.

8. The Committee recommends that financial assistance by the Central Govt. as well as by the State Govt. may continue to be granted in the ratio of 70% by the Central Govt. and 30% by the State Govt. for another three years i. e. till the end of the Sixth plan 1985-86 and thereafter the position be reviewed. Instead of granting a deficit grant as had been the practice in the past, the Committee recommends that the grant-in-aid should be given for meeting the salary component and dearness allowance, provident fund, gratuity, encashment of leave etc. in respect of the staff engaged on the work connected with the work of resource development and core programme. Besides this, 30% of the amount sanctioned for the salary component, as mentioned above may be granted for meeting contingent expenditure and 40% of the salary component may be allowed for academic and field programme. Based on the existing staff engaged of the above activities and after taking into account the impact of the revision of pay, the interim relief and grant of dearness allowance proposed to be sanctioned w. e. f. June 30, 1982, the Committee has estimated the requirements on salaries etc. for the year 1983-84 as Rs. 9,00,000. Based on the above formula, the Committee recommends that the grant-in-aid for 1983-84 may be sanctioned as under :

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|--|--|
| 1. For salaries and allowances of establishment for Core Programme engaged on Administration, Finance, Campus maintenance, Functional Literacy Education Training, Communication Aid Development and Testing, Curriculum and Material Preparation, Family Life Education Section, Research and Evaluation, Library and Communication Centre. | Actuals subject to a maximum of Rs. 9 lakhs. |
| 2. Provision for Contingent Expenditure-Postage, Stationery, Transport, Hot and Cold Weather charges-vehicles and Campus Building maintenance, telephones, electricity charges, office equipments, public relations etc. | 30% of item 1 above subject to a maximum of Rs. 2.7 lakhs. |

3. For academic programmes and Field Projects.

40% of item No. 1 above subject to a maximum of Rs. 3.6 lakhs.

Similarly, the expenditure on Contingencies and Programmes and Field Projects for 1984-85 would be Rs. 2.97 lakhs at the rate of 30% and Rs. 3.96 lakhs at the rate of 40% of the salary component of Rs. 9.90 lakhs. Likewise leased on the salary component of Rs. 10.89 lakhs for the year 1985-86 the contingencies and programmes and field projects expenditure would be Rs. 3.267 and Rs. 4.356 lakhs respectively.

Any additional expenditure on account of contingencies and programmes and field projects may be met out of revenue receipts of Literacy House.

9. In addition to the normal activities of the Literacy House, if sponsored programmes or other projects are undertaken the Literacy House should prepare its own detailed estimate and should charge 10 to 15 percent as overhead charges.

10. The Committee also came to the conclusion that the buildings of the Literacy House needs lot of repairs and in view of the added responsibility like undertaking of post literacy programmes etc. there is need for additional building complex and capital provision equipment, a multipurpose diesel operated bus etc. Taking into consideration the voluntary nature of the organisation, the Committee recommends that besides utilizing the revenue/income from the various sources like hostel fees, rental from buildings, overhead charges from sponsored projects etc., the institution should generate its own funds by voluntary efforts by seeking donations/assistance from well recognised national and international institutions and various other departments of the Central and State Governments.



HISTORICAL

The Beginning

Literacy House was established at Agricultural Institute, Allahabad on February 3, 1953 by Dr. (Mrs.) Welthy H. Fisher, a pioneer in the field of Literacy and adult education. Shri K M. Munshi, the then Governor of Uttar Pradesh invited Mrs. Fisher to come to Lucknow. With his help and that of other friends, negotiations to acquire land on the outskirts of the capital of Uttar Pradesh, the largest and most populous state in the country were completed. It was shifted to Lucknow in 1956 where it continues till the present day.

2. Designed like a village, it is a cluster of simple brick buildings. Today, it has a twenty acre complex of class rooms, hostels, office buildings, library building, staff quarters and an open-air-theatre. In two nearby villages, Bijnaur and Neewan, it has 120 acres of farm land. The farm at Bijnaur also has hostel facilities, school building, poultry, workshops and staff quarters. It has been developed as a fodder growing and cattle breeding farm with the assistance of Indian Dairy Corporation. The farm at Neewan has been developed as a general grain crop and seed raising farm. Both these farms were acquired to demonstrate and teach young farmers improved agricultural and animal husbandry practices and link literacy education with food production and individual needs of the learners and the community.

Phase of Development

3. From this small beginning in 1953, Literacy House today has developed into an institution of national importance in functional Literacy education. Its work developed through several stages with initial emphasis on developing methods and techniques for teaching illiterates. The next stage was to provide services for retention of literacy. This led to the establishment of a School of Writing with a grant from the Ford Foundation in 1958. The consequent emphasis was on developing library services to deliver the simple material developed at Writer's Workshops to neo-literates on their door steps.

4. The experience gained from the field showed the need to link and integrate literacy education with agricultural and industrial development. This led to the establishment of two farms, one each

at Bijnaur and Neewan, creation of a Farmer's Institute in 1966 and Shramik Vidyapeeth in 1980. Then come the realisation that Literacy education should be built around the needs and problems of the family as a Unit. Thus, a Family Life Centre came into existence in 1969. The Puppetry, silk screen printing and audio-visual units were developed as supporting services to adult education programmes related to food production, family life and population education.

State Resource Centre

5. A massive programme to educate 100 million illiterate men and women between 15 to 35 age-group in five years was launched in 1978 under the National Adult Education Programme. Keeping in view the past experience and resource facilities available at Literacy House, the Central Government on the recommendation of the State Government recognised Literacy House as a Resource Centre on Adult Education for Uttar Pradesh in 1976. The Ministry of Social Welfare, Government of India also recognised the expertise and infrastructure facilities available at the family life Centre of the Literacy House and entrusted us with the responsibility of conducting training programmes for various functionaries of Integrated Child Development Service Scheme and development of learning materials for ICDS and Functional Literacy for Women (FLAW) in 1975.

Management

6. Literacy House is managed by the India Literacy Board, a body registered under the Societies Registration Act of 1860. The composition of the Board was modified to accommodate the representatives of the Government on the recommendation of the First Review Committee set up by the Government of India. The Board comprises of distinguished Indian educators, social workers, professional leaders and representatives of Central and State Government. Sri Bhagwan Sahay, I. C. S. (Retd.) is at present the Chairman of the India Literacy Board.

Recognition in other States and Abroad

7. Besides functioning as a State Resource Centre for the state of Uttar Pradesh, it has served several other Hindi and Non-Hindi speaking states, such as Bihar, Madhya Pradesh, Haryana, Himachal Pradesh, Gujarat, Rajasthan, Sikkim, Tamil Nadu, Jammu and Kashmir, Andaman and Nicobar and others. The International organisations like UNESCO, UNDP and UNICEF also recognised the expertise and facilities available in different sections of Literacy House and deputed adult educators for study visits and exchange of views. These adult educators were deputed from neighbouring countries like Afghanistan, Nepal, Bangladesh, Phillipines, and others.

Table 1

Appendix B

**Statement showing total expenditure, expenditure of Core Programme
Component of Salary for the Literacy House for 1977-78 to 1981-82**

	1977-78	1978-79	1979-80	1980-81	1981-82
1. Total expenditure	25,19,605.35	37,40,960.53	44,28,279.35	54,01,590.31	48,78,904.17
2. Expenditure on Core Programmes	7,93,986.37	8,95,563.61	12,32,040.38	12,10,227.03	12,33,390.33
3. Component of Salary included in the above	3,80,128.44	3,90,475.90	4,77,870.00	7,12,890.96	7,54,438.05
Ratio of 3 to 1	15%	10.4%	10.8%	13.2%	15.5%
Ratio of 3 to 2	48%	43.53%	38.8%	50%	61%

Accomplishments

In the past 27 years Literacy House has made its most valuable contribution by devising means to carry the vital messages of national development in the rural areas of the country. Some of the major accomplishments of Literacy House in this period include :

- (a) developing 11 sets of basic material in six regional languages for illiterate adults (each set having a package of a primer, workbook, supplementary reading material, teacher's guide and teaching charts);
- (b) training 16,300 literacy workers, 3,000 supervisors, 520 project officers, 2,000 women field workers of ICDS and NAEP, 1,350 audiovisual educators, puppeteers and silk screen printing technicians and 675 writers;
- (c) producing 35 evaluation papers and studies, 41 flashcards sets and khaddargraph cut-outs, more than 50 posters and charts in six regional languages, 36 puppet plays, publishing 300 titles for neo-literates (126 follow-up books, 100 content sheets and 72 pamphlets, charts for UNICEF, UNESCO and FAO);
- (d) translating 35 Literacy House publications into other regional languages, building a Farmer's Institute campus at Bijnaur; undertaking land reclamation work on two farms of 60 acres each, establishing an agricultural implements repair workshop, a poultry farm, a bull mother farm to improve local breeds of cattle through cross breeding, a family life centre, organising family life education courses (4,500 rural women trained in more than 150 courses), developing and Producing 10,000 family life education kits for State Health and Family Welfare Bureau, U.P. and integrated child development services, extension of mobile library services to more than 350 villages covering a population of approximately 3,50,000 and extending technical know-how to more than 25 organisations in 15 states to initiate adult education, establishing the Eastern U.P. Adult Education Centre, Deoria, and supplying teaching/learning materials to more than 40,000 centres in U.P. and other States.

Table II

Appendix D

LITERACY HOUSE*Mess Receipts during 1977-78 to 81-82*

Years	Receipts*	Expenditure on messing**
1977-78	1,33,759.00	1,11,413.89
1978-79	1,48,099.57	1,41,017.57
1979-80	1,96,764.39	2,09,613.28
1980-81	2,19,288.91	2,24,843.29
1981-82	1,61,724.18	1,83,018.21

*This includes 20% hostel maintenance charges.

**This does not include maintenance expenditure.

Basic Approach and Major Directions of work

Field Programme

Efforts will be made to link all academic, technical and professional activities with field programmes in collaboration with the State and other voluntary and cooperative agencies. Literacy House will sponsor 100 adult education centres in selected areas under the central Government Scheme of Assistance to Voluntary Agencies for implementation of Adult Education Programme. Every academic technical worker will be assigned field responsibility in specific urban or rural areas in addition to their professional responsibilities in the campus or in the farm.

Professional Growth and Participation

Efforts will be made to facilitate professional growth of staff, particularly the younger members through promotion of participatory practices in planning, management and evaluation of all activities. Greater use of the Library and Documentation facilities by individual members and Organisation of technical discussions, colloquium and internal seminars on a regular basis will be considered as part of the continuing academic responsibility of the senior staff members for staff development. A monthly campus bulletin will be brought out highlighting the developments in adult education in India and other countries as a part of the documentation and clearing house activity. By the end of the year, the bulletin will be given the shape of an "awareness newsletter" to be circulated among the adult education workers in the country and abroad.

Liaison with State Adult Education Directorate

Consultation between the Literacy House and the Directorate of Adult Education, U. P. will be institutionalised by arranging regular meetings between the functionaries of the two organisations. Joint working Groups and tasks forces will be formed to ensure speedy implementation of time-bound programmes of the State Resource Centre, particularly those relating to publications and training of personnel. Similarly, efforts will be made to establish closer contact with the Normal Schools, the State Institute of Education, the State Council of Educational Research and Training and similar other bodies attached to the Department of Education, Government of U. P., who are also providing technical support service to the adult education programmes in the State.

Literacy & Development Education Linkage

Efforts will be made to strengthen the linkages between literacy, adult education, skill development programmes and other developmental activities conducted at the Literacy House, Bull Mother Farm at Bijnaur and the Agricultural farm at Neewan and also those proposed to be conducted by the Shramik Vidyapeeth at Kanpur. To facilitate such linkages, these units will jointly take up several resource development programmes emphasising the development of self-employment, self-management skills and professionalisation of domestic work and services which constitute the bulk of the households economic activities in the unorganised and informal sector. Special attention will be paid to identify young men and women and also couples, particularly from the weaker sections of the population covered under the field programmes of the Literacy House for long duration residential leadership training programmes. It is expected that such trained rural workers on their own would be able to organise community and peer groups forming the implementation network of the Literacy House field programmes. Mobile workshops are also proposed to be organised for dissemination of community-specific occupational, productive, domestic and social skills in the villages and near the urban slums in the city of Lucknow under the Welthy Fisher Endowment Furd.

Population & Family Life Education

The rate of growth of population of U. P. being comparatively higher than in the majority of the other states in the country, special attention would be given to demonstrate innovative educational programmes with components of population education, primary health care and family welfare services. Health camps, pre and post-marriage counselling for young couples, child and mother care will be thrust of the Family Life Education and field programme. Literacy House will take up an experimental programme in collaboration with the concerned health authorities and other interested agencies to be demonstrated the linkages between education and responsible parenthood. Efforts will be made to introduce yogic exercises in the adult education programmes conducted by the Literacy House. Arrangements will be made to train instructors for the purpose in the campus of the Literacy House.

Linking Literacy, Primary Education and Student Campaign

As it has been widely observed, the success of literacy and adult education and development education programmes depend much on the creation of an appropriate climate for the motivation of the community for whom such programmes are organised. There is also a strong feeling in the rural communities that unless all the children get proper education there was an urgency in organising

literacy programmes for the adults. Hence, the need to link adult education with the campaign for universalisation of primary education. Such linkages are also important from the point of view of creating a life-long learning society. High School and College students, when guided properly, may create a favourable climate by organising a wide variety of constructive, recreational and cultural activities in collaboration with the out-of-school youth in the rural communities, urban slums, and industrial estates. Literacy House, in collaboration with the educational authorities, NYK and NSS coordinators will organise student camps and campaigns in selected areas during the school vacations.

***Devolution of
Resource Development***

Efforts will be made to decentralise resource development facilities and activities of the Literacy House in the field of literacy, adult and development education. One of the major steps in this direction would be to enter into an institutional understanding with selected normal schools principals, District Adult Education Officers, Project Officers, Supervisors, Instructors for the purpose of helping them to identify the locally available resources and to develop the competence to generate and coordinate research development activities.

***Action Research
and Cadre
Development***

Contacts will be established with research institute in and around Lucknow notably Lucknow University and Giri Institute with the purpose of jointly taking up evaluation and action research programmes in the field of adult education.

***Linking
Localized Media
with Satellite***

An experimental programme, in collaboration with the Centre of Educational Technology (NCERT) and the Centre for Development of Instructional Technology (CENDIT), New Delhi and the Space Application Centre (SAC), Ahmedabad and the G. B. Pant Agricultural University, Pantnagar will be taken up for the development of localised software and media management and utilisation techniques at the local level with an appropriate training component.

***Linking Science
Education with
Conservation***

A Survey will be conducted in a selected district of U. P. on the existing processes of utilisation of renewable sources of energy with a view to formulate a project proposal. The objective of the project would be to conduct lecture-demonstration with audio-visual aids on the causal relationships between the different environmental and natural factors governing our life and society. Technology of utilising biomass, solar and other forms of renewable energy will be demonstrated in collaboration with other agencies. Agricultural, health and science fairs with a focus on scientific reasoning and analytical tools will be organised.

Journals

The editorial policies of the journals Ujala, Ghar Grihasthi and Anudesh will be re-examined and efforts will be made to create a wider readership of these journals particularly among the adult education workers and the new literates.

*Federating
Role of Literacy
House*

It has been observed in the recent past that in the absence of a high degree of commitment and dedication among the adult education workers it is very difficult to motivate the adult learners to regularly participate in literacy and other programmes. Development of such commitment among the workers is again facilitated when a spirit of service and dedication to a cause is generated within the implementing agencies and a sense of participation is created within the members of the community to be served. However the success levels in the field of adult education cannot be easily replicated unless deliberate attempts are made to provide a forum to the implementing agencies to exchange experience and combined efforts are made to develop community level leadership in adult education. Keeping in view this background and also the efforts made by Literacy House in the past, appropriate programmes will be organised to bring the voluntary Government and Private agencies together in common forums and to federate the interested bodies with a view to improve the interaction between these agencies and the Central and State Governments at the policy level.

*Development
Education in
Cattle Breeding
and Fodder seed
Cultivation*

Determined efforts will be made to make both the Bijnaur and Neewan farms to be financially self-supporting in the budget year by linking productivity of the farms with the material incentives to the workers and reducing uneconomic and wasteful expenditure. The activities of the two farms will be coordinated to concentrate efforts to popularise the improved cattle breeding and fodder seed cultivation. This will be done through promotional and educational activities, training and follow-up field demonstrations in collaboration with the concerned State agencies and continued technical and financial support from NDDB and IDC. These and other related activities in these farms will also be coordinated with other farms and cooperatives in the State for speedy implementation of the Operation Flood II. Should the poultry farm prove to be a losing concern in the first half of the year, it may be dismantled. Adequate precautions are to be taken to ensure up-keep of the cattle in the Bull Mother Farm and to keep them free from FMD by restricting the entry of local cattle into the farm and also by regulating the entry of outsiders into the cattle sheds.

Table III

Appendix F

*Statement showing the anticipated projection
of Expenditure on Core Programme for the years
1983-84 to 1985-86*

	1983-84	1984-85	1985-86
1. Salaries including dearness allowance, additional dearness allowance, dearness pay, ad-hoc relief, Provident Fund, Gratuity, Travelling Allowance etc.	9,00,000	9,90,000	10,89,000
2. Contingencies (30% of ceiling of 1 above), (Postage, Stationery, Vehicle maintenance charges, maintenance of lawns, diesel-petrol, telephone, public relation, guest house, electricity, misc. unforeseen etc.	2,70,000	2,97,000	3,26,700
3. Academic and Field Programmes (40% of 1 above) Curriculum & Material Preparation, Communication Media, Direct Projects, Research, Evaluation & Monitoring, Library, Training, Family Life Education etc.	3,60,000	3,96,000	4,35,600
Total Expenditure	15,30,000	16,83,000	18,51,300
Anticipated Receipts	1,05,000	1,10,000	1,16,000

- Note :—
1. The above provision account of salaries etc. excludes the expenditure on account of salaries of staff, provided for printing of Publications, journals etc. The salaries of staff who are working for these projects are to be debited to the Printing and Supply of Publications.
 2. The above estimate do not make any provision for any further 'grant' of D. A etc. which may be sanctioned from time to time.
 3. The anticipated receipts may be utilised for meeting any excess expenditure over the allotted (Projection) amounts.

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