

# **MONITORING**

## **TOTAL LITERACY CAMPAIGN**

NIEPA DC



D06759

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DUG No. D-6757  
Date 30/3/92

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## 1. PREFACE

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

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

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

- 1) Attempt to collect too much data which ultimately remain unused.
- 2) Lack of proper understanding as to which factors are to be monitored at each level.
- 3) Lack of mechanisms to analyse the data received and to quickly adopt corrective measures, especially in the total absence of a full time management structure.
- 4) Lack of proper understanding of how full-time staff officials and participating committees and volunteers must co-ordinate to gather data and the problems of gathering data at the village level in such a voluntary programme.
- 5) Lack of proper understanding about time management in relation to monitoring strategy.

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

## 2. MONITORING STRUCTURE

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

### ESTIMATING FULL-TIME STAFF REQUIREMENTS

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

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

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

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

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

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

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

## **PARTICIPATORY COMMITTEES**

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

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

## **OFFICIAL ROLE**

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

### 3. LEVELS OF MONITORING

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

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

#### MONITORING AND LEVELS OF PROBLEM MANAGEMENT

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

##### A. Level of attention

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

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

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

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

- 2) help to solve spill-over problems from bottom levels which cannot be handled by the level just below;
- 3) train and orient personnel in charge of monitoring at the level just below in problem management.

## **B. Things to be monitored**

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

- 1) conduct of survey
- 2) conduct and impact of the environment creation activities
- 3) conduct of training
- 4) material production and distribution
- 5) enrolment of learners and learning progress
- 6) regular functioning of participatory structures and of functionaries at all levels.

## **C. Data collection process**

### **1. AT VILLAGE LEVEL**

#### **a) Centre visits :**

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

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

#### **b) The volunteer meeting**

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

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

- i) further training of volunteer
- ii) further motivation of volunteers and sustaining the campaign feeling
- iii) allowing the volunteers to express their views and problems and helping them resolve it.
- iv) providing an enjoyable social occasion for volunteers—full of songs, jokes, pleasant interaction—that binds them as a group
- v) making the volunteer develop an identity as member of the district saksharata samiti
- vi) collection of data.

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

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



### c) Village committee meeting

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

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

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

## 2. AT SUB-PROJECT LEVEL

### a) The sub-project committee meeting

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

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

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

### b) The academic committee

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

The academic committee members

- i) undertake to visit centres and study learning levels and assist and orient volunteers in the learning process. They will decide what training inputs must go into volunteers meeting and what into booster training camps;
- ii) undertake to attend volunteers meeting and impart continued training especially for teaching functionality and awareness contents of the TLC;
- iii) undertake to assist the sub-project co-ordinator in all his other duties. The sub-project is thus no longer an individual but the grass-roots branch of the district saksharata samiti providing local leadership for the campaign.

## 3. AT THE BLOCK LEVEL

### a) Block-level review meetings

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

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

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

b) Report from officials & independent sources

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

## 4 TYPES OF MONITORING

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

### A. Preliminary monitoring

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

### B. Regular monitoring (REMO)

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

### 3) Midterm monitoring (MIDMO) and review

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

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

### 4. Final Monitoring

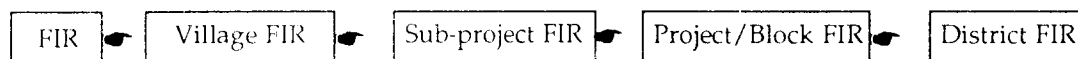
This may be conducted just before the closure of the programme.

## 5. PRELIMINARY MONITORING—FIRST INFORMATION REPORT (FIR)

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

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

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



### ABOUT FILLING IN FIRST INFORMATION REPORT

#### A. Volunteer's first information report

- 1) This being the base line information, utmost care must be taken in filling in this report.
- 2) Village convenors may help the volunteers to fill in the form.
- 3) Name, address, age, profession, sex, and educational qualification of the volunteers are to be given at the top portion.
- 4) Similarly, name, age, sex, profession etc. of the learner have to be given. Date of joining also need to be given. In the SC/ST column write SC or ST as appropriate or if the person is neither just leave it blank.
- 5) If a particular volunteer has been allotted a certain number of learners during matching and batching, this may be mentioned in the space provided with details of sex and age break up. If not this may be left blank.
- 6) Details of literacy kit distribution MAY NOT BE INCLUDED in this form. A separate form for this purpose is advisable. Inclusion of this aspect in the FIR form has resulted everywhere in considerable delay and confusion in filling the FIR forms as the entire kit is seldom distributed at once or on time.

#### B. Village convenors first information report

- 1) This is basically the compilation of volunteers' FIRs.
- 2) Village co-ordinator's details like name, address, sex, educational qualification, profession etc. may be given in the space provided.

- 3) Details regarding the total number of centres required, centres already started, and centres to be started may be given in the appropriate space.
- 4) Information regarding volunteers has to be given. This consists of the total number of volunteers required, number of volunteers trained with male, female distribution and total number of volunteers available for taking classes (Male, Female, Total) out of the trained volunteers, and the number of volunteers who are taking classes but are not trained.
- 5) Details of master trainers (MTs), like the total number of MTs required, MTs trained, and MTs presently available, also have to be given.

### **C. Sub-project first information report**

- 1) Sub-project FIR is the consolidation of village convenors' FIRs.
- 2) Details are to be filled in village-wise.
- 3) Besides compiling all the details given in village convenors' FIRs, details regarding master trainers and key resource persons are also to be given.

### **D. Block/Project first information report**

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

### **E. District first information report**

- 1) Consolidation of block/Project—FIRs
- 2) The important thing to be noted is that sub-project level data must be made available at District level.

### **F. Preparing village master register**

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

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

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

**B G V S**  
**TOTAL LITERACY CAMPAIGN**

**VOLUNTEERS FIR**  
(To be filled in by Volunteer)

Village / Area	Sub-project	Block / Project	District	Date
Volunteers name	Sex		M / F	
Address	Educational Qualification			
	Attended literacy training		Yes/No	
	Occupation			

Centre code	Centre location					Centre time						
Sl. no.	Name of learners	Age	Sex M/F	SC/ ST	Occupation	Date of joining	<i>To be filled in by convenor</i>					
							T	M	F	SC	ST	
						LEARNERS ALLOTTED	9 - 14					
							15 - 45					
							> 45					
							TOTAL					
						LEARNERS ENROLLED	9 - 14					
							15 - 45					
							> 45					
							TOTAL					

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

Signature of Volunteer

**B G V S  
TOTAL LITERACY CAMPAIGN  
VILLAGE CONVENORS FIR**

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

Village convener's name \_\_\_\_\_ Sex \_\_\_\_\_ M / F \_\_\_\_\_  
 Address \_\_\_\_\_ Age \_\_\_\_\_  
 Educational qualification \_\_\_\_\_  
 Occupation \_\_\_\_\_

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

Details of centres	
Total required	
Already started	
To be started	

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

Name and Signature \_\_\_\_\_

**B G V S**  
**TOTAL LITERACY CAMPAIGN**  
**SUB PROJECT FIR**

Name of sub-project \_\_\_\_\_ Project / Block \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

Name of sub project co-ordinator \_\_\_\_\_

Address \_\_\_\_\_

Phone if any \_\_\_\_\_

Master trainer in the sub-project		
Required	Trained	Available

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

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

Name and Signature \_\_\_\_\_



**B G V S**  
**TOTAL LITERACY CAMPAIGN**  
**BLOCK/PROJECT FIR**

Block /Project

District

Date

Name of the Block/Project co-ordinator  
 Address

Resource Persons		
Required	Trained	Working

Phone :

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

Tr.: trained

Re.: required

Av.: available

TTC : trained & taking classes

UTC : untrained but taking classes

Name and Signature

**B G V S**  
**TOTAL LITERACY CAMPAIGN**  
**DISTRICT FIR**

District \_\_\_\_\_

Date \_\_\_\_\_

Key resource persons required :

Trained :

Available :

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

Tr. : trained

Re. : required

Av. : available

Name and Signature

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

DISTRICT	BLOCK/PROJECT	SUB-PROJECT	DATE
VILLAGE	VILLAGE CODE NO.	VILLAGE CONVENOR	
Date of Starting		Date of Ending	

Sl. no.	Learners name	Age	Sex M/F	SC/ ST	Enrmt. date	Attendance and Level of Learning*												Test Result Max. Marks 100		
						Month I		Month II		Month III		Month IV		Month V		Month VI		T3	T6	T9
						Attn:	L L	Attn:	L L	Attn:	L L	Attn:	L L	Attn:	L L	Attn:	L L			

Dates of Village Convenor's Visit									
Date of Test									
Grade for the Month :	A/B/C/D	A/B/C/D	A/B/C/D	A/B/C/D	A/B/C/D	A/B/C/D	A/B/C/D	A/B/C/D	Volunteers Signature

LL = Learning level   \*Specify according to test (T1, T2, T3 etc.) or by lesson (L1, L2 etc.)

## 6. REGULAR MONITORING (REMO)

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

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

### A. REMO-A

(VILLAGE CONVENOR TO SUB-PROJECT CO-ORDINATOR)

a) Periodicity: weekly/fortnightly

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

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

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

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

- i) Learners: Status of enrolment, dropout rate and attending learners;
- ii) Literacy : Status of literacy centres and their general level of performance/grades;
- iii) Village committees: Conduct of the village committee meeting and volunteers meet and environment building activity.

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

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

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

- ensuring that the village committee meets and functions;
- meeting the learners of a particular class personally;
- ensuring that volunteers meetings are held regularly and in an attractive manner;

- identification of more volunteers to start fresh classes;
- organising training for volunteers who have not yet been trained;
- arranging special assistances to volunteers who are weak at numeracy;
- organise special village level environment creation activities;
- forming women squads to meet women learners;
- arranging space for classes;
- organising supplementary teaching/learning activities;
- making some of the village elders visit some classes in an area;
- visiting classes in which volunteers have not turned up;
- solving problem related to material distribution etc.

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

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

- i) Sub-project co-ordinator must collect the REMO-A forms at the weekly meetings of village convenors to be convened by him.
- ii) He should make special attempts to obtain REMO-A forms from these villages from which the village convenor or his representative has not attended the sub-project level meeting. This will often mean a visit to the village and organising a volunteers meet.
- iii) On the basis of data obtained through REMO-A he may identify weak villages in his sub-project area and suggest remedial actions to village convenors.
- iv) He may fix up visits to weak villages himself or may send resource persons or master trainers attached to his sub-project.

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

A weak village may be a village

- i) with low enrolment;
- ii) with high dropout rate;
- iii) with majority of the centres remaining at grade C;
- iv) with no village committee or academic committee;
- v) with most of the village committee having low attendance etc.

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

- holding the village committee meeting;
- holding a volunteers meeting;
- additional training for master trainers and volunteers ;
- formation of village level academic committees or volunteers' committees;
- meeting village co-ordinators, village leaders, etc., personally;
- helping to organise special campaigns at weak villages;
- formation of women squads at project level, etc.
- drawing the attention of block co-ordination centre to such area problems where it is essential to do so.

### **B. REMO-B**

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

- a) Periodicity: Once a week/fortnight
- b) REMO-B is to be filled in by the sub-project .
- c) REMO-B is to be compiled out of REMO-A forms obtained from village co-ordinators. Sub-project co-ordinators may do the compilation with the help of sub-project academic committee members.

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

- d) One copy of REMO-B must be filed by sub-project co-ordinator at the block office. This may be filed along with copies of REMO-A forms (if so decided by the block office) but having the REMO-A forms is not essential for the block office.
- e) The block co-ordinator must analyse the data available through REMO-B (with the help of block Academic committee) and identify weak sub-projects where help or intervention is necessary. He may discuss the strategy for intervention at the SPCs meeting at block level.
- f) Weak sub-project could mean several things. Parameters similar to those for judging a weak village may be drawn out. Periodicity and attendance in sub-project committee meetings is also a major factor.
- g) The Block co-ordinator may ensure that all the REMO-B forms are obtained from the sub-project co-ordinator, before the fortnightly/monthly block level meetings of SPCs, so that he can do the necessary analysis and even prepare REMO-C which would give a comparative picture of various sub-projects.
- h) After analysing REMO-B thoroughly, the block co-ordinator may draw up an intervention plan for weak sub-projects with the help of academic committee members and concerned SPCs. He may also draw the attention of district control room to such areas and problems in which district level intervention is considered necessary.

Such block level intervention plan may include

- planning visit to the sub-project with a group;
- convening special meetings or attending meetings of the village convenors of the sub-project;
- conduct special orientation programme for master trainers of the sub-project;

- activating academic committee of the sub-project area;
- meeting officials or political leaders of the sub-project area;
- organising women squads/convention of sub-project. Block co-ordinators should involve the sub-project co-ordinators concerned in all these activities.

### **C. REMO-C**

(FROM BLOCK CO-ORDINATOR TO DISTRICT CONTROL ROOM)

- a) Periodicity: Fortnightly. Monthly if fortnightly reporting becomes infeasible.
- b) Block/Project co-ordinator compiles REMO-C from the REMO-B obtained from sub-project co-ordinators (with the help of block academic committee).
- c) Block/Project co-ordinator sends/hands-over REMO-C to the district control room / district monitoring in charge.
- d) REMO-C should reach the district office at least three days prior to the fortnightly/monthly meeting of the block co-ordinators, so that the monitoring co-ordinators are able to analyse it and prepare REMO-D which will give a better comparative picture of blocks and sub-projects.
- e) At the fortnightly/monthly meetings of block/project co-ordinators a thorough review of the progress made should be done. District level academic committee members and all district co-ordinators may participate in this meeting.
- f) On the basis of this review a district level intervention plan may be prepared to help weak blocks/project and sub-projects. Overall weaknesses in the district planning can also be brought to light through this review. Such a district level intervention plan may consist of, for example,
  - i) special campaigns and mobilisation at weak blocks, sub-projects;
  - ii) special efforts to meet political, social leaders;
  - iii) conduct of women conventions, formation of women squads;
  - iv) orientation for sub-projects, block/project co-ordinators;
  - v) sending special monitoring squads to cross check data and prevent false reporting.

### **D. REMO-D**

(DISTRICT CONSOLIDATED REPORT)

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

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

These forms basically monitor three things:

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

## Learners

The following information regarding learners has to be entered.

### TOTAL NUMBER OF LEARNERS

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

### NUMBER OF LEARNERS ENROLLED

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

### NUMBER OF LEARNERS ATTENDING

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

### NUMBER OF DROP OUTS

- a) A learner who is absent continuously for 15 days (two weeks), in spite of attempts to bring him/her back by the volunteer and others may be considered as a drop out. The number of such learners can be entered in column 'drop outs'.
- b) If a person absents himself/herself continuously for one month in this manner, his/her name may be removed from the attendance register.
- c) If a person dropped out earlier comes back to the class, he/she may be added on to those attending and subtracted from number dropped out. The impact of this is that while total number of learners allotted is constant (except for changes due to migration or fresh identification), the number enrolled will only increase. The number attending plus number dropped out will always equal the number enrolled and may go up or down from week to week.

## Centres

### TOTAL NUMBER OF CENTRES REQUIRED

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

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

### NUMBER OF CENTRES ALREADY STARTED

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

### GRADATION OF CENTRES

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



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

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

Note :

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

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

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

#### 4) TOTAL

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

### 3. Functioning of literacy committees

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

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

For assessing committee performances, two factors have been incorporated:

- a) Whether the committee meeting was held. Either 'Yes' or 'No' may be marked.
- b) Attendance in the committee. Here the number has to be marked.

### 2) NUMBER OF VOLUNTEERS MEETING

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

### 3) ENVIRONMENT CREATION

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

### 4) PROBLEMS, IF ANY

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

**B G V S**  
**TOTAL LITERACY CAMPAIGN**  
**R E M O A**

VILLAGE TO SUB PROJECT (ONCE A WEEK/FORTNIGHT)

1. Name of village and code :
2. Sub Project :
3. Name of block/project :
4. Person filling report : Name  
 Designation
5. Date of filling report :
6. Period under report :
7. Was village committee held ? Yes/ No.
8. Village committee meet attendance (A/T):
9. No. of volunteers meet :
10. No. of volunteers attendance. (A/T) :
11. Any environment building activities :
12. Any Problem
13. Data : Centres

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

14. Data : Learners

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

**B G V S**  
**TOTAL LITERACY CAMPAIGN**  
**REMO-B**  
 (FROM SUB-PROJECT TO BLOCK/PROJECT - ONCE A WEEK)

Person filing report Name	Date of report
Designation	Period of report

Name of District		Block/Project				Sub Project										
Sl. no.	Name of the village	Volunteer's meetings		Village committee meetings		Environment building activities	Centres				Learners					
		No. of meetings	Attn.	No. of meetings	Attn. (A/T)		Total re-quired	started	Running(grade)			Stopped	Total	En-rolled	Along	Drop-
								A	B	C	T					
						Total										

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

Attendance in the meetings (A/T)

Name & Signature

**B G V S**  
**TOTAL LITERACY CAMPAIGN**  
**REMO-C**  
(FROM BLOCK/PROJECT TO DISTRICT - ONCE A WEEK/FORTNIGHT)

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

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

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

Block/project level meeting date

Attendance in the meetings (A/T)    no. of SPs attended

no. of MTs, RPs and etc.

Officials who attended

Name & Signature

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

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

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

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

Name & Signature

## **7. MIDTERM MONITORING—MIDMO**

- a) Midterm monitoring is a monitoring-cum-review to be conducted periodically for fully assessing the progress of the Total Literacy campaign.
- b) All aspects of training, material distribution, environment creation, progress of learning, volunteer enrollment, functioning of literacy committees and academic committees monitoring classes etc may be fully reviewed.
- c) Detailed data regarding age wise and sex wise break up of the learners, the number of the BC & SF learners etc, also have to be collected. This is essential to meet the monitoring requirements of NLMA and state adult education department.

### **A. MIDMO AT VILLAGE LEVEL**

- a) Midterm monitoring can be planned as a ten day programme throughout the district. It may be scheduled as shown below.
- b) Voluntary instructors are informed well in advance and they get ready for MIDMO. They update their register and be ready with the relevant data.
- c) Village level review—this may be held as a one day meeting with two sessions. The sub-project co-ordinator or one of the sub-project academic committee members should be present at this meeting throughout.

#### **FIRST SESSION**

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

#### **SECOND SESSION: PEOPLES REVIEW**

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

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

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

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

The report of both the sessions may be consolidated.

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

### **B. MIDMO AT SUB-PROJECT LEVEL**

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

#### **FIRST SESSION : 4-5 HOURS**

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

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

#### SECOND SESSION: PEOPLE'S REVIEW

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

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

### **C. MIDMO AT BLOCK/PROJECT LEVEL**

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

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

#### FIRST SESSION: 5-6 HOURS

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

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

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

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

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

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

### **D. MIDMO AT DISTRICT LEVEL**

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

#### FIRST SESSION: FIRST DAY-8 HOURS-RESIDENTIAL

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

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

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



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

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

Note:

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

The following schedule may be considered for midterm monitoring.

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

DAY-2 — MIDMO at village level

DAY-4 — MIDMO at sub-project level

DAY-6 — MIDMO at block level

DAY-9-10 — MIDMO at district level

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

**B G V S**  
**TOTAL LITARACY CAMPAIGN**  
**MIDMO (V-SP)**

**MIDTERM MONITORING REPORT FROM VILLAGE TO SUB PROJECT**

1. Name of the village and code :

2. Period under reporting :

3. Village convenor Name :  
 Address :

Sub. National Systems Unit,  
 National Institute of Educational  
 Planning and Administration  
 17-B, SriAurobindo Marg, New Delhi-110016  
 DOC. No. D. 6759  
 Date 30/3/92

Age :  
 Sex : M/F

4. Details of centres

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

5. Details of learners and learning levels

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

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

6. Details of volunteers

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

7. Volunteers meeting

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

8. Village committee meeting

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

9. Centre visits

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

10. Functionality, awareness and supplementary teaching learning

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

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

Topics on which FAC / STCA held		No. of classes in which held
Brief comments on FAC activities	Brief comment on STLAs	

12. Comment on reading, writing and numeracy components

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

13. Environment generation activities

Date	List of activities	Impact	Future activities plan	Date

14. Master trainers & resource persons

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

15. Name of officials who visited / were involved programme

16. Attitude of local govt. officials

17. Attitude of village leaders

18. Main problems

Problems	Action taken, Suggested

19. Other Comments

Name & Signature

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

**MIDTERM MONITORING REPORT FROM SUB-PROJECT TO BLOCK / PROJECT**

1. Name of the Sub-project :

Date :

2. Period under reporting :

3. Details of centres :

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

4. Details of learning and learning levels :

A. No. of learners

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

B. Learning levels

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

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

C. Comments on No. of learners and learning levels

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

5. Details regarding volunteers

A. No. of volunteers

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

B. Educational qualification of volunteers

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

C. Comments on volunteers, if any

6. Details of master trainers, resource persons

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

7. Village Volunteers meeting / Academic Committee

A. Details of meetings

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

B. Village committee functioning

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

C. Comments

Comments on volunteer meeting	Comments on village committee functioning



8. Centre visits

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

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

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

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

Comments on FAC	Comments on STLA

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

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

11. Environment creation

Name/code of village	Level of environment creation	Comments

12. Monitoring of other aspects in the sub-project

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

13. Main problems faced

Name/code of village	Main problems	Comments

14. Sub Project level functioning

A. Details of full-time functioning

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

B. Sub-project--academic committee members

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

D. Sub-project level literacy committee

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

15. Other comments

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

Name & Signature of  
Sub-project Co-ordinator

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

MID TERM MONITORING REPORT FROM BLOCK/PROJECT TO DISTRICT

1. Name of the block/project

Date

2. Period under reporting

3. Details of centres

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

4. Details of learning & learning levels

A. No. of learners

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

B. Learning levels

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

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

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

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

5. Details regarding volunteers

A. No. of volunteers

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

B. Educational qualification of volunteers

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

C. Comments on volunteers, if any

--

6. Details of master trainers, resource persons

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

7. Village committee

A. Village committee functioning

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

B. Comments

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

8. Centre visits

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

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

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

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

Name of sub-project	Comments on FAC	Comments on STLA

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

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

11. Environment creation

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

12. Monitoring and other aspects in the project/block

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



13. Main Problems faced

Name of sub-project	Main problems	Comments

14. Sub-project level functioning

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

15. Block level functioning

A. Full-time staffs

Name	Age	Educational qualification	Occupation	Joined full-time on	Role

B. Block committee members

Name	Age	Educational qualification	Occupation	Role	No. of meeting attended

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

C. Block/project academic committee

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

16. Other comments on block/project level functioning :

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

Name & signature  
Block/Project Co-ordinator

**B G V S**  
**TOTAL LITERACY CAMPAIGN**  
**MIDMO (D)**  
**MID TERM MONITORING REPORT (DISTRICT CONSOLIDATED)**

1. Name of the district

Date

2. Period under reporting

3. Details of centres

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

4. Details of learning & learning levels

A. No. of learners

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

B. Learning levels

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

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

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

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

5. Details regarding volunteers

A. No. of volunteers

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

B. Educational qualification of volunteers

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

C. Comments on volunteers, if any

6. Details of master trainers, resource persons

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

7. Village committee

A. Village committee functioning

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

9. Comments

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

8. Centre visits

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

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

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

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

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

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

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

**11. Environment creation**

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

**12. Monitoring and other aspects in the project/block**

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

### 3. Main Problems faced

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

### 14. Sub-project level functioning

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

### 15. Block level functioning

#### A. Full-time staffs

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

#### B. Block/project committee members

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

No. of block committee meeting, held

av. attendance :



C. Block academic committee

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

16. District level functioning

A. Full-time staffs

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

B. District Functioning

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

C. District academic committee

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

17. Main problems at district level

18. Other comments on district level

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

Name & Signature  
District Co-ordinator

## **8. SOME MORE HINTS ON MONITORING**

### **A. Caution against false reporting**

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

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

- 1) Inadequate functional mechanisms for gathering information combined with a pressure to present figures leads to guessing at the figures. Improper and inappropriate monitoring strategy design and inadequate manpower are the leading causes of this.
- 2) A bureaucratic pressure from above to 'improve' the figures without trying to understand the problems involved and reasons for the low figures.
- 3) Poor selection of functionaries, loss of voluntarism or a perception that this is just another government programme.

### **B. Don't adopt the monitoring forms mechanically**

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

### **C. Monitoring other aspects**

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

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

- 2) We are including a proforma for conducting the total literacy survey.
- 3) Attendance registers have a very important role to play in monitoring. This may be prepared carefully and distributed in advance.
- 4) Forms for final evaluation is not included here. BGVS is preparing a separate note on this, which will be available soon.

### **Special Note On Centre Visits**

VISIT—MAXIMS (SOME HINTS FROM THE FIELD)

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

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

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

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

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

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

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

Visitor participating in class singing is desirable.

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

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

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

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

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

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

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

#### **D. Outcomes of a visit to a centre**

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

- 1) Whether adequate reading ability is being acquired
- 2) Whether adequate writing ability is being acquired
- 3) Whether numeracy ability is adequate

- 4) Whether each of the above aspects are imparted effectively by the volunteer instructor and whether he/she is adequately trained;
- 5) Whether the centre is emotionally bound into an unit, enjoying the process;
- 6) Whether any imparting of functionality and awareness aspects is being carried out;
- 7) Whether the volunteer is being visited/supported by village convenor or other committee members;
- 8) The physical problems—light, space, etc., and whether the local committee does its best to assist in these aspects.

**E. Outcomes of visit to a village**

All of the above plus an assessment of

- 1) average functioning of centres
- 2) the efficiency and motivation of key functionaries
- 3) whether the full-time staff are totally seized of the situation—both strengths and problems—and are equipped to handle it
- 4) health of participatory structures and environment building and training at that level.

## 9. TIME MANAGEMENT AND MONITORING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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D06759

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DOC. No. D-6759  
Date 30/2/92