

**COMPILATION OF THE REVIEW
REPORTS ON THE PACE AND
PROGRESS ON THE IMPLEMENTATION
OF THE TOTAL LITERACY CAMPAIGNS**

Volume : III

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**MINISTRY OF HUMAN RESOURCE DEVELOPMENT
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FOREWORD

We have travelled a long way since the National Literacy Mission was launched in May, 1988. The task which at that time seemed utopian now appears within our reach. The reports document minutely the transformation that has been taking place over the past five years, from the slow and painful rejection of the centre-based programmes to the gradual adoption of the campaign approach in the shape of Total Literacy Campaigns.

In this volume reports in respect of 30 districts have been compiled. These reports have been submitted by the officers of NLMA, teams constituted by the Executive Committee of National Literacy Mission Authority which are either in the form of pre-appraisal reports (i.e. to evaluate the state of preparedness in a district for taking up a Total Literacy Campaign) or status reports on how the project is progressing or reports on revival/ restoration of Campaigns which due to imponderables beyond their control slumped back and had to be put back on rails. These reports provide an insight into the diversities of problems encountered in different districts and the strategy that needs to be evolved in tackling those problems peculiar to that district, which is the hallmark of a Total Literacy Campaign.

I take this opportunity to thank all the officers of NLMA, other activists and literacy workers who had taken trouble to visit the districts, sit down with the field functionaries, people's representatives and the district authorities to seek their support, help and guide them in their efforts to achieve total literacy and document their impressions in their report.

(L. Mishra)
Joint Secretary (AE) and DG, NLM

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LIST

S. No.	Name of States and District	Name of Officer	Dates of Visit
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1.	ANDHRA PRADESH		
	(i) Hyderabad	Director General, (NLM)	March, 1992
	(ii) Khamman	DG, NLM	23.7.1992
	(iii) Warangal	DG, NLM	24.7.1992
	(iv) Mahbubnagar	DG, NLM	22.10.1992
	(v) Medak	DG, NLM	19.10.1992 & 20.10.1992
	(vi) Cuddapah	DG, NLM	23.10.1992
	(vii) Kurnool	DG, NLM	22.10.1992 & 24.10.1992
2.	BIHAR		
	(i) Saharsa	Director, Adult Education	15.7.1992
3.	GUJARAT		
	(i) Ahmedabad	Director, DAE	30.9.1992
4.	HARYANA		
	(i) Ambala	Director, DAE	20.7.1992
	(ii) Yamunanagar	Director, DAE	17.9.1992 & 18.9.1992
5.	KARNATAKA		
	(i) Dharwar	Shri Sundararajan, Under Secretary	24.9.1992 & 25.9.1992
	(ii) Mysore	Shri Sundararajan, Under Secretary	22.9.1992
	(iii) Tumkur	DG, NLM	13.9.1992
	(iv) Shimoga	DG, NLM	14.9.1992
6.	MAHARASHTRA		
	(i) Sangli	DG, NLM	9.9.1992 & 10.9.1992
	(ii) Osmanabad	DG, NLM	20.10.1992 & 21.10.1992
7.	MADHYA PRADESH		
	(i) Indore		14.5.1992 & 15.5.1992
8.	ORISSA		
	(i) Ganjam	DG, NLM	22.7.1990
	(ii) Dhenkanal	DG, NLM	
	(iii) Bolangir		

1	2	3	4
9.	TAMIL NADU		
	(i) Nagapattinam	Shri Sundararajan, Under Secretary	9.7.1992
	(ii) Dindigul Anna	Shri Sundararajan, Under Secretary	17.8.1992
	(iii) Periyar	Shri Sundararajan, Under Secretary	18.8.1992
10.	UTTAR PRADESH		
	(i) Meerut	DG, NLM	25.9.1991
	(ii) Agra	DG, NLM	28.9.1992
	(iii) Ghaziabad	Director, Adult Education	29.9.1992
	(iv) Mooradabad		3.10.1992
11.	WEST BENGAL		
	(i) Nadia	DG, NLM	29.8.1992
	(ii) Purulia	DG, NLM	16.10.1992 & 17.10.1992

REPORT ON THE STATUS OF IMPLEMENTATION OF TOTAL LITERACY PROGRAMME IN HYDERABAD DISTRICT (ANDHRA PRADESH)

A proposal for total literacy programme in Hyderabad district was submitted to the EC, NLMA on 2.6.90. It was considered and approved by the EC, NLMA on 27.8.90. The EC, NLMA also accorded its approval for a total estimate of Rs. 242 lakhs for implementation of the project and released a sum of Rs. 200 lakhs. According to the established norms, the State Govt was to release one-third of the total cost towards its share for which a decision was taken as late as March '92.

The original proposal envisaged imparting functional literacy to 6 lakh potential learners in Hyderabad district in the age-group of 15-35 years. Functional literacy was to be imparted through their mother tongue and the Hyderabad Akshara Jyothi Samithi, a society specifically registered for this purpose under the Societies Registration Act, was to assume the leadership for implementing the programme within a period of one year by involving all sections of the society, namely teachers, students, women, youth, voluntary organisations, govt employees, employers, trade unions, etc. The society was headed by the Hon'ble Chief Minister of Andhra Pradesh with the Collector and DM, Hyderabad as the Secretary. An Executive Committee under the society was also formed with the Collector & DM as the Chairman.

The Hyderabad Akshara Jyothi Samithi was to mobilise and enrol 100 Resource Persons, 1500 Master Trainers and 16,000 volunteers to work for the campaign without

any incentive — monetary or non-monetary.

The programme had a good start as would be evident from the following :

- A Padyatra with 25,000 to 30,000 participants was organised on 8.9.90, the day the campaign was launched. The Padyatra was led by the Minister for School Education, a famous Telugu writer — Shri Arudra and others.
- The campaign was formally launched by the Hon'ble Chief Minister of Andhra Pradesh on 19.11.90 by lighting the literacy lamp installed at Dr. Ambedkar statue at Tank Bund in collaboration with Hindustan Petroleum Ltd. On the same day, a literacy torches rally was also organised with the participation of 15,000 to 20,000 volunteers.

Regretfully, however, the campaign which was launched with much fanfare, euphoria and enthusiasm suffered a set-back as the Collector & DM, Hyderabad and Chairman of the EC, who was the principal driving force in the campaign — Shri S.N. Mohanti was transferred within months after launching of the campaign. His successor did not evince the same initiative, enthusiasm and interest in the campaign which was allowed to recede into inaction even though few ceremonial functions have been held to distribute voluntary badges to the volunteers and master trainers and literacy certificates to the first batch of illiterates.

With assumption of charge of Shri K.R.

Kishor, Collector & DM, Hyderabad and Chairman of the EC, Hyderabad Akshara Jyothi Samiti (HAJS), the campaign received a fresh lease of life. Systematic efforts have been organised to revive the pace and tempo of the campaign by organising Akshara Kalajathas in different wards and busties of Hyderabad City. In all, 160 cultural troupes have been identified, each troupe comprising of 10 to 12 artists. Workshops have been organised for training of the artists to enable them to perform street plays on the following episodes :

- Demonstrating how the traditional Centre-based & honorarium-based Adult Education Programme was implemented in the past and how the present programme, which is in a campaign mode, is refreshingly different from the earlier one.
- Importance of land (both agriculture & homestead land), the machinery and mechanism for distribution of land — importance of record of rights, how to maintain the record of rights.
- Immunisation (polio, diphtheria & measles) and its importance for pregnant mothers and children.
- Loans — How to approach banks for obtaining loans for variety of purposes.
- Ration shops — Importance of ration shops in the life of an adult householder.
- Importance of environmental sanitation and clean potable water.

While the first batch of cultural troupes has been trained from 15.4.92 to 8.5.92 and the second batch from 18.5.92 to 15.6.92, nearly 224 street plays have been performed from 15.5.92 to 24.7.92. These have created tremendous impact in spreading the message

of literacy, in removing lots of doubts, misgivings and reservations in the minds of people about literacy and illiteracy, in disseminating the messages of peace & communal harmony through literacy, in identifying the literate and the educated and to sensitise them to act as volunteers while mobilising & motivating the potential learners to join the literacy programme.

The entire campaign has now been divided into two phases, namely 200 slums proposed to be covered in the first phase to be taken up by the end of July '92 and to be completed by January '93 and the second phase comprising of 210 slums to be taken up by the end of August '92 and to complete the basic literacy course by February '93.

Since a good and positive environment is reported to have been created as a result of performances of nearly 170 Akshara Kalajathas, conducting of door-to-door survey becomes the next important activity. In the meeting we had with the Deputy Director, Adult Education, District Education Officer, Deputy Education Officers, Project Officers of NFE and Supervisors of the old programme, the following picture emerged :

- Squads have been constituted with a Master Trainer as the Squad Leader and the squad comprising of 4 to 5 members.
- Each squad is to take up survey in respect of 40 to 50 households per day.
- The convenor and the squad leader should meet and allot a particular area with number of houses, house numbers as per voters' list before actual commencement of the survey.
- The survey format has been properly designed to enable the surveyors to elicit information in regard to persons in the age-group of 9—35, number of potential

learners, number of literate and educated willing to teach in the mother tongue of the learner, etc.

While the survey format has been designed with lot of care and attention and a time table for the survey appears to have been designed which gives an indication that the entire survey has to be conducted between 22.7.92 to 31.7.92, survey as an important unit of activity suffers from the following deficiencies and shortcomings :

- While the squads have been constituted, no proper planning has been done to conduct half a day to one-day orientation of the members of the survey squad.
- Slum areas have been allotted to particular squads while on actual verification it was found that such slums do not exist or existed outside the boundary of the particular squad.
- Even though it was given to understand that the first phase of the survey has been completed in June '92, the findings thereof have not yet been compiled and made available to the busti level committees. Such committees do not appear to have been formed in many places as well. In the absence of busti level committees, the actual matching & batching of volunteers is being done by the Master Trainers, while constitution of busti level committee was to impart a participatory character to the entire activity.
- Even though the findings of the survey have not been compiled and made available to the busti level committees, 5,000 centres are reported to have been opened on the basis of the findings of the first survey which appears to be quite intriguing.

Since an action plan for both the first and

the second phase of campaign has already been drawn-up indicating time schedules for commencement of completion of specific activities, it is desirable that the activities are conducted in a closely sequential and coordinated manner so that there is no scope for confusion. Illustratively, the following could be the sequence of events or activities in relation to survey which does not appear to have been observed in the first phase of the survey :

- Constitution of squad
- Printing of survey form proforma
- Assignment of the area
- Orientation of squad leader and members
- Flagging off the survey in a festival like manner by an important person in every locality
- Eliciting information from households
- Formation of busti level committees in course of survey
- Compilation of findings of the survey
- Making available findings of the survey to the busti level committee
- Matching and batching by the busti level committee
- Fixing up of the duration, timing and location of the learning centre by the busti level committee alongwith matching & batching
- Making available materials to the volunteers at the time of training
- Commencement of the teaching-learning process.

There may be activities like street-theatres, nukkad natak, role-plays, simulation exercises, etc. intermingling with some of these activities but the basic sequence has to be maintained. All functionaries of the campaign such as KRPs, RPs and MTs are also be made familiar with the above

sequence as a part of their orientation. Since this does not appear to have been done, the ZSS was advised to arrange orientation of the Master Trainers who will be the leaders of the survey squads into two phases, namely 29th July and 3rd August, 1992 so that they could be thoroughly familiarised with the entire sequence. To these two workshops, all Education Officer, Deputy Education Officers and Officers of the State Directorate of Adult Education could be invited so that a meaningful and result-oriented orientation could be imparted. The workshops will also provide an opportunity of number of slums in existence, number of slums which are not in existence and the difficulties arising out of wrong earmarking of certain slum areas in favour of certain MTs, difficulties in formation of busti level committees and various other incidental issues.

The Collector, Hyderabad district, who had proceeded on a 3 weeks training to Bangalore was not available for consultation. The Joint Collector was pre-occupied in a meeting with the Chief Secretary and was also not available for a detailed discussion. A discussion on the following issues would have been extremely useful but in the absence of Collector and the Joint Collector, this could not be done :

- The strategy for training of all functionaries involved in the campaign right from the KRP stage down to the volunteer stage.
- Arrangements for orientation of people's committees at the busti level, ward level, influential members of the locality, full-time coordinators, etc.
- Special strategies formulated to meet the

peculiarities obtaining in an urban slum area which very often upset the normal rhythm of life (problem of drainage, sewerage, dislocation in electricity, water, communal tension, population constantly on the move, etc.) which are likely to cause drop-out of both volunteers and learners and, therefore, need special attention.

- Arrangements for monitoring the pace and progress of teaching-learning process at the ground level, analysis of the feed-back and application of correctives.
- Arrangements for visits by the district level functionaries at close and regular intervals to the learning centres for first hand assessment of the ground level situation and report.
- Keeping a reserve of volunteers with a view to meeting unforeseen contingencies.
- Arrangements for internal as well as external evaluation of learning outcome right from the beginning.
- Integrating certain issues of direct interest and relevance to the life of slum-dwellers alongwith literacy to make the programme attractive, relevant and enjoyable.

The Joint Collector was advised later (when he met the DG (NLM) after the meeting with CS) to make himself available and participate fully in the two workshops on 29th July and 3rd August, 1992 so that all ground level problems and constraints could be discussed with the MTs and the door-to-door survey for the second phase in a sensitive city like Hyderabad (which has been torn by successive bouts of communal riots) could be conducted and lead to worthwhile results.

REPORT ON THE STATUS OF IMPLEMENTATION OF TOTAL LITERACY PROGRAMME IN KHAMMAM DISTRICT (A.P.)

Date of Visit : 23.7.92

Names of members of Visiting Team :

Representative of :

Central Govt. — Shri L. Mishra, JS (AE) & DG (NLM)

State Govt. — Shri R.S. Subramaniam, Deputy Secretary, D/o Education, Govt. of Andhra Pradesh

— Shri J.C. Ranganayakulu, Director (AE),

Govt. of Andhra Pradesh

BGVS — Dr. T. Sundararaman

The action plan on the campaign for total literacy for Khammam district was submitted by the EC of NLMA on 6th December, 1990. It was considered and approved by the EC in its meeting held on 30.1.1991. The EC approved the total estimated cost of the project at Rs. 341.00 lakhs sharable in the ratio of 2:1 between the Central Govt. and the State Govt. and agreed to release the first instalment of the grant amounting to Rs. 1 crore immediately without any condition; the balance admissible grant was to be released after release of the share of the State Govt. only.

One of the important considerations which weighed in the EC for according its approval to TLC, Khammam was the outstanding work done by BGVS in the field of environment building in Khammam district. As a matter of fact the proposal itself, was the outcome of an intensive mobilisation activity undertaken in the district by the BGVS. During October-November, 1990 a good number of Akshar Kala Jatha

performances were presented in as many as 140 centres and approximately 4 lakh persons are estimated to have witnessed the programme. The initial response to launching of a campaign for total literacy was very positive from the teachers' associations who had given full assurance to participate in the programme. Besides, in a meeting held on 2nd December, 1990, MLAs, Presidents of Mandal Parishads, teachers, students, women and youth had participated and had taken a pledge to work for total literacy in the district.

After approval of the proposal by the EC of NLMA, the Zilla Saksharatha Samiti, Khammam was formed and registered on 12.3.91 and the campaign was launched on 26.2.91 by the Chief Minister of Andhra Pradesh.

With best of ground level preparations and best of intentions on the part of all concerned, the campaign could not be carried to its logical goal within the prescribed time span. According to the original stipulations, 7.10 lakh persons in the target age group of 15—35 were to be made literate within a period of one year from the date of launching, meaning thereby end of February, 1992. The progress report of Akshar Deepam for the month of May, 1992 received in the NLMA on 7.7.92 went to show that there was a wide gap between the expected results and the actual achievement. The pace and progress of the campaign by all available indicators appeared to be far below the expectations. This has been a matter of deep concern and

warranted constitution of a joint team for visiting the district and for drawing up an exercise to be known as "OPERATION RESTORATION" after taking into account the problems, constraints and challenges which had adversely affected the campaign in consultation with Collector and Chairperson of Akshar Deepam and all others. Accordingly, the joint team comprising of DG (NLM) and Dr. T. Sundararaman of BGVS national Hqs. visited Khammam for a day i.e. on 23.7.92. They were joined by Shri R.S. Subramaniam and Shri J.C. Ranganayakulu from the State Govt.

In course of their 1-day visit the members of the team met the Collector and the members of the EC, the resource persons, master trainers, full time coordinators, representatives of BGVS, youth clubs, mahila mandals, apart from visiting couple of centres in two villages to see for themselves the overall pace and progress of the campaign. On the basis of these field visits and the discussions/ interactions held with various cross sections of the society, the members of the team came to certain specific conclusions and are inclined to make certain recommendations for reviving the pace and tempo of the campaign and putting it back on rails. The observations, conclusions and recommendations of the team are listed below:

Factors which could be attributed to slowing down the pace of the campaign:

- Continuity in tenure of the Chairperson of the ZSS is an important factor which cannot be easily overlooked. It may be recalled that the initial impulse for providing the leadership and direction to the campaign had come from Shri S.K. Sinha and later from Shri P. Subramaniam.

They, however, were shifted from the district in quick succession and even though lot of ground work done by them was not lost but it left a void or vacuum for some time till the present Collector and Chairperson of Akshar Deepam assumed charge. In all such situations it takes time for the new incumbent to familiarise himself/ herself with the ground level realities. The process of such familiarisation becomes all the more intricate in a large district like Khammam with a large concentration of tribal population, scattered and fragmented human settlements spread over a very large area and a number of other complex issues causing concern for administration.

- Time is the essence in a campaign which is essentially a short duration affair. Everything else in a traditional or routine bound nature of activity can wait but not the campaign which is a time bound operation with a number of components and sub-components sequentially linked to each other. Some of these activities/ operations are ordinarily expected to take place by way of initial preparations and certain other activities like survey, material preparations, printing and distribution, training, commencement of teaching learning process take place after obtaining the approval of EC of NLMA. Even though the proposal of the 'Akshar Deepam' was approved by the EC of NLMA on 30.1.91 and the campaign was launched on 26.2.91, lot of time seems to have been lost in holding conventions at few places, holding meetings with political parties, mass organisations, voluntary organisations etc. which actually should have been completed before sending the proposal to the EC of NLMA. As there was no system of visits of

joint teams to the districts to oversee some of the initial preparations this aspect was overlooked at the relevant point of time. It seems that between January and May no worthwhile activity had taken place. Then came the elections and the 'Rajiv Gandhi assassination which caused large scale dislocation in the entire campaign. From a perusal of the chain of events which have taken place in the campaign it appears that lot of time has been wasted in having series of meeting with the representatives of various organisations and groups. Such meetings are necessary and desirable for obtaining a positive consensus and mandate from various cross sections of the society as a part of preparations at the initial stage of the campaign but they need not be repetitive or recurrent events. Meetings seem to be taking place with political parties, voluntary agencies, mandal praja parishad, teachers' unions and others even as late as April, 1992 to the total exclusion or negligence of other important activities of the campaign. Consequently, the most important activity i.e. commencement of teaching learning phase for members of the target group and maintaining the pace, tempo and momentum of learning seems to have been lost sight of.

- BGVS and the Akshar Kala Jatha performances by the BGVS cultural troupes in October-November, 1990 had undoubtedly acted as an important pace setter and stimulant for taking up a campaign for total literacy for Khammam. Regretfully, however, certain developments seem to have taken place on 28.9.91 which strained the relationship between the district administration and the BGVS and seems to have left too many scars. It is not

necessary to recount the trend of events leading to the main event on 28.9.91 at Khammam Pavilion Ground which had been organised to mark the culmination of the Akshar Kala Jatha programme but suffice it to say that it seems to have imparted an unholy element into the campaign and seems to have alienated the activists who had worked round the clock to create a positive climate for literacy from the district admn. It also seems to have sparked of a controversy and alienated the representatives of the people (MLAs) from the campaign which is considered crucial in any people's movement. Ample evidence of this alienation was found in the Collectorate's Conference Hall at the time of interaction of the joint team with various cross sections of the society.

- The teaching learning process was due to commence on 2nd October, 1991 i.e. nearly 10 months after the project was approved by the EC of NLMA. This time schedule could not also be adhered to as there was delay in procuring the primers due to delay in printing and the latter was caused by delay in placement of orders. The arrangement to supply teaching learning materials in batches would have been understandable if the campaign could have been conducted in batches but since all the learners were to be covered in one go, there was no justification for the inordinate delay in supply of these materials. There were instances where volunteers started the programme on their own without proper training which led to lot of disorganisation and chaos.
- Training is considered crucial to the success of any teaching learning activity. Training has to be participative and communicative and must impart certain

tools and techniques by which the trainees become more vocal and articulate apart from equipping themselves with the basic skills in teaching by sharing knowledge and information and not by lecturing. Training seems to have suffered by default due to absence of an organised, systematic and methodical training programme on the one hand, want of a well visualised training curriculum and course content and poor methodology on the other. The deficiencies and shortcomings in training in general and the volunteers, training in particular were emphasised by several speakers who participated in the meeting with the members of the joint team.

Deficient training has been made worse further by weak monitoring and evaluation. Different sets of figures have been reported by the ZSS to the NLMA on different dates. Illustratively, the number of potential learners covered in the campaign and attending classes has been stated in the latest progress report for the month of May, 1992 as 3,14,185. According to the report of 21.7.92 and submitted to the joint team 1,02,000 learners have completed the first primer, 60,000 the second primer and 5,000 the third primer. The total of this comes to 1,67,000 which is almost 50% of what was reported in the progress report for the month of May, 1992. The reason for this wide discrepancy is not easily discernible. This shows that the entire system of reporting is full of missing links and is not credible. In the same report i.e. 21.7.92, the total number of learners attending the classes comes to 1,08,370 which again is further confusing.

It may be worthwhile to go into some of the other deficiencies and shortcomings of

the campaign before making some specific suggestions for restoration of the campaign to its proper shape. These deficiencies and shortcomings are as under:

- It was reported that the General Body or Patrons' Body had met only once since inception. In an ideal situation the Patrons' Committee should have been headed by the district minister incharge and should have representatives of all political parties, representatives of the people, employers, trade unions, VAs, NGOs etc. The meeting of the Patrons' Committee though symbolic is important as it helps in demonstrating the political will and commitment so crucial for the success of a people's movement apart from providing leadership and direction.
- The EC has been formed but according to the note submitted to the visiting team, it has only 6 members in addition to the Collector and the Chairperson. There is perhaps scope for enlarging the membership of the EC within 15 and thereby inducting couple of young, energetic and lively elements which will make it more effective.
- No definite information could be elicited on constitution of sub-committees for survey, environment building, publicity and propaganda, material production, training budget, finance, accounts and administration, coordination, monitoring and evaluation. These sub-committees could have been very useful in conducting the activities in a systematic and methodical manner and also in securing accountability from the concerned sections in a particular area of the campaign.
- Of the 46 mandals, 15 are in tribal areas.

The district has a very high percentage of SC (14.8) and ST (24.5) meaning thereby that more than 1/3rd of the total population belong to SC and ST as also to landless labourers who have no stable or durable avenues of employment, who migrate in large number to neighbouring districts and who depend on loans, debts and advances given to them by landlords or money lenders and who in the process become victims of the vicelike grip of these malfunctional middlemen. Majority of the landless agricultural labourers depend on minor forest produce which cannot be a source of assured income. And classes cannot be conducted when members of the ST community and their family members go out to the forest for collection of minor forest produce. We need an intelligent and empathetic understanding of the entire process and need to adjust our expectations to their requirement.

—One of the important factors which has contributed to the incidence of landlessness of large number of tribals is the phenomenon of lease of fertile land in the Godavari Basin by tribals in favour of non-tribals. The latter offer them consumption loan and loan for other purposes and easily lure them to enter into such questionable deals. Even though legislations exist for prohibition of such transfer they have not been effective in either checking or preventing the incidence of such transfer. Even though Girijan Corporation, Andhra Pradesh has taken up a massive programme of sanctioning production loans, the quantum of loan distributed by GCC is

hardly Rs. 6 crores against a requirement of Rs. 16 crores. The rigid norms and criteria laid down by the banks block their easy accessibility to the tribals. As a matter of fact, it is invariably the non-tribals who get the bank loan and, in turn, give it to the tribals at a very high premium or exhorbitant rates of interest.

—In the absence of village committees which are expected to keep a check or vigil on the incidence of illegal transfer of land by tribals to non-tribals and on the process of disbursement, utilisation and repayment of the loan, the GCC has appointed a liaison worker who is often not very effective.

The general impression given by the Collector and Chairperson of the Akshar Deepam to the members of the visiting team is that majority of the adult members of the ST community are disinterested in or indifferent to learning due to poverty and various economic compulsions as also due to want of leisure and sheer fatigue factor. Motivating such members and initiating them into the process of learning has been an uphill task even though the process is continuously on.

Silver Linings

From the account given by the Collector and Chairperson of Akshar Deepam it appears that she has made strenuous efforts to establish contact with large number of people to advise and exhort them and to bring them within the ambit of the campaign. Individuals and groups with whom such contacts have been established are :

- Sarpanches
- Health Staff of P.H. Centres 5th to 9th
- Officers and staff of Women & CW Dept. Oct.'91
- Principals & Teachers 25th July to 26th Aug.'91
- Mandal and Zonal Coordinators 9.9.91, 14.10.91, 8.11.91, 6.12.91
27.12.91, 28.1.92, 24.4.92, 15.6.92, 26.6.92
- Voluntary Agencies 18.9.91
- M.R.O. and M.D.Os 20.9.91, 14.10.91, 11.1.92, 27.4.92
- Political Parties 27.9.91
- Mandal Praja Parishad 27.9.91
- Teachers Unions 14.10.91, 4.12.91
- Task Force Officers 24.1.92, 3.4.92, 27.4.92

Field Visits and Impressions thereon :

The members of the team visited couple of centres in two villages. The impressions emanating from these visits are indicated below :

Perception of the Volunteers :

- Majority of volunteers with whom the members of the team interacted were non-student youth volunteers staying in the villages where the learning centres have been opened. Many of them are from the profession of tailors or carpenters and they are stealing a portion of their valuable time to adjust it to teach. They have been supplied with volunteer badges and they are wearing the same with lot of pride. They have a natural urge, inclination and commitment to teach and they are doing their job with lot of joy, satisfaction and excitement. Many of them stated that they had witnessed the Akshar Kalajatha performances in Oct.-Nov.'90 and have been greatly motivated. Several volunteers have provided a portion of their residential

premises (including the varandas) for opening learning centre and conducting the activities of the centre for nearly 6 to 9 months. Most of the volunteers have read from Class V to Class X. Majority of them have discontinued their studies due to poverty and economic compulsions. In their background and social status, they are not very much different from the learners. Their courage and sacrifice in sparing a portion of their valuable time and in imparting functional literacy in a spirit of bonhomie and camaraderie is rather admirable.

Perception of the Learners :

- Majority of the learners belong to the community of landless agricultural labourers. Since there is no rain there is no work in the field and they are currently engaged in digging of mud, house construction, repair and maintenance work etc. Majority of them have a meagre income ranging between Rs. 10 to 12 per day. Several girls are learning along with

women who had never been to school. The women who had never been to school. The women learners came out with an emotional fervour "If such is our predicament today on account of illiteracy, how could we afford not to send our children to school. It is our conviction that all children must go to school".

- Compared to boys and women some of the girls are able to write clearly, correctly and legibly at the normal speed.
- The drills and exercises have been invariably attended to, even though they have been left out at some places. The volunteer has helped the learners to correct them at places while they have not been corrected at many places. The drills and exercises are done first on the slate before they are taken on the exercise book.
- Methodology of teaching was clearly and correctly explained by some of the volunteers. The learners are first asked to recognise the object and thereafter made to understand the concept by discussion. The methodology is one of 'from known to unknown'. For recognition of letters, words at the initial stage is soon developed into a stage of reading aloud while the volunteer writes them on the roller board.

Pace of Learning :

- The pace of learning is uneven as is the spread of learning. Some have completed Primer I, a fewer number Primer II and very few Primer III.

Impact of Learning :

- The lesson pertaining to alcoholism is found to be the most appealing and appropriate particularly for girls and women.
- Most of the learners are able to read and write rather effortlessly and are able to

narrate their experience of learning with lot of natural joy and confidence.

- The coverage appears to have been small (large number of illiterates have been left out), but it has been a purposeful coverage which gives lot of hope and promise that better coverage can still be achieved.

Involvement of the Village Community :

- The Sarpanches have invariably donated the roller boards.
- The village campaign committee has been constituted. It is a representative body comprising of small and marginal farmers, landless labourers etc. There is no woman member which is a significant omission. The members appear to be generally aware of the programme, number of learners and volunteers, duration, time frame etc. They have been contacting from door to door the learners who attend for some time and drop out thereafter. The members are also visiting the centres regularly meeting and discussing the reports with the village coordinators once a fortnight. They, however, do not appear to be well familiar with the content of the primer and there is need for organising orientation programmes for them.

Suggestions for Operation Restoration, Khammam :

Khammam which was a part of Warrangal till 1953 has been a seat of many historic struggles. It has been in the forefront of freedom movement, forefront of agrarian movement (for land rights) and forefront of many other social reforms movement. It is from here that nearly 500 people entered martyrdom while fighting for liberation from the Hyderabad state. Names of freedom fighters like late Jamla Puram Keshav Rao

and Seshgiri Rao even now evoke tearful memories of suffering and sacrifice for a lofty cause as much as they inspire and motivate the succeeding generations. Despite numerous deficiencies and shortcomings in the campaign and several negative perceptions emanating from the representatives of cross sections of the society, all is not lost and there is still scope for correction, improvement and even redemption. The members of the joint team took pains to sit with the Collector and Chairperson of Akshar Deepam for about 3 hours to discuss in depth about a plan for Operation Restoration for Total Literacy Campaign, Khammam. Some of the specific suggestions which were made and the decisions which were taken in course of this meeting are listed below :

Organisational Structure :

- The Patrons' Committee which is non-functional must be activated and must meet immediately to take stock of the developments on the ground.
- The present composition of the EC is inadequate. It is also non-representative. There is immediate need for induction of some fresh blood which can impart some vigour and dynamism into the campaign. Amongst the officials of the DDO, PO, DRDA, PO, ITDA, representatives of GCC at Khammam and the Joint Collector should be taken as members. Amongst the non-officials it has to be a close and meticulous search for talent to be undertaken at the level of the Collector and the names of good, well meaning, conscientious and committed individuals identified on the basis of personal knowledge and experience, mass contacts, consultations etc. The total membership should not exceed 15 and both official and non-official members should be willing to pledge their wholehearted support to the campaign and must be willing to shoulder full responsibility for all operations and developments at various levels.
- Sub-committees on cultural campaigns, training, MIS, evaluation, budget, finance, account and administration and women issues under the EC need to be constituted immediately. Their membership again should be essentially an exercise which could be a search for talent. While the membership may be small (each sub-committee may not have more than 4 members), the members must pledge their wholehearted support to work for the campaign and must be willing to shoulder full responsibility in specific areas to be assigned by the chairman/chairperson of the sub-committee.
- People's Committees for mandal level (46) and village level (1100) need to be reactivated. As on date there is hardly any account as to whether they are meeting, and if so, what business is being transacted. Some of these appear to be predominantly official committees which need to be enlarged by inducting few more progressive elements from amongst the youth clubs, mahila mandals etc.
- There should be one committee for every village and one coordinator for every village.
- The performances of cluster coordinators, mandal coordinators and zonal coordinators should be subjected to a thorough and intensive scrutiny. Wherever it has been found that they are not visiting their centres regularly or are not active, they could be called by the Chairperson of the Akshar Deepam and should be told "They

should be in the campaign only if they feel for it and they own it; they need not be in the campaign just for putting up a facade to be in the campaign” if their heart is not in the campaign. After reviewing, if the Chairperson is satisfied that the performance of the coordinators at the cluster, mandal and zonal level has not been found upto the mark, steps for their replacement may be taken immediately.

- ‘Friends of Literacy meet’ must be organised at close and regular intervals at the mandal level. This will help in identification of resource persons, master trainers as also full time coordinators according to requirement.
- Teachers being an important force in the campaign, the Chairperson of Akshar Deepam should convene meetings with teachers’ unions/associations to take them to confidence about the various problems, constraints and challenges which have cropped up in the campaign and to solicit their cooperation for full involvement of all teachers in the campaign.
- In a far-flung district with scattered and fragmented human settlements spread over long distances, monitoring, supervision and coordination becomes extremely difficult. For this what is needed more than anything else is intensive mobility. Couple of more vehicles may be requisitioned by the Collector and Chairperson of Akshar Deepam and placed at the disposal of the task force as also zonal coordinators so that they are able to visit the clusters and mandals at close intervals and are able to report on the activities on the ground accurately and in time.

Specific Activities—

Identification of volunteers :

- It appears that against 60,000 volunteers needed for the campaign, only 42,000 could be initially identified and of them only 22,000 are actually working. While non-availability of volunteers, specially in a tribal area, is a genuine problem still a habitationwise volunteer survey must be undertaken and a drive launched to identify additional volunteers.
- There are 1000 NFE centres in the district. Such of the NFE organisers as are willing to act as volunteers should also be mobilised to run the literacy centres on a voluntary basis.

Training :

- This has been the single most deficient item which has contributed to slowing down of the pace and progress of the campaign. Resource persons (170) and MTs (1800) need to be identified along with identification of volunteers and a calendar of training for them needs to be drawn up immediately. While some of the energetic and enthusiastic MROs can be considered for appointment as MTs, some of the experienced and energetic DROs can be considered for appointment as resource persons.
- Services of experienced, energetic and committed primary school teachers can also be used for MTs on a selective basis. This task has already been facilitated by issue of a Govt. Order by the Govt. of Andhra Pradesh and, therefore, there should be no hesitation to select and appoint suitable primary teachers as MTs.
- Services of 400 cluster coordinators could also be utilised as MTs after training.

- A directory showing the names of all resource persons and master trainers should be prepared so that one could get to know them at a glance at one place.
- Evaluation of training is as important as imparting training, although this seems to have been totally neglected in the past. While there is need for induction and recurrent training, the impact of training should also be carefully evaluated. Such evaluation should be done by the resource persons in case of MTs and key resource persons in case of resource persons. The MTs could evaluate the impact of training for the volunteers.

Environment Building :

- While a good deal of environment building has already been created in the district by performances of Akshar Kala Jathas from 15.8.91 to 29.9.91, there is need for repeating the same in certain selected areas which continue to be cynical or sceptical of the campaign.
- These need to be supplemented by the non-jatha activities such as wall writings, posters and competitions of songs, slogans, painting, drama and elocution.
- A number of messages, songs, slogans which are being broadcast through Kottuagudam and Vijayawada AIR stations need to be renewed and their frequency increased. The Collector and Chairperson of Akshar Deepam should establish personal contact with the Station Director, AIR to have broadcast programmes more effectively. Some of her personal appeals for the success of "Akshar Deepam" should also be regularly broadcast over AIR.
- Even though conventions may have been held at village and mandal level in the

past, there is need for repeating them to restore the faith and confidence in the campaign. All mandal level conventions should be addressed by the Collector and Chairperson of Akshar Deepam. This will help in rejuvenating the lost tempo.

- ITDA is organising mandal level conventions separately on issues centering round violence against women, prohibition etc. The ITDA should design the software for integrating literacy in all such messages.

Monitoring and Evaluation :

- The entire management information system needs to be given a close and critical look. The modalities of monitoring right from the village level coordinator to the sub-zonal coordinator through the village level campaign committee, by the sub-zonal coordinator to the district level coordinator through the mandal level campaign committee and by the district coordinator to the MIS sub-committee of the EC needs to be laid down clearly and precisely. The report has to be simple, credible, usable and intelligible. All reports presented individually once a fortnight should be discussed, analysed and correctives applied under directions of the concerned people's committee.

Rescheduling of the Calendar of Events :

- It would have been ideal if we could have thought in terms of organising the campaign in two phases keeping in view the geographical, topographical, demographic and other peculiarities of the district. Since, however, the campaign was launched in one single phase and lot of valuable time has already been wasted on account of long interregnum, we need now to take up the campaign in one single

phase and bring it to its logical conclusion on a firm date. It was felt that 26.1.1993 should be the firm date by which all potential learners who are enrolable should be enrolled in the campaign and should be enabled to achieve the NLM levels of literacy and numeracy. The Collector and Chairperson, Akshar Deepam must have a close and critical personal look at the revised calendar of events to adjudge the relevance and appropriateness of the calendar on the basis of her personal knowledge and conditions prevailing in the district. Once the calendar is finalised, there should ordinarily be no deviation or let up and this aspect will have to be impressed on all concerned by the Collector and Chairperson through letters, addresses including messages to be broadcast over AIR. This by itself should be able to inject a sense of urgency and seriousness that if we have failed and if the campaign has suffered a set-back, let us try unitedly to rise above our narrow sectarian differences and come together to work together to make the TLC, Khammam an eventual reality.

CONCLUSION :

In an educationally backward district like Khammam with a low rate of literacy in general and an abysmally low rate of female literacy, low density of population, scattered and fragmented human settlements in tribal areas, poor infrastructure and attendant problems of communication and transport, translating a campaign for total literacy into a war like operation has not been easy; the task has been further compounded by scores of cynics and sceptics amongst all categories of people present at all levels. It has been further complicated by outdistancing of certain NGOs like BGVS by the district admn. and in this case the BGVS is just not an ordinary NGO, it is the real effective partner of NLM. It is immaterial as to who is at fault but the fact remains that a chasm in this relationship has been created rather

unwittingly and inadvertently. The "Akshar Deepam" has to contend with all these realities. The chasm has to be bridged; the union of hearts and minds has to be restored at all costs. This will be possible only if individuals transcend the ego hassles, sink the differences, howsoever temporarily and agree to think, plan and work together in tune with the call of the Vedas, 'सं गच्छहवं सं वदत्वं'. The members of the team feel that it is possible to create such an ambience for a noble cause (howsoever short lived it may be). The Collector and Chairperson of Akshar Deepam has to play a central role in restoration of the equilibrium, regeneration of the lost hope and faith and reaffirmation of the basic ethos and spirit of a campaign. By virtue of her unique position she can bring the worrying groups together, make them work together for a larger cause while inspiring by her action and conduct the confidence of one and all.

There is yet another important aspect which need to be borne in mind. Literacy cannot bring about radical and far-reaching changes in altering rank and status in society. The landless by being literate cannot be overnight transformed into landed; so also the assetless into those having assets. But literacy can induce changes—social, economic, cultural and even political and it has to be viewed as a tool or stimulant for such change. But in order that such change is possible, the agents of development (DRDA, ITDA, TRYSEM, DWACRA) must help to alleviate the rigour and hardship in the lives of those who are being induced in a campaign to learn. Their empathy and sensitivity can indeed make lots of difference in the tone, quality, content and impact of a campaign as also in bringing about a qualitative change in the lives of the learners.

REPORT OF THE JOINT TEAM ON THE TOTAL LITERACY CAMPAIGN PROPOSAL OF WARANGAL DISTRICT (ANDHRA PRADESH)

Date of Visit : 24.7.1992

Names of the Members of the Team :

Representing Central Govt : Shri L. Mishra, DG (NLM)

Representing State Govt : 1. Shri R.S. Subramaniam, Deputy Secy., Department of Education, Govt of AP.

2. Shri J.C. Ranganayakulu, Director (AE), Govt of AP.

Representing BGVS : Dr. T. Sundararaman

A project proposal for an intensive campaign for total literacy in Warangal district of Andhra Pradesh captioned "Kakatiya Akshara Deepika" was presented by Shri B.P. Acharya, District Collector, Warangal and President, Kakatiya Akshara Deepika (KAD) before the EC, NLMA on 13-14 October, 1991. The project proposal envisaged imparting functional literacy to an approximate number of 10.38 lakh learners in 9-35 age-group over a period of one year i.e. from 15th August '91 to 15th August '92. The EC, NLMA considered the action plan and approved it in principle. It also agreed to release an adhoc grant of Rs. 30 lakhs to enable the KAD to go ahead with preparations, including environment building activities prior to formal launching of the TLC. It had simultaneously desired that a joint team of officers from the Central Govt, the State Govt and the BGVS may be deputed to visit the district to see for themselves the extent of planning and preparations made prior to launching of the TLC and submit a report to the EC, NLMA indicating the need

for revision of the project proposal, if any, so that it could be re-considered and approved. Accordingly a joint team comprising of DG (NLM) and Dr. N. Ravi, Special Assistant to the Adviser to PM on Technology Missions from the Central Govt, Dr. T. Sundararaman from BGVS and Shri R.S. Subramaniam, Deputy Secretary, Department of Education and Shri J.C. Ranganayakulu, Director (Adult Education), Govt of Andhra Pradesh from the State Govt, was constituted to visit the district. Due to unavoidable pre-occupations, Dr. Ravi could not join the team while all other members, as above, visited the district on 24.7.92. In course of its day long visit, the members of the team had a detailed interaction with the Collector & Chairman of KAD and members of the Executive Committee, members of people's committees at the municipality, mandal & GP level, full-time Coordinators at the district, municipality, mandal & GP level, Resource Persons, Master Trainers and Volunteers, representatives of cross-sections of the society such as teachers, students, women, youth, representatives of political parties, representatives of the people such as MLAs, sarpanches, representatives of mahila mandals & youth clubs, representatives of cultural organisations and officers of revenue & development departments at the district, division, mandal & GP level. The EC, NLMA had approved a project for total literacy in Hanamkonda Mandal of the district captioned "Aksharadeeksha" on 28.6.91 in

favour of the BGVS, Andhra Pradesh Branch. This project was formally launched by the Minister for Education, Govt of Andhra Pradesh on 1.9.91 at Hanamkonda. The members of the team had also the occasion to visit couple of learning centres started under this project (in all, about 1200 centres were operational with an enrolment of 20,000 learners) on 24th afternoon to see for themselves the momentum which has already been created for literacy in the district during the last one year. On the basis of the discussions held with various cross-sections of the society as indicated above and on the basis of the field visits, the members of the team had obtained few first-hand impressions about the status of the TLC, Warangal, which are listed below :

A brief description of the historical background, geography, topography, flora & fauna and demography of the district

The name Warangal evokes interesting memories of association with the Chalukya and Kakatiya rulers for about 7 centuries (from 7th century to 14th century). During this long historic interregnum, the Kakatiyas had laid the foundation of a powerful dynasty and had given ample evidence of their creative talent by infusing life into thousands of inanimate pillars, temples, forts, many of whom bear testimony even today to the Kakatiyas, pursuit of excellence for arts and crafts and which continue to be feasts of many eyes. As the story goes, the Kakatiya rulers had a craze for 7 objects or saptmatrukas, namely building temples, digging wells/ tanks, setting up of villages, lavish donations, animal care, cultural regeneration (dance, drama, music, paintings, etc) and plantations, but this obsession,

limited to the mundane objects, did not extend to literacy and education and it is, therefore, not surprising that despite a vast and powerful empire, it lacked in systematic and sustained efforts for building up an indigenous system of education which can be said to be no less responsible for the poor rate of literacy of today than any other factor.

The district has a geographical area of 12,846 sq. kms. and is divided into 3 Revenue Divisions and 50 Revenue Mandals, of which 13 are in predominantly tribal areas. The district is full of isolated hills, hill-streams, rainfed tanks and large lakes and has also huge deposits of mineral ores (iron ore, copper, limestone) which have not been economically exploited so far. Even though the average annual rainfall of the district is 1048.1 mm, the rainfall is not widespread which leads to dry and semi-arid conditions in many parts. Due to late arrival of monsoon and scattered distribution of rains, the district has been passing through the spectre of a severe drought at present with prospects of a good agriculture being bleak.

The district has a total population of 28.11 lakhs with a density of population (219 per sq. km.) which is higher than the neighbouring district of Khammam but lower than that of the State. The city of Warangal, which was the capital of Kakatiya rulers for many centuries, is the headquarters of the district with a population of 4.5 lakhs and constitute the principal centre of education on the one hand and trade & commerce on the other. In terms of demographic characteristics, the district is well comparable with the neighbouring districts of Nalgonda, Karimnagar, Medak and Khammam inasmuch as it has a high percentage of agricultural workers (72.5) with an equally overwhel

mingly high percentage of SC (17) and ST (13).

In terms of infrastructure development, the district in general and the Warangal city in particular can be said to be well-endowed. The city has one University, one Regional Engineering College, one Medical College, one Govt Polytechnic, one ITI, one Evening College, one Law College, one Women's College, colleges of education, music, dance, etc. while the district as a whole has number of educational institutions at the collegiate and school level with potential for providing required number of volunteers to work for the campaign.

The rate of literacy, which was as low as 8.30% in 1951, has risen to 33.99% due to planned and systematic efforts made during the last 40 years. The increase is, however, not appreciable considering the rate of rural female literacy which continues to be as low as 16.69% on the one hand and the rate of SC (19.11%) and ST (8.50%) on the other. In terms of absolute number, the total number of literates and illiterates in the district are of the following order :

Total number of literates : 3,30,820

Total number of illiterates : 15 lakh
(7 + age-group) (approximately)

The magnitude of the problem as envisaged in the Original project report and the Revised project report

The original project proposal envisaged covering 10.38 lakh learners in 9-35 age-group over a period of one year i.e. 15.8.91 to 15.8.92. This was a tentative assessment of the total illiterate population on the basis of an extrapolation of the 1991 Census data which did not have disaggregated figures of the

literate and illiterate population in specific age-groups. The door-to-door intensive household survey which has since been conducted has now placed the total number of potential learners at approximately 7 lakhs, which has considerably minimised the magnitude of the problem, if not the intensity of the tasks. The original project proposal had planned to cover the entire target group in one go. It has not been decided that considering the large geographical area and the sizeable population which lie in scattered and fragmented human settlements, it may be desirable to take up the campaign in two phases. It is proposed to take up Warangal Revenue Division with about 21 mandals in the first phase while the remaining two Revenue Divisions with 28 mandals (Hanamkonda mandal having already been taken up) could be taken up in the second phase. In course of discussion, it was impressed on the Collector and the Chairperson of KAD that the second phase need not await till completion of the first phase but could take-off at a point when the first phase is in the mid-stream.

Organisational Structure

A registered society called "Kakatiya Akshara Deepika", Warangal has been formed and registered under the Societies Registration Act on 29th July, 1991. It has an Advisory Committee (District Level Advisory Council) and a High Level District Committee (HLDC). Both the bodies are headed by the Collector with the only difference that while the former has several non-officials and representatives of the people, political parties and representatives of teachers, students & women organisations, the latter is a predominantly official body. It was impressed on the Collector and Chairman of the Committee that the present composition is

largely official oriented and will not evoke much trust and confidence in the minds of non-officials unless its composition was changed and made more broad-based and representative by incorporating few non-officials and activists who would be evincing keen personal interest and will be willing to shoulder specific responsibility for the campaign, even as members of the Committee. He was also advised to consider and change the name of the committee from HLDC to Executive Committee.

The Collector indicated that all the local self-governing bodies have been superseded except the Gram Panchayats. He also clarified that there was no possibility of holding elections to these bodies, particularly at the mandal level and there was no possibility of the mandal President coming into being as the Head of an elected body to provide leadership at the mandal level. Since the people's committee at the mandal level is an important organ of the campaign (it is the first leg of the three-legged structure), it was felt that we may consider induction of other non-official members of the mandal to give a popular and representative character to the people's committees at the mandal level. There is no specific problem in constituting the people's committees at the GP level as elected bodies exist (As a matter of fact, it was reported that 882 GP level Committees have already been formed). It was, however, agreed that the Revenue Divisional Officer at the Divisional level and the Sub-Divisional Officer at the mandal level will be the Chairman of the people's committees.

It is proposed to constitute 8 Sub-committees under the HLDC for survey, material production, two committees for publicity & propaganda, training, finance,

monitoring & evaluation and another for Coordination. These committees have actually not been formed and their membership could not be subjected to scrutiny. Since the Collector has stayed long enough in the district (5 years), the team feels that he should be able to reckon individuals of calibre, character and integrity and should be able to make a discreet selection of such individuals to constitute these committees under the Executive Committee. They have been named as Committees in the revised project report even though it will be appropriate to call them as "Sub-committees". Instead of having two committees for publicity and propaganda, it may be desirable to have one small & compact sub-committee while it may be advisable to change the 'Finance Committee' to 'Budget, Accounts, Finance & Administration Sub-committee'. Monitoring & Evaluation may be two separate committees as the tasks are distinctly different, while the Coordination could be tagged to Monitoring. Considering the low rate of female literacy and the large number of potential learners amongst women, it may be appropriate if an exclusive Sub-committee is formed for Women's participation in the campaign under the chairmanship of an eminent woman educationist or activist so that the Sub-committee will be able to provide meaningful leadership and direction in this important area.

It is proposed to divide the entire project into 7 Sub-project areas and the headquarters of the 7 sub-projects will be Hanamkonda, Jangaon, Wardhannpet, Mahbubabad, Narsannpet, Mulag and Parkal. Each of these sub-projects will be under the supervision of full-time Sub-project Coordinator

who will be responsible for supervision, monitoring & coordination of all activities in the Sub-project area under the overall guidance of the Revenue Divisional Officer and the Deputy Director, Adult Education.

The revised project proposal envisages that the existing Adult Education Project Officers, 3 Deputy District Education Officers and 1 Assistant Director, NFE will be nominated as Sub-project Coordinators for 7 sub-projects. It was impressed on the Collector that it may be desirable to identify and select the Sub-project Coordinators more by the character, calibre and competence of the individual rather than by rank or status.

Motivation & Mobilisation

Both jatha and non-jatha type activities have been taken up over a period of almost one year to arouse and awaken the masses and to generate in them a positive demand for literacy on the one hand and to sensitise all sections of the society, including the policy formulators, opinion moulders, political parties, representatives of the people, representatives of local self-governing bodies, voluntary agencies, non-governmental organisations and last but not the least the literate and the educated to own the campaign, to contribute to the campaign and to participate in the campaign. The non-jatha activities comprise of posters, hand-outs, padyatras, processions, film shows, slide shows, stickers on vehicles, newspaper articles, etc., while the jatha activities comprise of formation of cultural troupes, organising workshops for their training, designing skits, nukkad nataks, street-theatres, role-plays, simulation exercises and organising performances in colonies, clusters, sandies and places where there is a concentration of potential learners. The

Andhra Pradesh State Road Transport Corpn. has provided good support and help in disseminating the message of literacy through advertisements in shape of songs & slogans.

Every conceivable occasion like Independence Day, Republic Day, World Literacy Day, has been harnessed as a forum for mass participation and display of political will & commitment in literacy programmes, as a vehicle for dissemination of the message of literacy and for bringing the district administration closer to the local self-governing bodies, representatives of the people, political parties and others whose involvement in literacy campaign is considered crucial. The local Minister - Dr. P.V. Ranga Rao and the MLAs have very actively participated in most of these events. These have been ably documented and the members of the visiting team had the occasion to witness couple of these audio-visual presentations.

Prevailing Perceptions

The members of the team, alongwith Collector & Chairman of KAD, Joint Collector, Project Director, DRDA and other senior functionaries at the district level, had, in a meeting held at the Collectorate Conference Hall from 11.00 AM to 1.30 PM, the opportunity to listening to the points of view of political parties, representatives of the people, such as MLAs, Sarpanches, NGOs like Rotary & Lions Club, teachers' associations, youth clubs, mahila mandals, artists' associations, NSS, Non-NSS and NCC. This interaction helped the members of the team to identify the prevailing perceptions which are positive and supportive of the campaign. A gist of such perceptions is listed below :

Members of Patrons' Committee & Executive Committee

Preparations for launching a Total Literacy Campaign have been going on for nearly one year. The initial response has been positive and the efforts are gathering momentum. In Hanamkonda mandal where literacy programme in a campaign mode is already going on, there is lot of positive response from the potential learners (men, women & children) to come and participate in the activities of the learning centres; there are also occasional set-backs on account of agro-climatic variations (particularly failure of monsoon this year) and festivities but the effort goes on unabated. There is full cooperation from the functionaries at grass root level and the sarpanches. One village namely - Aryapalli is all set to be made fully literate by 15th August, 1992, which, in turn, is expected to set in motion further positive trends.

Representatives of the people - MLAs

Broadly speaking, there was a very clear understanding in their minds that TLC is not a governmental programme but a people's united effort for literacy with a sense of pride and distinction. They were also clear that we have to identify teams of good, well-meaning, conscious and committed people who can provide leadership & direction and who can own the campaign and contribute to the campaign. In searching such talented people, the involvement of retired employees and social action groups could be crucial. The battle against illiteracy will have to be fought with the same grit, courage and determination as the war against population explosion.

While both the MLAs present pledged their solidarity and support to the campaign in an educationally backward district like Warangal (where they perceived that literacy is important, necessary and desirable), one of the MLAs pleaded for payment of some incentives to the voluntary instructors, which was ill-perceived. He also felt that the honorarium paid to the NFE organisers was low and needed to be enhanced (an issue unrelated to the TLC).

Representatives of Teachers' Unions/Associations

They generally felt that literacy is a national programme and it was a matter of deep shock and shame that we have not been able to fulfil the mandate given to us by the people of India in the Constitution itself. They perceived an important role for teachers in total literacy work and assured of their total solidarity & support to the campaign. A good beginning has already been made in Hanamkonda mandal and this trend will be kept up.

Youth Clubs

Many of the youth clubs, who are already involved in TLC at Hanamkonda mandal, came to pledge their solidarity and support for the TLC in the remaining mandals. They were of the view that war against illiteracy could also be part of a larger battle against addiction to alcoholism, against oppression and exploitation of women, against many other fads, taboos, diehard obscurantist ideas and practices adversely affecting the society. A campaign for total literacy could also be an important and effective medium for social transformation. They, however, felt that work in TLC cannot be a matter of part-time duty,

it has to be a full-time pledge and commitment. There should be a full-time functionary for every village for intensive monitoring, coordination and supervision.

Artists' Associations

They were of the firm view that 50% of the success of the programme could be due to artists. The artists had a useful role in popularising the symbol of literacy, in spreading the message of literacy, in removing doubts, misgivings and reservations and in creating a positive ambience as also impulse in the minds of all concerned. Representatives of all artists' associations, including young mimicry artists, some of whom happened to be teachers in high schools, pledged their total solidarity and support to the campaign which according to them is a good example of decentralisation and debureaucratisation of education for all.

Coordinator, Aksharadeeksha Project, Hanamkonda Mandal - Dr. Sampat Rajaram

Of all those who spoke in the meeting or with those the members of the joint team had the opportunity for interaction, Dr. Rajaram was the most positive, perceptive and insightful. As the team met him at the Sport Stadium where an exhibition had been organised on behalf of TLC in Hanamkonda mandal, he came out naturally and spontaneously, "I am a surgeon and I have enormous preoccupations which have been accentuated by my professional compulsion. I am, however, working for this campaign as I feel that this is a golden opportunity to give back to the Nation a portion of what we have got from it. This has also given me a golden opportunity to part with a portion of my knowledge,

information, ingenuity, resourcefulness and skills in favour of those who do not have them and yet who are in need of them. The campaign in this sense becomes a union of many hearts and minds and such a union has been possible as a result of our feelings for the Nation. Those of us who are working for the campaign should be naturally spurred to action with a sense of pride and patriotism and should make both the learner and the volunteer feel great. Literacy becomes a possible programme only if this pride & patriotism is aroused in us. This feeling of Indianness can only spur us to action."

The interaction gave the members of the team a feeling that amidst several negative indicators arising out of the scenario of geographical, topographical and educational backwardness in the district, there are scores of good, well-meaning, patriotic and committed individuals who can certainly contribute to convert a Govt programme into a people's movement, apart from making their own personal contribution to the campaign.

Field Visits

The members of the team had the occasion to visit couple of learning centres in Hassanparti, which is the Mandal headquarters in Warangal Revenue Division, Paidapalli and Aryapalli villages in Hanamkonda mandal and to meet representatives of few cross-sections of the society, namely sarpanches, ward members, village school teachers, volunteers, learners and other members of the village community. The members of the team had also the occasion to interact with Revenue Divisional Officers, Mandal Development Officers, Mandal Revenue Officers, Ex-Mandal President, members of the Mandal

Campaign Committee, members of the Village Campaign Committee, etc. A convention of teachers & students at Hassanparti and the positive perceptions emerging therefrom, convinced the team that teachers & students can be an important force in the campaign. As a matter of fact, the Collector & Chairman of KAD indicated that the survey has been conducted with the help of teachers and students and nearly 50,000 students studying in Class VII, VIII & IX of schools in rural areas have already given their consent to act as volunteers for the campaign. The members of the team also observed that the walls of GP Office buildings at all these places have been adorned with literacy songs, slogans and cartoons designed by the well-known artists of the area. A good number of centres are already functioning in the villages of Hanamkonda mandal since Sept '91. Paidapalli village has a concentration of minority population and several learners represented that they would like to learn both Telugu and Urdu and since they have already picked-up the rudiments of Telugu, the opportunity to learn Urdu should be provided to them. Some of the full-time Coordinators, like the one from Aryapalli (Syed Mir by name), were found to be very sincere, enthusiastic and dedicated in their efforts. They are also good organisers and mobilisers and have played a pioneering role in giving a boost to the campaign in Hanamkonda mandal. The sarpanches and the ward members appear to be fully emotionally involved with the campaign and spoke with the same enthusiasm, ethos and spirit as rest of the village community. Random tests taken by the members of the team indicated that majority of the learners have acquired reasonably

good speed in reading & writing even though the standard of proficiency in arithmetic was somewhat weak. The participation of women in all the centres was found to be significantly higher than that of men. This is almost a universal phenomenon occurring in all the TLC districts.

The pace and progress of learning at Village Aryapalli visited by the team was found to be somewhat unsatisfactory even though this village is slated to be the first fully literate village of the Hanamkonda Mandal by 15th August, 1992. Some special efforts will, therefore, have to be made to reach the goal of total literacy in this village as well as Hanamkonda mandal. Since the campaign was launched in Hanamkonda mandal in Sept '91, it is reasonable that the campaign should be carried to its logical goal within one year i.e. by September '92.

Development, Production & Distribution of Teaching-Learning Materials

A decision has already been taken by the Kaktiya Akshara Deepika to adopt the SRC primers in their entirety for the whole district. Since there are 13 tribal mandals where the learning needs would be somewhat different from the rest of the district, the members of the team advised the Collector to organise a workshop and to discuss the content of the SRC primer keeping in view the peculiarities in the working & living conditions of tribals as well as the peculiarities of their learning needs and go in for a slightly modified version of the primer to suit this requirement. The modifications should be carried out with the full involvement of SRC personnel. In case this was expected to take some time, a new primer for the learners in the 13 tribal mandals could be designed with the involvement of SRC.

Training of Campaign Functionaries

The action plan speaks of training of functionaries like Resource Persons (300), Master Trainers (1500) and Voluntary Instructors (1 lakh). Since the number of learners has been found now to be of the order of 7 lakhs, the Kakatiya Akshara Deepika Society will require about 70,000 Volunteers, about 2,000 to 2,500 Master Trainers, about 200 Resource Persons and about 20 Key Resource Persons. Some of them have already been identified and more need to be identified. The names and whereabouts of these functionaries need to be documented properly for regular contact as also for coordination & monitoring purposes. The training duration, which has been stated for 7 days in the action plan, should be increased to 9 to 10 days. The training should be primer-specific and should enable all the participants in the training workshops an easy and effective wherewithal for transacting the lessons in the primers in less time and with better effect. The training curriculum and course content for each category of functionaries need to be designed with lot of imagination and care. This should closely correspond to the issues in the campaign such as immunisation, farmers' functional literacy, provision of clean & potable drinking water, income generating schemes, legal literacy, specific needs of tribals, etc.

Commencement of Teaching-Learning Process, Monitoring & Evaluation

As the training for different categories is yet to be conducted, the teaching-learning process may not commence before 8th September '92 as against February '92 when the teaching-learning process was scheduled to commence. This would necessitate revision of the action plan after taking into

consideration all ground level realities.

While monitoring will have to be carried out through the 3-legged structure, namely people's committees, full-time coordinators and district, block & panchayat level functionaries, the pace and progress of learning or evaluation of learning in the entire monitoring process appears to be the single most important item. It was, therefore, emphasised in course of discussion that all functionaries have to be thoroughly familiarised and equipped with the techniques of learning evaluation in a fairly accurate and credible manner so that while all the activities taking place on the ground get reported faithfully, accurately and in time, there is no scope for fudging or manipulation of the total number of learners enrolled and their day-to-day progress in learning in terms of reaching NLM levels. Evidently this has to occupy a pride of place in the entire training curriculum and training will have to be conducted in such manner that learner evaluation becomes focal point in the entire campaign.

Post-Literacy & Continuing Education

The action plan has spoken of provision of JSNs as a part of the post-literacy & continuing education action plan. This does not appear to have been well-formulated. While JSNs constitute an important form of post-literacy, they are not the only form. In our latest thinking of the models of PL & CE which are decentralised, we have to go beyond JSN and provide an institutional framework in respect of every village (as against a JSN which is for 4 to 5 villages), which will meet the PL & CE needs of a large number of people in a compact and contiguous in a decentralised manner and which will help in retention and application

of the basic literacy skills. The Chapter on PL & CE may, therefore, be taken out and a separate action plan on PL & CE may be suggested when the campaign has reached the mid-stream.

Financial Estimates of the Project

These will have to be completely recast to provide for the following :

- Cost of training for KRPs, RP, MTs & VTs for a minimum period of 9 to 10 days spread-over in 3 to 4 phases. The functionaries in different categories will have to be provided a set of 3 primers, volunteer's guide and various other teaching aids which are required for use in the teaching-learning process.
- The environment building plan will have to be dissegregated into jatha & non-jatha type activities. While the components of the non-jatha activities can be started item by item and the cost of each activity, the cost on account of jatha activity should be under the following sub-heads :
- Identification of master artists & artists.

- Organising workshops for master artists & artists after dividing them into several groups/ troupes.
- Cost of hiring the musical instruments, costumes, etc.
- Cost of rehearsal
- Cost of actual performance from village to village.
- Cost of printing the songs, slogans, nukkad natakas, street-theatres, role-plays, simulation exercises, etc.

Keeping in view the excellent preparations on the ground, the clear perception, insight and commitment to the campaign for total literacy obtaining at various levels and the personal initiative and leadership provided by the Collector and his close rapport with all sections of the society, the members of the team recommend approval of the action plan formulated by Kakatiya Akshara Deepika and to be presented by the Collector in the meeting of the EC, NLMA, subject to above observations.

IMPRESSIONS OF THE JOINT TEAM ON ITS VISIT TO MAHBUBNAGAR

Date of visit : 22nd October '92

Composition of the team :

1. Shri L. Mishra,
JS (AE) & DG (NLM),
Deptt. of Education,
Govt of India
2. Shri R. Subrahmanyam,
Deputy Secretary, Education Deptt,
Govt of Andhra Pradesh
3. Shri J.C. Ranganayakulu,
Director of Adult Education,
Govt of Andhra Pradesh

The central objective of the visit of the joint team to Mahbubnagar was three-fold i.e.

- To assess the outcome and impact of the first phase of the campaign which was implemented in 6 Revenue Mandals and two Municipal Mandals of the district;
- To study the adequacy of planning and preparations for launching the second phase of the campaign for the remaining 56 Mandals of the district; and
- To study the soundness of the proposal for Post-Literacy & Continuing Education for those learners who were enrolled in the first phase of the campaign and who have completed the 3 primers and have qualified in the 9 tests, making themselves eligible for coverage in the PL & CE.

It may be useful to trace the background of the first phase of the campaign in relation to the outcome and impact thereof before proceeding to an assessment of the preparations for launching the second phase as well as the post-literacy campaign.

The action plan for the first phase of the TLC covering 6 Revenue Mandals and 2 Municipal mandals of Mahbubnagar district (i.e. Kosgi, Wanaparthi, Pangal, Vangoor, Madgul, Weepangandla and Narayanpet mandals) was submitted to the NLMA for making 69,000 learners in 15-35 age-group functionally literate at an estimated cost of Rs. 61.45 lakhs. This was preceded by a pre-appraisal mission undertaken by the DG (NLM) on 8.12.90. The pre-appraisal mission revealed that despite a very difficult geography and topography of the district and conditions of acute poverty and backwardness, a very positive environment for literacy was created by the cultural campaign launched under the auspices of the Bharat Gyan Vigyan Samiti (BGVS) between October-November, 1990. Interaction with a number of BGVS activists, who have been active on the ground for several years, had indicated at that time that a good climate for taking up the TLC had been created and sustained for a long time in the district. This was further reinforced by the enthusiasm and keenness of the then Collector & DM - Shri R.V. Subramaniam, who was energetic, had understood and internalised fully the dynamics of operation in a campaign for total literacy and who was confident that he will be able to launch the campaign with the help of BGVS activists and a number of good, well-meaning, socially conscientious and committed individuals on the ground. The project proposal was considered by the EC, NLMA in

its meeting held on 14.12.90 and was approved for Rs. 57 lakhs, sharable in the ratio of 2:1 between the Central and the State Govt. The Central share of assistance of Rs. 38 lakhs has already been released fully by 22.2.91. The State Govt have released only one instalment of Rs. 6.54 lakhs as against its share of 19 lakhs. Thus a total of Rs. 44.54 lakhs have since been released as against which Rs. 57 lakhs have been spent.

Both before and after conceptualisation and planning for a total literacy campaign, it appears that a great deal of discussion, dialogue and consultations with teachers, students, jathas, employees and representatives of the people had been held. The Zilla Aksharsaytha Samiti (ZAS) was constituted and registered with 31 Executive Committee members; it was a fairly broad-based and representative body. Similar people's committees were also constituted at the mandal and village levels. Orientation and training of the Mandal Revenue Officers (MROs), Mandal Resource Persons (MRPs), Mandal Development Officers (MDOs) and Mandal Educational Officers (MEOs) was organised in the District Institute of Education & Training. Even though the original action plan envisaged enrolment of 68,848 potential learners in the age-group of 15-35, only 56,042 potential learners could be enrolled through 5,273 learning centres opened in July '91. The 3 sets of multi-graded & integrated primers were issued in shape of a kit containing other materials as also the Volunteers' Guide for the volunteers. With a view to sustaining the interest of the learners enrolled in the teaching-learning process commencing from 15.7.91, cultural troupes or Akshar Kalajatra troupes were formed for all the mandals. Workshops were organised,

number of songs, slogans and skits were designed and after intensive rehearsal, the teams (each team comprising of 10 to 15 artists) staged performances of these skits in all the villages and of the 6 mandals and all wards of the 2 Municipal Mandals in two phases. This was supplemented by environment building activities of the non-jatha type, such as wall-writing, painting RTC buses with literacy slogans, organising four literacy exhibitions as a part of All India Youth Meet, etc. Volunteers, learners and Mandal Aksharsaytha Samiti members were deputed to Chittoor and Nellore on a study tour in September '91. "Akshar Kirnam" a fortnightly magazine was launched on 15.8.91. Series of innovative measures, such as writing to the volunteers and learners, providing identity cards to the volunteers and sending greetings to them by the Collector, were introduced with a view to sustaining the enthusiasm and interest of volunteers and learners. District level officers and Sub-Divisional level officers were allotted mandals for supervision and coordination and Mandal level officers were allotted villages for similar intensive monitoring, supervision and coordination. Even though 56,042 learners were enrolled in July '91, the number went down to 41,963 in September '91 and further down to 16,785 in December '91. Revival operations were taken up in March '92 by allotting mandals to the district officers for intensive door-to-door contact with potential learners. This had a very limited impact and finally by May '92, only 17,925 learners were found to have been enrolled in the campaign. They were subjected to an evaluation of the learning outcome by drawing evaluators from local post-graduation college. The evaluation

shows that 30 to 35% of the learners have become literate according to the NLM norms and the rest are in different stages of Primer-I or Primer-II or Primer-III or having been initially enrolled and dropped-out subsequently.

It is in this background that the members of the joint team came to Mahbubnagar on 22nd October '92 morning and had a meeting with the Collector & Chairman of Mahbubnagar Aksharsaytha Samiti, other members of the MAS, govt officers at the district, mandal and panchayat level, couple of NGOs and voluntary agencies, State Resource Centre, Hyderabad, etc. On account of considerable distance and due to shortage of time at the disposal of the team, no field visits could be undertaken. On the basis of the inter-actions which took place in the meeting with cross-sections of the society, the team formed the following impressions :

Perception of the Collector and Chairman, Zilla Aksharsaytha Samiti, Mahbubnagar

The Collector assumed charge about two months ago and is yet to familiarise himself fully with the entire district. He did not appear to be absolutely confident of covering the remaining 56 mandals (6 mandals and 2 municipal mandals having been covered in the first phase) on account of the following :

— Literacy certainly is a priority area and personally the Collector is committed to work for the TLC in the district. The Collector also believed that literacy was the key to total human development as also key to the success of all development programmes on the ground. However, he feels diffident in taking up remaining 56 mandals of the district in one go on account of the following reasons :

- The average annual rainfall in the district is 752 mm. Of this, the average rainfall recorded between June to September is 611.2 mm, which is the normal rainfall of the district. As against this, only 383.4 mm rainfall has been actually received between June to September '92, which is -37.3% of the average rainfall. Out of 64 mandals, only 5 mandals received normal rainfall leaving 59 mandals in deficit. Of these 59 mandals, 2 mandals Telkapalli in Nadar Kurnool division and Pebbiyar in Gadwal division reported Nil rainfall. The same trend, characterised by scanty rainfall, not widespread and erratically distributed, has been repeated in July, August and September also giving rise to drought and scarcity conditions in the district. The district does not have any major irrigation project. Hardly 50,436 sectors are covered by minor irrigation tanks while Rajolibanda Diversion scheme is designed to irrigate 19,706 sectors only (even though the actual irrigation is 50% of the total ayacut).
- Even though more than 85% of the 30 lakh population is directly or indirectly dependent on the agriculture sector for their livelihood, they are vulnerable to the erratic behaviour of monsoon and consequently have to reconcile to raising few crops under dry conditions, such as jawar, bajra, ragi, red gram, green gram, etc. (the only cash crops are groundnut, castor, cotton, sunflower and paddy, though the coverage is not very appreciable considering the large size of the district). All the dry crops namely, jawar, bajra, ragi, red gram and green gram have been badly affected and the yield is expected to be around 20 to 25% of the annual estimated yield. The cash crops i.e. groundnut,

castor, cotton, sunflower and paddy have also been equally affected leaving the small and marginal farmers in a condition of acute distress.

- There are 5,692 small tanks and kuntas having ayacut below 100 acres and 654 tanks having an ayacut of more than 100 acres. Most of these tanks are, however, dry due to low rainfall.
- On account of drop in the plantation of wet and dry crops, availability of fodder for the cattle will be a major problem from January/ February '93 onwards.
- It is indeed an irony that even though Krishna and Tungabhadra flow through the district, major parts of the district experience acute scarcity of drinking water, which has been felt in few villages in October '92 itself. The situation is likely to deteriorate as the dryspell persists further.
- Due to unfavourable seasonal conditions, prices of foodgrains, pulses and edible oil are increasing day by day.
- Though no starvation deaths have been reported so far, the incidence of migration from rural to urban areas within and outside the district has started. 41,849 agricultural labourers are reported to have migrated from 32 mandals as on 30th September '92. The entire time, energy and resources of the District Administration in general and of the Collector in particular will have to be concentrated in dealing with the drought and scarcity conditions and, therefore, very little time will be left to organise total literacy programmes.
- There are 29 vacancies for the post of Mandal Development Officers of the district at present. The MDO is an important functionary at the mandal level

without whom it is inconceivable to launch a campaign for total literacy as he/she has to shoulder important responsibilities on account of monitoring, supervision and coordination.

- Even though the Govt officers at the district, mandal and panchayat level represent the third leg of the campaign, they are virtually immobile inasmuch as they have no vehicle and wherever they have, the mobility is severely restricted on account of limited supply of P.Oil.
- The political parties and the representatives of the people, such as MPs and MLAs as also representatives of the Zilla Parishad and Mandal Praja Parishads, by and large, are indifferent or disinterested in the activities of the ZAS. They are equally lukewarm to take up a campaign for post-literacy for those who were initially enrolled but later dropped out or for those whose literacy and numeracy skills need upgradation (who have completed either Primer-I or Primer-II but not all the 3 primers) or for those who have completed all the 3 primers. The Mandal Praja Parishads have been superseded and a special officer has been appointed in respect of every mandal. This character of voluntary people's participation from all sections of the society in the activities of the campaign through the people's committees appears to have been lost.
- Due to conflicting interest and group rivalries and often negative perceptions, misgivings, misinformations and misrepresentations, it was difficult to promote the concept of collective leadership at the mandal level, which will pledge its solidarity and support to the TLC.

— Even though teachers in primary, secondary and senior secondary schools are available in good number, there is perpetual professional rivalry and conflicting group interests amongst these associations. It is difficult, therefore, to ensure genuine and passionate involvement of the teachers, through their associations, in the programme. As a matter of fact, it was mentioned that the first phase of the programme was limited to few teachers and it was not a mass programme.

Perception of an NGO

The representative of an NGO, who happened to a former Minister of Education in the 70s, expressed lot of doubts and misgivings about the possibility of voluntary work for literacy in a campaign mode. Referring to his own personal experience, he mentioned that he has struggled hard for 3 years to produce some tangible results in literacy and adult education but did not succeed. He was, therefore, of the view that volunteers have to be paid honorarium/incentive and alongwith this, petrol and kerosene oil is also to be provided to all learning centres which have not been electrified.

Perception of the Mandal Resource Persons

They recognised the quality of volunteers' work in the first phase of the campaign and were of the view that several non-monetary incentives could be thought of for these volunteers, such as issue of appreciation letters, organising learners' and volunteers' competitions, award of prizes and trophies, etc. They were of the view that the initial enthusiasm and commitment of many volunteers is of a very high order but this

starts declining and the volunteers get discouraged due to the actual continuation of the programme on the ground for a long time (beyond the stipulated period of 6 months to one year) and on account of interregnum of time gap between the close of the first phase of TLC and commencement of the post-literacy phase.

Several volunteers have expectations of their participation in the programme by way of preferential treatment in matters of admission of their children in higher educational institutions and preferential treatment in matters of their public employment. They tend to get disillusioned when these expectations are not fulfilled.

Perception of the Mandal Development Officers

There were several snags and pitfalls in the operationalisation of the first phase of the programme which need to be taken care of so that we do not repeat them in the second phase. One of the major deficiencies in the first phase of the programme was the poor quality of training of volunteers, master trainers and resource persons. Besides, majority of the volunteers came from the student community and the rigid examination schedule does not help them to continue with the programme for a very long time. The timing of the campaign should be co-terminus with the convenience of the students and it is desirable that a prior consultation takes place with representatives of the Students' Federation so that there is no clash of timings between the teaching-learning classes and the examination schedule.

Perception of the Development Functionaries of the District

The Project Officer, DRDA was of the view that the first phase of the campaign was not

properly implemented. There was no attempt to create a mass movement and the programme remained a Govt-funded and Govt-controlled programme. He was of the view that we should go to the village level, organise conventions and allow formation of the committees by the people themselves in a natural and spontaneous manner. If the village level experience was satisfactory and encouraging, we can take up either full district or few compact mandals depending on the response obtaining on the ground. Other district level functionaries like the DDO were of the view that there was a tremendous voluntary upsurge at the time of implementation of the first phase of the campaign. This involvement came from teachers and many development functionaries even though the interest and involvement of political parties and representatives of the people like MPs and MLAs was lukewarm. The DDO was of the view that total involvement of the village community is a must for the success of every campaign and there is no question of giving up voluntarism. He was of the view that since all the 35 mandals have passed resolutions to take up campaign in these mandals in phase-II, lot of spade work has already been done and there was a tremendous response from the people, including sarpanches and members of ex-Mandal Praja Parishads. All of them should be taken up in phase-II without any vacillation.

Perception of other NGOs

They pointed out the following deficiencies and shortcomings in the programme :

- The programme was limited to teachers; it was not indeed a mass programme.
- The training was poor and weak and, therefore, volunteers could not teach

properly. They could not impart any additional information, even though topics related to education, social forestry, health, family welfare, animal husbandry, agriculture, etc. were dealt by respective functionaries at the time of training.

- The training curriculum and course content of training methodology used 'word method' while the learners preferred the 'alphabetic method'.
- Lighting arrangements were poor due to poverty and general economic backwardness.
- Landlords and money-lenders who are masters of bonded labourers prevented them from attending the learning centres.
- Teachers are poor administrators and they should not be entrusted with the responsibility of monitoring and supervision, as was the case in TLC, Mahbubnagar.

In the light of this, the following specific suggestions were made by the joint team :

- The first phase of the campaign was not launched as per schedule. January to May is a good time for launching the campaign in dry and semi-arid conditions prevailing in the district.
- The mandal should be selected on the basis of consultation. Such consultations should take place with the panchayats, mandal praja parishads, all social and educational activists and committed individuals working and residing within a mandal. Wishes of mandal praja parishads and sarpanches in the matter of selection of mandals and panchayats and in the matter of implementation of the programme should be fully respected.
- Wherever the volunteers are not available

in the prescribed number, steps should be taken to identify them under youth clubs, mahila mandals and anganwadi workers.

- All left-over mandals should be taken up in one go and the second phase should commence in December '92 to June '93.
- There is no uniformity of timing in regard to migration of the people from one part of the district to the another. The programme for the migrant worker should, therefore, be taken up only when they return to their hearth and home and when they are finally available to be covered.

• Shri R. Subrahmanayam, member of the joint team differed with the assessment by the Collector and stated his point of view in a slightly different fashion, as below :

- Some time should be left to the members of the ZAS to go around and see for themselves all what is happening in other districts of Andhra Pradesh and how Mahbubnagar can emulate the successful examples of these districts.
- One has to develop a sort of blind faith in the programme that is bound to succeed and, therefore, the question of failure of the programme does not arise.
- The manner in which the phasing is being done i.e. to implement the programme in 3 phases, is faulty on account of the following reasons :
 - When the programme is being taken up in a small and truncated form, it does not get the attention that it deserves.
 - Taking the programme in one phase helps better planning, better monitoring, better coordination and better supervision. It minimises the possibility of time gaps between one phase and another and thereby helps in under

taking a number of essential activities for a few mandals, working in close conjunction and collaboration with each other.

- Postponement does not help as the impact of environment building which has been built in the first phase is lost and we need to repeat several activities to create a positive environment for literacy and to improve the pace, tempo and momentum which, having been created in the one phase, could be lost in the subsequent phases.

At the close of the discussions, the Collector wanted some time so that he can apply his mind and address himself to the seriousness of the problem arising out of drought and scarcity conditions and take a decision about the Phase-II of the campaign. In regard to the plan for Post-Literacy & Continuing Education, the same was discussed and the attention of the Collector was brought to the fact that per neo-literate cost was as high as Rs. 300/- as against Rs. 40/- to 45/- and, therefore, action plan requires a thorough revision. He was advised that the consolidated plan for taking up the campaign in the second and third phase or in one single phase, as the case may be, and for post-literacy & continuing education may be prepared and submitted for consideration of the EC, NLMA at his earliest convenience. Before formulating the revised action plan, he may keep the following in view :

- Initiating a process of extensive dialogue, discussions and consultations with all sections of the society to come to a conclusion that literacy was the basic need of the people and cannot, therefore, be ignored or belittled any more.
- Go through the recommendations of

Satyen Maitra Committee Report (a copy of which has been delivered to the Collector personally) and to formulate the action plan on Post-Literacy & Continuing Education on the basic parameters which

have been outlined in the report.

The Collector accepted the above suggestions and promised to reformulate the action plan accordingly.

IMPRESSIONS OF THE VISITING TEAM TO MANJIRA AKSHAR PRABHA, MEDAK

Composition of the Team

1. Shri L. Mishra, JS (AE) & DG (NLM)
2. Shri R. Subrahmanyam, DS (Edn), Govt of Andhra Pradesh, Hyderabad
3. Shri J.C. Ranganayakulu, Director (AE), Govt of Andhra Pradesh, Hyderabad

Date of Visit : 19th and 20th October, 1992

A total literacy campaign for Medak district was considered and approved by the EC NLMA on 26.7.91. The objective of the campaign was to impart functional literacy to 6,78,400 learners in 9-45 age group. This was preceded by a pre-appraisal mission undertaken by the DG (NLM) to Medak on 4.7.91. The then Collector and DM, Medak and Chairperson of Manjira Akshar Prabha (registered vide Registration No. 1272 dated 11.4.91 under the Societies Registration Act, 1350 Fasli) Ms. Latakrisna Rao had evinced lot of initiative and interest in conceptualising the TLC plan and in providing necessary leadership and direction for operationalising the plan. Her tenure at Medak was, however, short lived (she left the district on a central tenure of deputation in the first week of April, 1992) and, therefore, she could not continue to provide the much needed leadership and thrust for mobilisation of people belonging to all sections of the society and carrying the campaign to its logical goal. Despite popular enthusiasm, the campaign could not take off and has been slugging for the last 6 months. Shri T.R. Garg assumed charge as Collector and DM, Medak on 15.4.1992 and since then he has evinced lot

of keenness to revive the pace and tempo of the campaign and to put it back on the rails. The visit of the joint team of Medak was planned and undertaken in the background of the sincere desire on the part of the Collector for restoration of the Total Literacy Campaign to its original shape.

Objective of the Visit of the Joint Team

The central objective of the visit was three-fold i.e. -

- to enable the Collector to understand and internalise the ethos and spirit of total literacy campaign and the dynamics of its operation.
- to enable him to revise and reformulate the action plan in conformity with a set of guidelines to be evolved by the joint team.
- to listen to the representatives of the cross sections of the society such as political parties, representatives of people - MP, MLA, ex-MPs, ex-MLAs etc., freedom fighters, representatives of Zilla Parishad, Mandal Praja Parishad, Panchayats, youth clubs, mahila mandals, functionaries of regulatory and development departments such as revenue, law and order, rural development, women and children's development, agriculture, animal husbandry, veterinary, soil conservation, sericulture, forest, fisheries, science and technology etc. In course of this visit the members of the joint team met the Collector, D.D.O., members of the Manjira Akshar Prabha, Medak, MPs, MLAs, Ex-

members of Zilla Parishad, Mandal Praja Parishad, Panchayats, development functionaries. They also visited the learning centres - one Urdu and other Telugu - at Rajampet and Kalpagur to assess the mood of the people i.e. learners, volunteers, members of the village community and the extent of preparedness for reviving the pace and tempo of the campaign.

The impressions of the team are recorded under the following three heads :

I. Perceptions of the cross sections of the society towards TLC.

II. Deficiencies and shortcomings in the action plan and modalities of revision.

III. Perception of learners, volunteers and members of the village community.

I. Perception of the Cross Sections of the Society

Freedom Fighters - Freedom fighters who were present at the time of pre-appraisal Mission undertaken by the DG (NLM) to Medak on 4.7.91 felt sad that the campaign for TLC which was conceptualised and planned with best of intentions with so much of popular enthusiasm and zeal should have slumped back within such a short time. They attributed the failure of the campaign to the fact that we looked upon ourselves as the only infrastructure and did not take adequate pains to spot talented human resources and create new infrastructure. The second important factor responsible for failure is the rapid decline in value system and the general apathy and indifference of the youth to contribute to constructive social work. They were, however, positive on the need for revival of the campaign by mobilisation of all rational, secular and progressive forces and were hopeful that the campaign can be put

back on the rails without much difficulty.

Ex-members of Zilla Parishad, Mandal Praja Parishad - They felt a sense of pride and distinction for taking up a campaign for total literacy for their district but did not feel sufficiently confident that they will be able to revive the campaign with the same pace with which the original campaign was launched. They were, however, willing to pledge their individual and collective solidarity and support to the campaign in the best possible manner.

Representatives of people (other than Zilla Parishad and Mandal Praja Parishad) - They appeared to be enthusiastic at the prospect of taking up an "Operation Restoration" exercise for their district but did not appear too confident that the whole district with the geographical variations and complexities of law and order, drought, scarcity of drinking water etc. could be taken up for the TLC in one go.

Perception of activities of Bharat Gyan Vigyan Samithi - An excellent environment for literacy was created in the district through a systematically planned and executed caravan for literacy but this was not harnessed properly. There was a long gap between close of the environment building activity and commencement of the teaching-learning process.

The statement made by the representative of BGVS created the impression that BGVS was not involved in any activity other than environment building.

Collector and Chairperson, Manjira Akshar Prabha, Medak - Even though new to the district, the Collector - Shri T.R. Garg has evinced considerable amount of enthusiasm and keenness for revival of the TLC.

He is willing to listen and learn and is amenable to ideas and suggestions. There is considerable amount of energy and ebullience concealed behind his soft exterior. He and DDO form an excellent team and have the necessary empathy and sensitivity to work for total literacy as a tool of social action and empowerment of the people of the district as also their all round development.

Perception of the Revenue Divisional Officers - They appear to be fairly new and unfamiliar with the geography, topography and sociology of the district (particularly in relation to the land, employment and wages). They appeared to be either unclear in their perception about the role which literacy can play in inducing an important change in the socio-economic conditions which affect the lives of the people or were not willing to articulate themselves freely and frankly by taking an independent stand on literacy. They are evidently in need of lot of orientation so that they can involve themselves positively and wholeheartedly in the revival operation.

Other development functionaries - Initially the development functionaries from the agriculture and animal husbandry department appeared to harbour lot of reservations and misgivings about the TLC. They were not clear about their role in the campaign as also about the role of their subordinate functionaries in the campaign. As this role was explained to them and the mist in their minds got cleared, they referred to serious internal operational problems of their department due to acute shortage of staff in all cadres and at all levels on the one hand resulting in more workload for less people and the difficulty in sparing the limited staff for the campaign work on the other. It was explained once again to them

that literacy is an important tool of human development and a key to the success of all development efforts. They should, therefore, perceive literacy as the key to the success of their programmes and own it as their own programme. It transpired that there are creative writers and artists amongst these functionaries who can compose and sing including stage artistes amongst the functionaries of these departments who can play a useful role in environment building. The Collector and Chairperson of Manjira Akshar Prabha was advised to immediately start a dialogue with the functionaries of these development depts. to carry conviction to them and to enlist their involvement and support.

Youth clubs, mahila mandals, ICDS functionaries etc. - There is no youth coordinator under NYKS in the district. There are, however, a good number of youth clubs and mahila mandals (300) as also 350 DWACRA groups with 350 organisers, all or majority of whom can be mobilised for literacy work as village level coordinators or volunteers. Similarly, there are nearly 746 Anganwadi workers, 3/4th of whom are matriculates, have the organising ability and commitment. At least 500 of them can be mobilised as volunteers in the campaign. As a matter of fact, 275 Anganwadi workers are working as volunteers in 5 mandals. Similarly, Assistant Gram Sevikas who have organising ability and who are genuinely interested in adult literacy work can be mobilised to act as Assistant Gram Sevikas. The Collector was advised to have a separate dialogue with functionaries of these departments to ensure that functionaries of youth clubs, mahila mandals and ICDS functionaries having the organising ability and commitment are identified and trained to work for the campaign.

To sum up, the impressions which emerged out of the interaction with the members of the Manjira Akshar Prabha and others was a mixed one; it represented a mixture of hope, anxiety and concern. There were positive perceptions which generated lot of hope. There were doubts and misgivings as to whether a campaign for total literacy can at all be taken up in a district like Medak with so many demographic and sociological peculiarities and complexities characterised by dry, semi-arid and unirrigated landscape, rural-urban migration, high percentage of SC and prevalence of untouchability, early child marriage, bonded labour and several other issues related to management of land, employment and wages. These generated lot of concern that even after 4 years of launching of NLM and launching of TLCs in so many districts, there should be so many doubts and misgivings. It appears that the dislocation caused by the departure of the former Collector - Ms. Lata Krishna Rao, the temporary vacuum in leadership for some time and the late start of the campaign are factors which have given rise to these doubts and misgivings. It is, however, not too late and all is not lost and the new Collector was advised to proceed on this premise that there is always scope for correction and improvement. He was advised to draw up a detailed plan for having intensive dialogue, discussion and consultation with the following cross sections of the society according to a well laid down calendar of events :

- All political parties
- Representatives of people, MPs, MLAs, Ex-Zilla Parishad and Ex-Mandal Praja Parishad members
- Representatives of Teachers' Associations
- Representatives of Youth Associations

- Representatives of Women's Associations
- Representatives of Employers
- Representatives of Trade Unions
- Volunteers who have a good track record of social service
- Bharat Gyan Vigyan Samithi
- Gandhian and Sarvodaya Organisations
- NGOs like Rotary Club, Lion's Club, JAYCEES, Bharat Boy Scouts and Girl Guides
- Freedom fighters and their associations, if any
- Creative writers, artistes/ their associations
- Representatives of training institutions.

These consultations should be time bound and they should be conducted in a systematic and methodical manner. The proceedings of each consultative meeting should be neatly and precisely recorded. The objective of this exercise would be as below :

- To enable each one and every one to understand and internalise the ethos and spirit of the campaign for total literacy and the dynamics of its operationalisation;
- To instil confidence, faith and hope in the minds of each one and every one that the campaign for total literacy is not utopian but possible, feasible and achievable.
- To enlist the involvement and support of all sections of the society.
- To delineate the specific role or responsibility of each individual and group(s).

II. Deficiencies and shortcomings in the action plan and revision thereof

The joint team found that the revised action plan for total literacy presented by the Collector was not a very happily worded document. It did not reflect clearly the objectives of the project as also the strategy

and modalities of operationalisation. The chapters in the action plan were not properly sequenced. Besides, there are lots of gaps and omissions in the content of each chapter; there are also several mix-ups. The various stages in a process were not explained clearly and there was need for introducing conceptual clarity in the following areas :

- The objectives of the campaign in terms of coverage and actual achievement.
- Literacy is not the only issue in the campaign but a number of other issues have to be integrated thereto.
- Reasons for slow progress in the first phase of the campaign.
- Concept of people's committees and how they are to be formed.
- Concept of full-time functionaries.
- Training Strategy & Methodology
- Rationale of mechanical repetition of JSN as if it is the only form of post-literacy and continuing education.

Keeping in view the various deficiencies, shortcomings and infirmities in the action plan for total literacy in a campaign mode, the Collector was advised to reapply his mind and draw up a plan afresh which will be a transparent reflection of his perception, thought and personality. After taking into account the various deficiencies and shortcomings as also the gaps and omissions in the action plan, the joint team drafted a set of guidelines for revision of the action plan, a copy of which is enclosed at ANNEXURE 1. This has since been handed over to the Collector with the request to revise the action plan and to send 20 copies of the revised action plan to NLMA for circulation.

III. Impressions emanating from field visits

Visit to Urdu learning centre at Rajampet - The action plan itself indicates that the pace and progress of the TLC has been extremely slow and sluggish. As against 1,17,022 men, women and children in the targeted age group of 9-35 to be enrolled in the first phase, only 65,412 were enrolled in the programme and the teaching-learning process started on 17th February, 1992. This was to end on 15th August, 1992 and the second phase was to commence thereafter. Regrettably, however, only 22,729 learners have completed Primer I and are at Primer II stage, 1,074 learners are in Primer III and 28,480 learners are still continuing with Primer I even though the reasons for such a long-drawn-out exercise could not be forthcoming clearly.

The learning centre at Rajampet was opened on 15.3.92 with 14 learners initially and the enrolment has dropped down to 6 at present.

The Urdu primer has not been prepared on the basis of IPCL technique. The primer prepared by Andhra Mahila Sabha which is in one part only with 19 lessons is being used which is pedagogically not very sound. The pace of learning appears to be extremely slow.

Most of the learners belong to the minority community and are from large families with lot of family liabilities, are irregular in attendance as indicated above and their enthusiasm and zeal for learning was not self-evident.

The volunteer Ms. Rahimunnisa Begum has been teaching with lot of zest and zeal at her own residence to the learners propelled by a spirit of self-abnegation and sacrifice but

this does not seem to have produced the desired impact.

The Parda system coupled with adverse reaction from the parents in few households of the minority community appear to be responsible for the slow progress. It appears that the photograph of a learner was published in a newspaper which gave rise to such adverse reaction from the parents. This is contrary to the experience obtaining in other areas where publication of a learner's photograph in a newspaper could act as a tool of motivation.

Visit to Telugu learning centre at Kalpagur — In sharp contrast with the Urdu centre, the pace and progress of learning at the learning centre, Kalpagur was found to be somewhat better in terms of attendance, volunteer-learner ratio and positive perception of parents and teachers, better quality of training, supervision and training by MDOs and MROs. Majority of the volunteers were students and many of them have come to the fold of the programme being motivated by an appeal issued by the previous Collector. The first primer has since been completed and the second primer was in its middle. The drills and exercises were being attended to and the volunteers appeared to be confident to teach. This confidence flows from the fact that lessons in the primer were demonstrated to them effectively at the time of training. The attendance continues to be irregular as in the earlier Urdu centre due to poverty and economic deprivation of many learners belonging to the SCs and landless agricultural labourers. This, however, did not dampen the volunteers and many of them were confident that they would be able to complete the third primer in another 3 months' time. The general impression was

that the first primer took little longer time, the second and third primer being practice primers could be covered in less time.

The assessment of operationalisation of 10 steps made by the visiting team—

I. People's Committees have been formed and revived at the district, mandal and village level. The name of the district level society which was "Manjira Akshar Prabha" will remain unchanged but the composition of the committees will be drastically changed to make it more broad-based and representative.

II. A decision has been taken to hold conventions at the village level on 29th and 30th October, 1992 and again in the first week of November, 1992. Different dates will be adopted for different villages for holding the convention which will be in the nature of a Gram Sabha meeting where literacy will be placed before the people as the main item in the agenda to solicit their goodwill and mandate to inform ZAS to take up the campaign and provide the leadership for the campaign for total literacy.

III. The process of identification to contact persons has been initiated with the help of cluster and mandal level coordinators.

IV. The IPCL primer designed by Andhra Mahila Sabha and approved by the IPCL Central Review Committee will be used in the campaign.

V. The resource persons (120) are yet to be identified and their training is yet to be taken up. It has been decided that the State level Academic Committee will organise the training of RPs with the help of SRC.

VI. The initial environment building exercise which in practice will be a repeat exercise has been initiated. 45 troupes, each troupe comprising of 15 artists, will be formed for

undertaking Akshar Kala Jatha. So far lists of artists for 23 such troupes have been received from 23 mandals and the rest are expected to be received shortly. The training of the artists and design of its kits through workshops has been planned.

VII. The survey will be conducted w.e.f. 1.11.1992. The format has already been discussed and adopted by the survey committee which is chaired by the District Cooperative Officer.

VIII. In all, there will be 8 to 9 sub-projects of the main project. Each sub-project will comprise of 5-6 mandals. Each sub-project coordinator will be responsible for 300 learners. At this rate, 135 to 150 coordinators will be required at the sub-project level or mandal level. They will be drawn from school teachers, NGOs, DWACRA groups (250), Anganwadi Supervisors and other government functionaries. Names of coordinators have been received from 28 mandals out of 45 and the same are under scrutiny. There will be one coordinator for 10 centres at the village level and they will be identified through the village level campaign committee.

IX. A detailed programme for orientation of senior government functionaries on 24.10.92 has been drawn up. 32 district officers have been called for that meeting on that day.

X. A detailed revised calendar of events has already been prepared. The most prominent focus in the calendar has been given to holding dialogue, discussion and consultation with cross sections of the society such as political parties, representatives of people, teachers, students, women, youth and their organisations, government functionaries, NGOs and voluntary agencies, employers and trade unions etc. on specified dates.

A Gist of various Observations, Conclusions and Recommendations—

I. Medak is the fourth district where the TLC suffered a setback (the first being Hyderabad, the second being Khammam and third being Mehboobnagar) due to shifting of the District Collector and leader of the campaign. The EC NLMA was encouraged to approve the project "Manjira Akshar Prabha" on account of the leadership qualities shown by the previous Collector and the State Government should have ensured a reasonable continuity in her tenure. Now that the campaign has slumped back due to the vacuum of leadership caused by her shifting, the point about reasonable continuity in tenure should be taken seriously and the mistake of the past should not be repeated in Medak as also elsewhere.

II. Not to speak of political parties and representatives of the people, there are numerous cynics and sceptics amongst the functionaries of regulatory and development departments. Elsewhere in the country (in West Bengal, Karnataka, Maharashtra, Gujarat and Tamil Nadu), TLCs have brought about remarkable attitudinal change amongst the government officers at all levels. Many of them have opened up and are interesting with the people with lot of warmth and conviviality. Many of them who fought shy to speak in the public have been enjoying speaking in the public with spontaneity and joy. The scenario in some of the districts of Andhra Pradesh is not altogether dismal. It is indeed a pity that officers of Medak have not been able to learn anything from the experience of TLC in their own State. We need to organise intensive orientation for all these cynics and sceptics to bring about necessary attitudinal change and to enlist their emotional involvement with the TLC without which it cannot register much headway.

III. Quite apart from revising the action plan in conformity with the guidelines handed over personally to the Collector, a detailed exercise to have intensive dialogue and consultation with all concerned interests should be undertaken without any loss of

IV. Both the jatha and non-jatha techniques have been tried out in the past with sufficient planning and preparation. If they have not created the desired impact, we need to think of alternatives. One of such alternatives is to initiate a process of mass contact in a number of ways to carry conviction to the people that despite poverty and economic backwardness, despite drought and scarcity conditions, the right to learn, to read and write is a basic human right and *cannot* and *should not be* compromised under any circumstances, whatsoever. The mass contacts should also be a systematically and methodically planned exercise as any other activity in a total literacy campaign.

V. Academic supervision is extremely important; it is to closely and constantly oversee and monitor the pace and progress in teaching learning process to ensure that learners attend the learning centres regularly, that they attend the drills and exercises at the end of every lesson, that the 3 tests at the end of every primer are administered in as simple and non-threatening a manner as possible, that timely corrective measures are applied by recurrent training as soon as deficiencies and shortcomings are detected in the teaching learning process etc. All this will be possible only if (a) good resource persons and master trainers with the right attitude, right perception and commitment as also professional competence are selected (b) they are given training which can be recurrent,

participative, communicative, primer-specific and of direct interest and (c) they are not dispensed with after training of volunteers but are retained for intensive academic monitoring, supervision and coordination till the desired results have been produced.

VI. The concept of full time area-coordinators for intensive monitoring, supervision and coordination has, generally speaking, not caught the imagination of most of the TLC districts (except few districts in Tamil Nadu and Karnataka). A full time coordinator at the district, sub-divisional, taluka, mandal and panchayat level is not necessarily to be a government functionary nor is he/she to conform to a particular rank, status or position in society. He/she can be drawn from any source such as govt., non-government organisations, banks, cooperatives, other financing institutions, central and state public sector undertakings such as railways, FCI, LIC, transport undertakings, P & T etc. What is more important than the rank or status or position in society is the clear perception and insight, social conscience with necessary empathy and sensitivity to the plight of the poor, weak and down-trodden, organising and mobilising ability and some capacity for articulation and mass communication. (We have come across veterinary surgeons like Raja Naik in Shimoga or Dr. Suresh Sharma in Panipat who can hold people spellbound for hours by their inimitable capacity to communicate with the people). If these core functionaries who have necessarily to be men/women of character, calibre and competence are identified with a genuinely passionate interest and seriousness, they can be in the vanguard of the entire movement and half the battle can be said to be won with selection

of such good, well meaning, conscientious and committed individuals. Even though Medak is a dry, semi-arid and unirrigated district known for socio-economic backwardness and numerous aberrations like untouchability and bondage, there is no dearth of such good, well meaning, sensible, sensitive, socially conscientious and committed individuals and they can be identified, brought to the surface and involved fully in the work of the campaign with little attention and care from the District Administration.

Conclusion :

Even though the joint team is not altogether satisfied with the manner of preparation of the action plan nor with the initial planning and preparations for launching an "Operation Restoration" plan, it would still like to recommend to the EC that (a) Medak cannot be left by the wayside for no fault of its people who despite poverty, backwardness and bundles of social aberrations have the urge to learn and (b) the revised action plan for "Operation Restoration" needs to be given a fair trial regardless of any other consideration.

IMPRESSIONS OF THE JOINT TEAM ON ITS VISIT TO CUDDAPAH

Composition of the Team :

1. Shri L. Mishra, JS (AE) & DG (NLM), Department of Education, Government of India.
2. Shri R. Subrahmanyam, Deputy Secretary, Education Department, Government of Andhra Pradesh, Hyderabad.
3. Shri J.C. Ranganayakulu, Director of Adult Education, Government of Andhra Pradesh, Hyderabad.

Date of Visit : 23rd Oct. '92.

The central objective of the visit of the joint team to Cuddapah was three-fold:

- To assess the outcome and impact of the campaign for total literacy which was implemented for the whole district between August '90 to June '92.
- To study the soundness of the Proposal for Post Literacy and Continuing Education who were enrolled in the first phase of the campaign and who have completed the 3 Primers making themselves eligible for coverage in Post Literacy & Continuing Education.
- To study the adequacy of planning and preparations for launching the second phase of the campaign for mopping up operations, for remediation exercises and for upgradation of literacy & numeracy skills of those who were initially enrolled in the campaign but later dropped out due to conditions of acute poverty, economic deprivation and social polarisation.

It may be useful to trace the background of the first phase of the total literacy campaign for Cuddapah (the basic literacy phase) before proceeding to an assessment of the preparations for launching the second phase of Post Literacy Campaign.

Cuddapah was not listed as one of the districts for TLC in the order of priority districts selected by Government of Andhra Pradesh in 1990-91. The latter had selected Hyderabad, West Godavari and Chittoor in response to a letter of request of Shri R.K. Hegde, the then Deputy Chairman, Planning Commission sent in April '90. This was in the wake of the successful conclusion of the total literacy campaign experiment in Ernakulam in February, 1990. The then Collector & DM Cuddapah—Shri A.K. Parida was greatly influenced by the trend of that exciting historical event and had conceptualised 'Akshar Rashmi' with imagination and conviction. It was by sheer coincidence that he happened to be present in the same meeting of the Executive Committee held on 27.8.90 which was to consider the TLC proposals of Chittoor & Hyderabad (the proposal for West Godavari took some time for formulation) and was permitted by the Chairman, EC NLMA to make his presentation. He did this with considerable amount of professional depth, competence and confidence which won him accolades from the Chairman, members of the EC and others. The project proposal for TLC Cuddapah was approved by the EC for an

amount of Rs. 4.88 crores. It envisaged coverage of a target group of 7.5 lakhs in 9-35 age-group. Barring the tribal or agency tracts, Cuddapah is the most hilly or rocky district in Andhra Pradesh. It is wedged in between the expansive Palkondas to the West and the extensive Velikonda in the East. It abounds with very rich mineral reserves like high grade asbestos, barytes, clay, iron ore, lead ore, limestone, ochres, steatite etc. Its forest area forms about 30 percent of the total land area of the district. It is indeed a paradox that despite such mineral and forest reserves the district suffers from conditions of poverty, backwardness and economic deprivation. With 5.6 percent of the area of the state, it accounts for hardly 47 percent of the population. A rocky and undulating landscape, vulnerable to continuous and rapid soil erosion, low average annual rainfall (685.5 mm), progressive denudation of forests, an extreme and oppressive climate are responsible for a low density of population (226 per sq. mile as against 339 for AP). The demography of the district is characterised by an unfavourable sex ratio, high incidence of rural-urban out migration from the district (compared to the incidence of immigration into the district), multi-religious and multilingual character of the district, predominantly large number of Scheduled Caste and backward classes and few members of the ST Community (Koyas, Reddis & Dhoras), disappearance of the joint family system and a highly crime prone environment with high rates of crime and violence often resulting in senseless killings at the slightest provocation etc.

Notwithstanding the above unfavourable setting, the people of the district must have mustered lot of courage, determination and confidence to shoulder an unconventional or

unorthodox task to impart functional literacy to adults and children. After approval by the EC NLMA on 27.8.90, Cuddapah District Literacy Society was registered under the Societies Registration Act on 1.8.90 *vide* Registration No. 174/90. The central share of assistance amounting to Rs. 2.90 crores was released in favour of the Cuddapah District Literacy Society. An intensive door-to-door survey was conducted which identified 6.47 lakhs of potential learners in 9-35 age-group with the following break-up:

Male : 2,48,580
Female : 3,99,088

In addition to the door-to-door survey which helped in identifying volunteers, volunteer teachers were enrolled through advertisement in newspapers, appeal to youth, government and private organisers, voluntary agencies, trade-unions, through special conventions of voluntary agencies and special conventions for women held at various levels, through opening of registers at gram panchayat, blocks, mandals, municipalities, all the high schools, colleges, government offices. Cuddapah has a very rich folk cultural tradition and there are numerous folk forms of communication such as Chakkabajana, Veedhinatakam, Chenchunatakam, Yekapatra, Hari Katha, Burra Katha etc. All these forums were harnessed for spreading the message of literacy, for generating a positive demand and climate for literacy and putting literacy at the centre stage of development. In all, 1000 artists were identified and 50 cultural troupes were formed, each comprising of 20 artists. Every cultural troupe was required to spend 10 days in every village to stage performance. The members of the troupes were also required to undertake padyatras in the village, establish house to house contacts with potential

learners and volunteers, to write slogans on walls through wall paintings, to distribute pamphlets, paste posters on the wall at central places and at the literacy centres etc. They were to stage performance on folk songs, street plays, skits etc., to visit every house in every village according to a pre-arranged programme to establish intensive mass contact. Separate cultural troupes were formed to stage performances in Telugu as well as in Urdu. It was most encouraging that the seven messages of integrated development (Sapta Sutralu) such as waste land development programme, self-employment, housing, immunisation, sanitation, family planning and tree plantation were to be integrated with literacy to create a cultural and environmental ambience for literacy and various parameters of development as are of direct concern and relevance to the lives of the people. On the basis of the literacy survey, mass contact programme and environment building activities, 52,332 volunteers were eventually enrolled, imparted training and started 52,332 literacy centres. The break up of which is as below:

- 11,875 : Male centres
- 14,785 : Female centres
- 25,672 : Combined centres

The campaign was organised in conformity with the guidelines issued by NLMA in all respects. At the district level an independent society was formed—Cuddapah District Literacy Society with a General Body and an Executive Committee to provide the leadership for the total literacy campaign in the district. Sub-committees were formed under the Society for publicity and propaganda, academic and technical resource support, inventory management, monitoring and evaluation. Team leaders incharge of

Revenue Division, Nodal officers incharge of mandals and municipalities for intensive monitoring, supervision and coordination were appointed. Each nodal officer was required to spend two days in a week in every mandal allotted to him for mass contact with the people. He/she was required to attend mandal level meetings, to review the pace and progress of the campaign at the mandal level as also to inspect a few centres and make test checks about the quality and contention of the programme. Mandal level officers of the different departments were appointed as Literacy Coordinators incharge of gram panchayat for intensive monitoring and supervision. They were also made responsible for People's Committees at the panchayat level and were directly accountable to the nodal officers at the district level. They were to ensure proper distribution of literacy kits to the centres and potential learners in presence of the Chairman and Members of the Village level Committee. A systematic and methodical training programme of Resource Persons, Master Trainers and volunteers was organised. The literacy guides as master trainers were to impart training to the volunteers and they were selected from amongst Primary/ Upper Primary/ High school teachers. The primers developed by Prof. V.L.N. Reddy, Head of the Department, Adult Education, Sri Venkateswara University, Tirupathi and the Urdu primers prepared by the SRC and duly vetted by the Central IPCL Review Committee were used in the campaign. Distribution of literacy kits and volunteer kits containing three primers, notebooks, pencil, pre-stamped card, literacy bag was meticulously planned. The commencement of the teaching/ learning process was formally launched by the former

Chief Minister, Andhra Pradesh on 16th February, 1991. The political leadership at the state level, district level, mandal level, gram panchayat and village level was fully involved with the campaign. A well formulated system of reporting was introduced and put into practice to ensure credibility of the developments in the campaign.

Despite best of intentions and best of efforts, the campaign which was to come to a logical conclusion on 31.12.90 received a setback due to factors and circumstances beyond the control of the District Administration and Zilla Aksharsyatha Samiti. Some of these factors are:

- Announcement of elections to the 10th Lok Sabha on 7th March, 1991 and consequent direction of Election Commissioner of India not to take environment building activities during the Election.
- The assassination of Shri Rajiv Gandhi which had an impact throughout the country resulting in postponement of the Elections of the Lok Sabha.
- The hunger strike called by Shri N.T. Rama Rao, Leader of the Opposition and consequent bandh organised in the district for continuously longer period.
- Announcement of the Elections to the 10th Lok Sabha which were postponed to be held in June, 1991.
- Countermanding the Cuddapah Parliamentary Election due to the death of an Independent Candidate.
- Acute shortage of electricity during the peak period.

As a result of these untoward developments which were completely beyond the control of the District Administration, the calendar for the campaign for total literacy

had to be re-scheduled and the number of activities had to be re-organised and initiated de-novo. Despite best possible efforts, the desired results could not be achieved as would be evident from the following:

- Total number of learners actually made literate according to the project report 7.45 lakhs.
- No. of potential learners actually identified 6.47 lakhs.
- No. of learners who were finally enrolled 5.77 lakhs.
- No. of learners who qualified and had become fully literate 3.21 lakhs.
- No. of learners who achieve some level of literacy and numeracy though not the desired level and hence remained as semi-literate and half-literate 1.50 lakhs.

There was no accurate and authentic information about the remaining 1.76 lakhs (6.47 lakhs (-) 4.71 lakhs). It is likely that these learners may have been initially enrolled but may have been subsequently dropped out and their status can be found only on the basis of an intensive door-to-door survey.

The members of the visiting team attended a meeting of the Executive Committee of the Cuddapah District Literacy Society. The meeting was held in the chamber of the Collector as the larger conference room at the Zilla Parisahd was not made available due to a dharna being staged there by few women activists. The meeting was attended among others by the Member of Parliament from Cuddapah, Shri A. Sai Pratap, a representative of the BGVS, a representative of the Writers' Associations, non-governmental organisation like the Lions Club, media and communication representative, Literacy Ambassador, representative of the

Indian Red Cross Society, officers of various development departments, voluntary agencies and the social workers. The following points were made by them in course of interaction with the visiting team:

—The campaign for total literacy for Cuddapah or “AKSHARA RASMI” was conceptualised and planned well. Progressive social forces and people belonging to all sections of the society were mobilised through a number of environment building activities such as Pad Yatras, rallies, folk performances etc. The survey was conducted in a systematic and methodical manner and helped in creating a positive environment for literacy in addition to identifying potential learners and volunteers. Shri A.K. Parida, the former Collector, Cuddapah had taken up the programme almost as a personal challenge with a missionary zeal and commitment. He had worked unremittingly day and night going to each and every village of the district, making night halt in the villages, directly talking to the people and encouraging professional folk artists to perform folk songs, nukkad natakas, street theatres for mobilisation and motivation of the learners and volunteers. Himself a first-rate speaker in Telugu, he had succeeded in establishing direct inter-personal communication and an emotive bond with the people of the district through discussions, field visits, participation in mass rallies, pad yatras, songs, slogans, painting & elocution competitions etc. This personal initiative and efforts on the part of the District Collector helped in bringing the district administration closer to the people and in converting an otherwise government funded, government controlled routine programme of adult education into a mass

movement. Making available the building constructed from out of DRDA funds for the ZSS is yet another evidence of the deep personal commitment of the Collector to the programme.

- The “Sapta Sutralu” or the Seven Formulae of Development helped in integrating health, family welfare, immunization, nutrition, environmental sanitation, tree plantation etc. with literacy with positive results. A team of officials from the W.H.O. visited Cuddapah to study how the social mobilisation through literacy campaign helped in achieving 100% target in immunisation. The team appears to have left with full satisfaction and appreciation of the laudable initiative and dedicated efforts of the district administration in adopting and implementing an integrated approach to development.
- The campaign for the first time in the history of the district brought a number of social forces who were also positive, rational, secular and patriotic together. They came together to think together, to plan together and to act together. Thousands of songs, slogans, skits, nukkad natakas, street theatres were composed and performed across the length and breadth of the district in a manner which was unheard of before.
- Even though the groundswell at the time of launching of the campaign was excellent by all standards and indications and a very good environment was built by planned and systematic efforts, the campaign could not be brought to its logical conclusion due to a variety of imponderables. Most of them were beyond the control of the district administration such as announcement of the elections to the 10th Lok Sabha in March, 1991,

subsequent postponement of the elections from May to June due to the tragic assassination of Shri Rajiv Gandhi on 21.5.91, death of an independent candidate and countermanding the election to a subsequent date, large-scale damage caused by rain and flood in an otherwise dry and semi-arid district etc. Everything in the campaign seems to have almost died out by December, 1991 when the campaign was expected to come to a close. The campaign was revived in January, 1992, the entire calendar of activities was rescheduled, number of environment building activities and training activities in the campaign had to be repeated. With all possible efforts, the campaign could be brought to a close on 24.6.92. Internal evaluation of learning outcome conducted by the volunteers with the help of members of the village community and under the supervision of literacy guides, literacy ambassadors etc. goes to show that as against 6.74 lakh learners in the 9-35 target age-group, 3.21 lakh learners have been made fully literate (they achieved NLM levels of literacy and numeracy) while 1.50 lakh learners completed either Primer I, or Primer II or Primer III and, therefore, remained at the levels of semi-literacy or half-literacy. The whereabouts of the remaining 1.76 lakh learners were not known and this will have to be identified through an intensive door to door survey. Since lot of time has already elapsed since closure of the campaign in June, 1992, there should not be any further interregnum between the date of closure of the first phase of the campaign and the commencement of the post literacy and continuing education phase which may lead to relapse of a number of neo-literates into the old world of illiteracy causing large scale wastage of what has been achieved

out of the Akshara Rasmi against very heavy odds.

- The TLC has helped the rural poor to a very great extent. They are bold and courageous to have an interface with the Collector and other functionaries of development and regulatory departments (including the Police) and have been encouraged to reflect, analyse and question the relapse of host of issues and to leave those which are irrelevant for them, while accepting the ones, which are of interest and relevance. The literacy rate of Cuddapah has gone up from 30% to 60%.
- The programme has helped in generating an intensive awareness of women resulting in their empowerment which is visible in the anti-arak agitation sweeping parts of Telangana and Rayalseema region. The TLC, as a matter of fact, has imparted lot of strength, courage and confidence to the women learners to raise their voice of protest against aberrations—individual and collective, and evils bedeviling the society such as untouchability, addiction to alcohol, dowry, early child marriage etc. Many of them are demanding better, fairer and more equitable treatment and have been able to bargain for their rise from a position of equality and strength.
- Visit to number of learning centres by the members of the EC seems to have more than confirmed the impression that the people are interested to know more and more about themselves, about their family and the health of the family members, their surroundings and the problems effecting their day to day lives as also the day to day lives of their neighbours, members of the community, the society and the nation.
- The people of Cuddapah though brave and hard working are also sometimes

emotionally charged up with criminal leanings which give rise to distrust, hatred and violence. Total literacy programme is the only way by which misdirected pent up energies and emotions of the youth can be channelised in a more positive and constructive direction. Literacy can contain violence as much as it can contain alcoholism and can bring the warring groups together and promote a climate of understanding and goodwill.

—The total literacy programme has generated a tremendous parental demand for enrolment and retention of their children beyond expectations. There were still large number of children who do not go to the school or who dropped out from the school. The post literacy and continuing education programme should take care of such drop-outs while creating and strengthening the environment already created for enrolment and retention of children in the formal school system.

—While the campaign for post literacy and continuing education should be launched as early as possible, the deficiencies and shortcomings committed in the earlier programme should not be repeated. Some of the specific measures which were suggested for implementing the post literacy and continuing education programme are as under:

The post literacy and continuing education programme should be built around themes such as wasteland development, conservation of environment, child-care, small family norm, promoting communal peace and harmony, weaning people away from addiction to alcohol. It should be built around issues like land, water, management of natural resources in an optimal manner, employment, wages etc.

- Voluntary agencies should be persuaded to adopt areas for post literacy and continuing education and to work hand to hand and shoulder to shoulder with the Zilla Saksharatha Samiti with a common cause, common goal and common objective.

- Women should constitute the core group in management of post literacy and continuing education programme.

- 450 buildings have been constructed out of ZRY funds. These should be made available for use as libraries, reading rooms, charcha mandals etc. for the benefit of the neo-literates belonging to the weaker sections of the society.

- The total literacy programme or “Akshara Rasmi” was implemented with the help of volunteers, literacy ambassadors, literacy guides, full time area coordinators on a totally voluntary basis. While voluntarism is essential and desirable, it may not be possible to sustain voluntarism for a very long period. The volunteers for post literacy and continuing education programme should be selected from out of those volunteers who had worked with dedication and commitment and whose performance was found to be outstanding.

—There is need for thinking in terms of the following initiatives with a view to providing incentives to the volunteers to sustain the tempo of voluntarism :

- Preferential treatment in the matter of admission in higher education institutions.

- Preferential treatment in the matter of jobs.

- Continuous encouragement through letters of appreciation and certificates.

—While there was need for creating a wide range of material for neo-literates and

semi-literates in an area prone to communal violence, caste violence and faction fights, success stories as to how literacy promotes better understanding and harmony amongst learners belonging to different sections of the society (some of whom are warring factions) need to be written and disseminated widely.

—Similar stories need to be written about the religious leaders as to how they brought about communal peace and harmony through total selfless and dedicated efforts. The materials for neo-literates should be written in simple language, in bolder type with suitable illustrations of the content of every lesson. The content should reflect every aspect of human life in a manner which makes the neo-literate material appropriate, enjoyable and relevant. Such books should be given to the neo-literates and semi-literates free of cost like the primers at the basic literacy stage.

—Since there are areas which are not easily accessible and infrastructural facilities may not exist to set up libraries and reading rooms, mobile libraries should be provided so that books could be carried from one corner to another and disseminated widely.

—Development departments representing agriculture, animal husbandry, soil conservation, forest, fisheries, science and technology, energy, irrigation and power, land reforms, rural industries etc. need to be persuaded and involved intensively in the Jan Vikas Kendras which are proposed to be set up as a part of post literacy and continuing education campaign.

—In addition to charts, posters which are already available, materials designed by the development departments could be

simplified and rewritten for the neo-literates in a language and style which will be intelligible to the neo-literates.

—Simple and short duration training programmes as was envisaged in the JSNs can also be organised at the JYKs. The inter-personal communication of development functionaries with the people could impart a new life, resilience and strength to the entire programme.

The members of the Joint Team undertook a visit to Chinnur village (Harijan Wada) with the following objectives:

I. To have intensive interaction with learners, volunteers, literacy guides, literacy ambassadors, members of the village community.

II. To watch performances of couple of folk forms of communication.

III. To assess the impact of the first phase of the campaign as also the mood of the people in regard to commencement of the post literacy campaign.

What the team saw in this village was indeed a striking revelation of what a campaign for total literacy can produce in a remote Harijan Basti of landless, agricultural labourers. Women folk of the village have been made fully aware, alert and awakened to the grim realities of life caused by addiction of men to alcohol resulting in their dehumanisation, deprivation and total degradation of the family as a unit of development. Women have mustered courage, strength and confidence to organise themselves into groups and have effectively stopped selling of arak. Any resistance has been met with counter-resistance including cleanshaving of men. Women neo-literates of the village are able to correlate the most exciting events of their lives in simple, chaste and forceful colloquial

Telugu without a single stammer or trepidation. The anti-arak movement which started at Dobiguntha village of Nellore district as a direct offshoot of the total literacy campaign has now acquired the deep-rooted character of a mass movement and is sweeping across the length and breadth of Telangana and Rayalseema region of Andhra Pradesh. 70,000 women of Nellore district have combined to effectively stall the annual auction of excise in that district for the fourth time. This evidently is one of the most significant outcomes of the campaign experiment for total literacy which has enabled women to think, reflect, critically analyse and question the relevance of certain issues which were inimical to their development as well as development of their family and which has imparted a new strength, dynamism and resilience in them to counter the forces which had a destabilising effect on their lives and the lives of their families. This is the highest form of progress and development which could ever have taken place in the lives of these simple, innocent, honest and guileless women.

The members of the joint team had also the occasion to see two folk performances before them in this village. This was the formal launching of the Bharat Jan Gyan Vigyan Jatha, 1992 in Cuddapah district. It appears that the former Collector—Shri A.K. Parida was instrumental in selection of these artists, in their orientation and training and in formation of the groups as they stand today. Most of them come from the teaching community while few of them are educated, unemployed youth. They are able to sing, dance and perform with complete freedom and spontaneity the impact of which is electrifying. The predicament of illiteracy in the life of a landless agricultural labourer or

share cropper or a bonded labourer and the gains of literacy as a liberating force from the curse of indebtedness on the one hand and bundles of fads, taboos and obscurantist ideas and practices on the other is being told and retold very convincingly through the folk songs which leave an instant telling impact on the audience to perceive and internalise the need for literacy.

After the meeting with the members of the EC, Collector, other district level official functionaries, development functionaries, social and educational activists and after the field visits, the members of the Joint Team would like to commend the proposal for launching a post literacy campaign in the Cuddapah district in the following manner:

- PI. I to be taken up for 3.21 lakh learners who have completed the 3 primers and have qualified in the 9 tests.
- Remediation exercises to be undertaken for 1.50 lakh learners who are still struggling with Primer I, or II or III, as the case may be to bring them to the desired levels of literacy and numeracy.
- To initiate mopping up operations for 1.76 lakh learners who were initially enrolled with the campaign but who due to various circumstances dropped out subsequently and who need to be re-enrolled.
- Children in 9-14 age group (who are either non-school enrolled or school dropouts) who were enrolled in the first phase of the campaign need to be provided 3 semesters of non-formal education of a minimum acceptable standard. The action plan for PI. & CE, Cuddapah will have to specifically provide for this and the State Govt. of Andhra Pradesh must take a policy decision to support such a non-formal

education which after the TLC may be spread over about 18 months (each semester being of 6 months, duration).

The strategy and methodology of launch-

ing the post literacy campaign for these different categories of learners as has been outlined in the action plan is in order and is accordingly commended for consideration of the EC.

IMPRESSIONS OF THE JOINT TEAM ON ITS VISIT TO KURNOOL

Date of Visit : 22nd & 24th October '92

Composition of the team :

1. Shri L. Mishra,
JS (AE) & DG (NLM),
Deptt of Education,
Govt of India.
2. Shri R. Subrahmanayam,
Deputy Secretary, Education Deptt,
Govt of Andhra Pradesh.
3. Shri J.C. Ranganayakulu,
Director of Adult Education,
Govt of Andhra Pradesh.

The joint team comprising of members as above paid a visit to Kurnool district on 22nd and 24th October '92. The central objective of the visit was two-fold i.e. :

- To assess the outcome and impact of the Total Literacy Campaign, Kurnool; and
- To review the adequacy of planning and preparations for launching a campaign for Post-Literacy in Kurnool.

Before proceeding to record the impressions, observations and conclusions of the team on the above two aspects of the campaign, it may be useful to throw some light on the background of the TLC, how it was conceptualised, planned and approved and how it was made operational.

The action plan for launching a campaign for total literacy in Kurnool was conceptualised by Shri T. Appa Rao in July-August '90, when he was Collector and DM (till 19.3.91) at the same time when campaigns were beginning to take shape in Andhra Pradesh few months after Ernakulam was declared as

a fully literate district and TLC for Kerala, UT of Pondicherry and few districts of Karnataka, AP and West Bengal were launched. A pre-appraisal mission comprising of DG (NLM) and Shri M. Madangopal, the then Director of Adult & Mass Education, Karnataka and Member, EC, NLMA, had visited Kurnool on 7.12.90 to study the extent of preparedness of the District Administration to launch the campaign at one of its early phases. The team has an intensive interaction with the Collector, other district level officials and non-officials and cross-sections of the society and was satisfied that the ground was ripe to approve a proposal for TLC. The Zilla Aksharasytha Samiti (ZAS), Kurnool was registered on 4.9.90 and the action plan for TLC was got approved by the EC, NLMA after a presentation made by Shri Appa Rao, the then Collector on 14.12.90. The action plan envisaged enrolment of 5,88,752 potential learners in 15-35 age-group, initially, of whom 2,63,258 were men and 3,25,495 were women. The District Literacy Core Committee was formed on 20.12.90 and after completion of the training programme, the teaching-learning phase started from 14.4.91. Certain events took place during this period which caused an avoidable set-back to the campaign. The Collector - Shri T. Appa Rao, who had conceptualised and prepared the basic framework of the campaign, was shifted in March '91 (He was succeeded by Shri V. Rajaiah on 30.3.91) followed by announcement of elections to the 10th Lok Sabha the same month, holding of elections

and subsequent assassination of the former Prime Minister — late Shri Rajiv Gandhi in May '91 (which caused countrywide disturbances) and rescheduling the elections from May to June '91. This necessitated rescheduling of the TLC till end of June '92, repeating the second round Kalajatra programmes, holding a re-orientation and training classes for orientation and training of Resource Persons and Master Trainers, etc. The campaign received a further set-back with holding of by-elections from Nandyal Parliamentary Constituency in November '91 and Alagada Assembly constituency during the same month. Thus, the pace, progress and momentum achieved in the campaign suffered a set-back twice. Despite enormous efforts by way of mass contact and intensive reviews, holding a meeting with RDOs, MDOs, MROs, teachers, students, women, youth and all sections of the society, assigning specific responsibilities to individuals for specified areas, etc., the campaign could not be put back on the rails. The goals and objectives of the TLC could not, therefore, be achieved and the position emanating from the intensive door-to-door survey at the close of the first phase of the campaign held in 1.3.91 goes to show the following :

- | | |
|---|--------------|
| (i) No. of learners who have completed the Primer-I, Primer-II & Primer-III and who have qualified in the 9 tests | - 2.53 lakhs |
| (ii) Number of learners who were enrolled initially but dropped-out | - 1.50 lakhs |
| (iii) Number of learners who are still struggling with either Primer-I, Primer-II or Primer-III | - 1.85 lakhs |

Village-wise, mandal-wise and revenue division-wise data have been collected,

compiled and maintained precisely and these were produced before the members of the joint team to carry conviction that despite best of efforts, all potential learners who were enrolled in the campaign initially could not be retained in the campaign and could not achieve the desired levels of literacy and numeracy as laid down in the NLM. With a view, however, to assessing the accuracy and authenticity of the above data as put forth by the District Administration, the joint team undertook the following :

- It visited a couple of learning centres where the classes were being conducted to renew contact with the volunteers, learners/neo-literates, members of the village community and sarpanches on 22nd evening.
- It met the members of ZAS, MDOs, MROs and representatives of the cross-sections of the society, such as BGVS, Voluntary Agencies and other NGOs.

On the basis of these visits and discussions, the following impressions emerged :

Impressions on the visit to potential Jan Chaitanya Kendras on 22.10.92, which have been organised recently for starting the post-literacy programme for the neo-literates

- The JCKs are located either in the panchayat building or in the community recreation centre building or primary school building or places of worship. The size of these buildings ranges from 20' x 15' to 14' x 12'.
- The assembly at the JCK represents an admixture of learners in different age-groups and different levels such as neo-literates who have completed the 3 primers and who have appeared in the formal

evaluation tests, semi-literates who are either at Primer-I or Primer-II or at Primer-III and school drops in 9-14 age-group.

—The duration of learning of the learners has been varying in as much as some are learning from 15th August '92 when learning centres were opened afresh, while some have joined only recently.

—The volunteer incharge of the JCK is usually one of the volunteers who is also teaching at the learning centre opened under the 'Akshar Jyoti' or TLC Programme. He/she has been selected on the basis of his/her performance in the TLC.

—The entire activity has been started on the initiative and interest of the ZAS in collaboration with the village panchayats. The teaching-learning process is being facilitated where there is already an engraved blackboard on the wall, as in the primary school, or where a roll-up board has been supplied. In the rest, the learners are left to read on their own with some provision for intermittent guiding learning by the volunteers.

—There are wide variations in the pace, progress and duration of learning. There are few fast learners and amongst them, there were few women who were found to be faster than the rest. Majority of the learners are, however, slow learners and are able to read rather haltingly. The comprehension of the learners of the content of 3 primers on the whole, however, appears to be good.

—Majority of the learners come from a very low strata of the society representing landless agricultural labourers. Majority of them happen to be attached agricultural labourers whose status proximates close to the status of bonded labourers who have

been bonded to the household of the landlord on a year to year contract basis. On an average, they get Rs. 1200 per annum with food or Rs. 3,000 per annum without food. Many of them being interrogated were found to have evinced a genuinely passionate desire to learn more for relaxation and recreation than for any other tangible gain. The satisfaction and joy of reading and writing was evident in their otherwise strained face and this, in the assessment of the joint team, can be one of the very good outcomes of the programme (that it has brought cheer and joy to many out of the monotony of a strained existence).

—Even though the JCKs visited represented an assembly of fast and slow learners, there is hardly any interface between the two nor is there any evidence of the former supporting the latter. Most of the fast learners happen to be school drop-outs, while slow learners have got themselves enrolled in the learning centres only recently. An interaction between the two could bring about some of qualitative change and improvement in the entire teaching-learning process.

—It cannot be said that the campaign for total literacy has brought about any radical or significant or qualitative change in the lives of these learners drawn from widely varying strata of the society. This, however, can be said to have induced an important change in as much as the learners have been enabled to open up or involve themselves in the campaign to a very large extent. Illustratively, on visit to one of the JCKs, it was found that an old learner of about 55 years of age started narrating his grievances with courage and fearlessness. He had been to Kurnool

General Hospital for diagnostic treatment. The Doctor incharge prescribed medicines worth Rs. 200/-. As the learner was otherwise fit, he started thinking, reflecting and analysing as to whether he was really in need of such expensive medicines and eventually he came to the conclusion that he was not in need of such an expensive treatment. He mustered courage to question the propriety of the Doctor prescribing such expensive medicines. The Doctor did not pay any heed to his words and drove him out of the hospital. The pith and substance of the grievances of an old man was : why should he learn when the so called literate and the educated, who are high up in the ladder of social and economic development, are rather crude, insensitive and arrogant and did not conduct themselves with civility and grace?’

Consequent on the expiry of their legal tenure, the Mandal Praja Parishads have been wound-up and the new Mandal Praja Parishads have not yet been constituted. This process has to wait till election to these bodies has taken place. At the village panchayat level, the Sarpanches were in position in respect of about 800 gram panchayats. Some of them have evinced genuine interest in the management of JCKs, while most others were rather indifferent.

—It was most heartening to observe that the programme has benefited the weaker sections of the society most. Illustratively, the neo-literates belonging to the SC community are demanding provision of an independent library from the Collector to be located in Harijanwada of the village to facilitate their reading and writing on a long term basis. Similar is the case in

regard to women who have not only become better informed, more enlightened, more conscious of their rights than before but who are also able to provide the leadership in management of the JCKs as volunteers, as primary school teachers and as Govt functionaries.

—The Village Administrative Officer would be an important and useful functionary to oversee the pace and progress of the learning in the JCKs as also to organise a number of activities within the JCK with all the constraint of resources.

Impressions of visit to a couple of learning centres and JCKs on 24.10.92

—The environment in the countryside was rife with group rivalry. This rivalry is traditional and dates back to successive generations. It has, as a matter of fact, been accentuated over successive generations. It reflects itself in vendetta and physical elimination with the help of countrymade pistons, fire-arms and explosives. In one village in Chegalmeri Mandal in Nandyal Revenue Division, it was pointed out that there are two families in a particular village who are sworn enemies of each other. The two families have invariably contested elections to the post of Sarpanch of the village panchayat, one winning at the cost of the other and thus perpetuating the rancour, jealousy and group rivalry.

—Notwithstanding the above, the Akshar Jyoti programme seems to have provided a positive outlet for channelising the mis-directed energies, impulses and emotions of the people in a very constructive direction. This is evident from a glimpse of what the visiting team saw in course of visit to couple of centres in Nandyal Revenue

Division. To concretise, at Chintakumudini village in Chegalmeri mandal, a young woman, Gayatri by name, was found teaching a group of 20 women learners. Gayatri is an anganwadi teacher, who is otherwise highly qualified (M.A., B.Ed) who gets Rs. 325/- per month to run the Anganwadi programme, including classes for children in 3-6 age-group from 8.30 AM till 4.30 PM. This, by itself, would have been enough to make her feel tired and exhausted. Undaunted, however, by the factor of sheer physical fatigue, Gayatri starts teaching a group of 20 women learners from 7.00 AM to 9.00 PM, thus allowing very little breathing time for herself as also time to nurse her old father, who is a retired school teacher, not to speak of allowing any relaxation and rest for her. Unlike the volunteers of other centres, talking to Gayatri was easy (as she was able to respond to all questions in English with ease). Her method of teaching illiterate women, majority of whom come from the family of landless agricultural labourers and who belong to the SC community, was found to be graceful, spontaneous and almost in the style of a highly qualified and professionally trained teacher. She is also found to be extremely pleasing in her demeanour and did not show any sort of anger or irritation when the learners are not able to respond to her queries and simply nod their head as a token of the acceptance of the point she was making.

—The visit to yet another centre in the same village brought the team closer to a group of volunteers and learners who had assembled at a primary school building. Of the 3 volunteers - Ramadevi, S.V. Narayan

Reddy and B. Chennaya, the last one was a physically and orthopaedically handicapped person belonging to the ST community, who was teaching a group of 7 women learners. Being physically and orthopaedically handicapped, he has no other forum or outlet for constructive work, except teaching by word of the mouth, which gives him immense pleasure and satisfaction. He was called to the meeting place at a time when there was no electricity. But meeting him and interacting with him was a source of great encouragement for the members of the team. Chennaya seems to be passionately committed himself to teaching and is absolutely at ease in articulating himself. He has read upto Class V and his productive years of life seem to have been cut short by an accident. He has no other economic support for himself, except his wife who works as Rojukalli. The two together seem to have taken life in a sporting manner unconcerned by the fury and violence arising out of the group rivalry in their neighbourhood.

—The third and the fourth centres visited by the team represented a mixed scenario. While in the third centre, an Urdu teacher— Syed Sahib was found interacting with his group of women learners, majority of whom were in Purdah, with an affection and grace (not ordinarily found in a formal classroom) and where the learners were found to be absolutely good in their reading (they could not demonstrate their writing skills as they were without slates). The fourth centre, which was functioning in a temple, comprised of a group of learners coming from the families of landless agricultural labourers in their middle age.

Majority of them belong to SC community. They go to the field early in the morning and return only around 6 PM. They are not left with much of physical energy and, therefore, are not expected to come to the learning centres within one hour after they have returned from the field. Not so was the case in the centre where these learners seem to have taken an instant liking for reading and writing. The joy and satisfaction of reading and writing was visible in their face as much as the expression of fatigue and when asked as to whether they would come to attend the JCKs as and when they are opened, they nodded their head as a token of their silent approval. One of them said that he is coming to the JCK immediately after returning from the field as this provides him the much needed relief and relaxation from out of the drudgery of a humdrum existence.

The visiting team came to the following impressions and conclusions out of these field visits:

- The people of the area seem to be very fine specimens of humanity. They are honest, guileless, sincere, hard working and hospitable. They have accepted life with lot of zest and joy.
- They seem to have taken a natural liking for learning, to read and write as they have learnt to manage their daily household chores.
- The volunteers are teaching with lot of excitement and joy, notwithstanding the caste, class and gender barriers and physical disabilities. Prevalence of an unruly and violent environment does not seem to have much of an impact on their urge, inclination and commitment to

teaching.

- The village sarpanch and members of the village community seem to be evincing as much interest in the teaching-learning process as volunteers and the learners.
- The teachers of the formal school system can play a very important role in mobilisation and motivation of the potential learners as also the volunteers. The teachers of the formal system interrogated by the visiting team did not, however, come upto the expectations. Evidently, there is need for a warm interface and dialogue with the teachers to sensitise and orient them to the need for discharging their social obligations with the same depth and commitment as the volunteers from the non-teaching community.

Impressions emanating from the discussion with member of the ZAS and other cross-sections of the society

- The old Collector - Shri T. Appa Rao had conceptualised and planned the campaign in the right direction. The ZAS was registered and its composition was fairly broad-based and representative. He has perceived the importance of involving voluntary sector in the campaign in a big way. After detailed discussion with the BGVS functionaries, 5 District level BGVS leaders were involved as District level Organisers. Besides, 15 Core Directors were identified primarily from the BGVS directors and actors. Two workshops were organised to design songs, slogans & skits and to intensively train about 800 artists selected from 55 mandals from different walks of life. With involvement of such a large army of artists and with a meticulous plan to stage performances by them in the

countryside, the environment building activity was more than adequate. However, his transfer gave rise to a vacuum for some time and one crisis followed the other leading to lot of dislocation and set-back in the campaign.

—Even though sincere efforts have been made to revitalise the campaign and put it back on the rails, the following deficiencies continue to persist :

- The pace and progress of learning has not been uniform in all the mandals. The pace and progress has been particularly unsatisfactory in the following mandals:

Mantralaya

Aspari

Devankonda

Belegal

Mahanadi

Gospad

Sirval

Kolimigondla

Kodumoor

It is necessary to initiate intensive measures in these mandals where the pace and progress has been poor.

- Initially the ZAS was constituted well with a core committee, which is the main body for overseeing the pace and progress of the campaign. On the request of the Collector, the BGVS Kurnool has provided 4 District level coordinators. Of these, 3 are working on date and the fourth is unemployed. It appears that the members of the Core Group are not being paid anything towards their travel, except in initial grant of Rs. 300/-. This has led to lot of demotivation and demoralisation.
- The Core Group meetings are ill-attended and the spirit of functioning is dismal.

- The ZAS has introduced certain coercive measures with a view to introduce regimentation in mobilisation of learners, which have been counter-productive. The coercive measures are (a) those who do not come to the learning centres will be penalised; (b) people will not be given ration unless they are able to sign; and (c) no application will be entertained unless this is signed. In a campaign for total literacy, there has to be total respect for the culture of equality and dignity of all individuals. Their coercion and regimentation will not achieve desired results.

- As a matter of fact, these measures have not succeeded in mobilising and motivating the required number of learners despite successive efforts to reopen the learning centres and put the campaign back on the rails.

- The ZAS appears to be keen to involve Village Administrative Officers of Revenue system, teachers, MLOs, BGVS, voluntary agencies and other NGOs in the campaign. There has not been any systematic dialogue, discussion or consultation with them on a sustained basis.

Specific Suggestions and Recommendations

With a view to overcoming the various deficiencies and shortcomings, gaps and omissions in the planning and management of the campaign in the past, the joint team would like to offer the following suggestions:

- The ZAS as well as the Core Committee have to be democratic bodies, democratically structured, democratically patterned and democratically functioning. The Executive Committee must meet at least

twice a month while the Core Committee must meet once a month to take stock of the developments on the ground, to devise and apply the corrective measures and to restore the pace and tempo of the campaign.

—As a first step in this direction, intensive discussions, dialogue and consultations must take place with the following :

- Political parties
- Representatives of the people — MPs & MLAs
- Ex-President & Member of Zilla Parishad, MRPs, Sarpanches of village panchayats, etc.
- Teachers' associations
- Students' associations
- Youth clubs
- Mahila mandals
- Representatives of development departments of Govt at the district level.
- Representatives of Central and State public sector undertakings, banks, cooperatives, financing institutions, insurance companies, railways, P&T, etc. to identify, mobilise and harness as many good positive, social conscientious and well-meaning individuals as possible.

—The purpose of such dialogue, consultations and discussions will be two-fold i.e. (a) to take people into confidence and to place all the cards on the table (both success stories and failures in the campaign) and (b) to identify volunteers, master trainers, resource persons, full-time area coordinators, etc. and assign them specific role sharing in the campaign.

—To mobilise resources such as billboards, exhibition boards, hoardings, wall writings, advertisement, cinema slides, etc. mostly

through sponsorship of industries, trade and commerce.

—To chalk out a fully revised schedule for taking up the various activities as a part of the mopping-up operation or orientation exercises for those who were enrolled and who had dropped-out or who have remained half-literate or semi-literate even though the campaign has been formally closed.

—BGVS should not be viewed as an ordinary voluntary agency like any other agency or NGO. It is the Ministry of HRD which had sponsored the BGVS to assess and help in creation of a positive demand for literacy, for creation of a positive climate for literacy and for creation of a simple, inexpensive, credible and yet accountable delivery mechanism for literacy. By its successive action and conduct, the BGVS all over the country (including Kurnool), has acted in close collaboration with the NLMA providing continuous orientation, guidance and facilitation to various stages and processes in the campaign. In Kurnool, it had acted as a powerful ally of the ZAS. Apart from providing human resource, it has also provided academic and technical resource support for conducting training for functionaries, such as RPs and MTs, organising workshops for training of master artists and artists. Additionally, it had organised a huge Kalajatha Sannelan on 5.12.91 in Kurnool to stage performances in all the streets of Kurnool town. It planned 13 taluka level workshops for 1200 literacy volunteers to cover each village. This was a very useful programme of training of village level related to health problems, first-aid in village setting and

was an attempt to convert every literacy volunteer into a bare-foot doctor. All this had created a tremendous impact by way of churning of the social and political consciousness of all concerned in favour of literacy. It will be appropriate if the District Administration acts in close synergy with the BGVS, one supporting, guiding and helping the other and not acting to the exclusion of the other.

—The Satyen Maitra Committee Report on Post-Literacy & Continuing Education contains series of recommendations to deal with all types of learners, such as those who were enrolled and who had dropped-out, those who are still struggling with Primer-I, Primer-II or Primer-III, those who have completed Primer-III, etc. The ZAS has conducted a door-to-door survey in June '92, has collected and compiled the findings of the survey and is absolutely sure of the accuracy and authenticity of the survey data. The joint team does not intend

to doubt the bonafides of this data but would like to suggest that a systematic and scientific categorisation of learners be made on the basis of the learning skills acquired by them and thereafter exercises for orientation, continuation, reinforcement and retention & application of skills be formulated with imagination and care so that they are appropriate, relevant and also intelligible.

—Children in 9-14 age-group (who are either non-school enrolled or school drop-outs) who were enrolled in the first phase of the campaign need to be provided 3 semesters of non-formal education of a minimum acceptable standard. The action plan for PL & CE, Kurnool will have to specifically provide for this and the State Govt of Andhra Pradesh must take a policy decision to support such a non-formal education which, after the TLC, may be spread-over about 18 months (each semester being of 6 months' duration).

TOUR REPORT ON VISIT TO SAHARSA DISTRICT TO STUDY TLC PROJECT

1. Introductory

Shri Daya Ram, Co-ordinator, BGVS, Bihar and myself paid a visit to Saharsa District on 15.7.1992 to see the implementation of TLC Project for which a mobilisation grant (Rs. 30.00 lakhs) was sanctioned in the meeting of the Executive Committee of NLMA on 30.1.1992.

Following were the impressions of the visiting team from the visit and discussions with members of the Executive Committee officials and non-officials and District Collector.

2. Profile and Survey

The district has 7 blocks out of which four namely Nauhatta, Bakhtiarpur, Kahra and Sour with a total number of Panchayats of 109 have been taken up in the first phase. Out of these, in 69 Panchayats, survey has been completed and in 40, it is yet to be completed. These 40 include 14 Panchayats inside the Kosi Bundh, where it is not convenient to hold the survey before the end of the floods. The remaining 26 out of the 40 mentioned above belong to Kahra (24) and Sour (2). It was decided in the meeting that survey for all Panchayats outside the Bundh area will be conducted at the earliest and results consolidated, preferably before the meeting of the Executive Committee (on 30th and 31st July '92).

According to 1991 Census, total population of 11 lakhs of the district includes 9 lakh illiterates out of which 4 lakhs are in the 9-35

years age group. In the first phase it was planned to cover, out of this, 2.15 lakh illiterates.

3. Environment Building Jatha Type Activities

A total of 8 groups of 12 artists each were trained in March '92 in performing plays and songs which were locally developed or borrowed from Madhya Pradesh and other States. These groups visited all the Panchayats according to pre-fixed routes in March '92 itself.

Non-Jatha Activities

Cinema slides, wall writings, literacy rallies, cycle rallies, debates in Schools, Mahila Sammelan were organised as part of non-Jatha activities.

Block level workshops were organised in March '92. A meeting of High School Teachers was also held in March '92.

As the result of these activities, 11,006 volunteers were identified out of which approximately five thousand have been trained so far.

4. Training

35 KRPs, 76 RPs, 773 MTs and 5006 VTs have been trained between March and July '92. Training has been conducted for a period of four days, followed by quality evaluation through objective type tests on each VT.

5. Teaching/Learning

Teaching/Learning started on 23rd April onwards. At the moment 2,656 centres are

running with a total learner strength of 26,678. Out of these, in 374 centres Primer I has already been completed. Regarding quality of teaching it was ascertained through field visits that the word method is being followed and on an average a lesson takes 3-4 days to cover. Thus quality of training in the first phase can be said to have been satisfactory.

6. Management Structure

There is an Executive Committee at district level with 22 members chaired by the Collector. There is a General Body of 100 members. There are Sub-committees for environment building, training, monitoring and administration and finance. There are ten wholetimers at the district level of whom seven are active. At the block level there are co-ordinators and on an average, seven wholetimers in a block (23 in all are in position now). At the Panchayat level, there are wholetimers, one for each Panchayat.

There is a well defined structure of people's committees at tola and panchayat levels.

The block level structures in terms of people's committees and also involvement of officials at all the levels have to be strengthened.

7. Monitoring

There is a weekly system of meetings of tola committees, Panchayat committees and district level committees. The district level committees should thus be able to up-date progress report every Friday on the basis of information received from each Panchayat/Tola, every week. This system needs strengthening for collection of information as well as feedback corrective action. At present the information which is coming in cannot be said to be accurate and there is no system of

cross checking.

8. Expenditure so far

Out of the mobilisation grant amount of Rs. 30 lakhs, Rs. 16.45 lakhs have been spent including Rs. 13.54 lakhs on teaching/learning materials, Rs. 55,000 on training and the rest on other items.

9. Suggestions

1. It was decided to do the survey in some uncovered areas, consolidate the survey results and re-draft the project document on the basis of actual survey figures.

2. Services of School and College Teachers and other functionaries will have to be taken on secondment basis against most of the positions of wholetimers. Collector will have to get this done from the State Govt.

3. There were reports of shortage of kerosene in some areas which will have to be tackled at the local (block) level.

10. Conclusion

The first phase area originally proposed to be taken up has not to be modified, excluding the area which is flooded. Survey has to be immediately completed in this entire area and the results consolidated thereafter. On the basis of the consolidated data, a revised project document will have to be drawn up.

Environment Building and Training activities have proceeded satisfactorily but the enrolment of volunteers cannot be expected to reach 100% of requirement for Total Literacy. As of now the enrolment of volunteers stands at 50%, no. of trained volunteers at 25% and starting of classes/centres at 12% of the requirement. In spite of good Environment Building and Training Activities advantage could not be taken of the same to carry on the other activities as per

schedule. This shows that although initial mobilisation was presumed to be high, it was not possible to maintain the tempo till the starting of classes. The expectation of final

mobilisation has thus to be moderated keeping in view the overall low literacy level in the district and also the socio-economic environment of the area.

PROPOSAL FOR TOTAL LITERACY CAMPAIGN IN SAHARSA DISTRICT (BIHAR)

INTRODUCTION

The proposal was considered by NLMA —EC on 29/30.1.92 and, as recommended by EC, an *ad hoc* grant of Rs. 30.00 lakhs was sanctioned on 18.3.92 to the implementing agency, BGVS Saharsa, headed by the DM Saharsa.

DISTRICT PROFILE

Total Population (1991) : 11,13,718

Males	Females	Scheduled Castes			Scheduled Tribes		
		Males	Females	Total	Males	Females	Total
6,00,449	5,31,269	89,597	81,866	1,71,463	1,750	1,615	3,365
Total literates		Males		Females			
2,80,635		208,622		72,013			
Total illiterates		Males		Females			
8,51,083		3,91,827		4,59,256			

Total illiterates (except 0-5 age group) (estimated) : 7,74,513

School-going children (6-14) : 1,66,853

Non-school-going children (6-14) : 1,33,943 (estimated)

School-dropouts (6-14) : 33,470 (estimated)

Details of administrative units :

Number of Sub-Divisions : 1

Number of Blocks : 7

Municipality : 1

Number of panchayats : 167

Number of villages : (a) Populated — 435

(b) Unpopulated — 35

Total — 470

Graduate and Post-graduate constituent colleges : 8

Other Colleges : 10

Secondary schools : 45 Number of teachers : 493

Middle schools : 195 Number of teachers : 1,402

Primary schools : 593 Number of teachers : 1,478

PROPOSAL IN BRIEF

In the **first phase**, four Blocks will be taken up for total literacy work in twelve months and will be followed by four months of mopping up operations to cover the remaining persons in these four Blocks. In the **second phase** which will be taken up ten months after the beginning of the first phase, the remaining three Blocks will be covered.

The present proposal is for the first phase of the Project to cover four Blocks of Kahra, Simri Bakhtiyarpur, Mahishi and Nauhatta. As part of this programme, two lakh estimated illiterates in the 9-35 age group will be covered. 20,000 volunteers will have to be mobilised.

ENVIRONMENT BUILDING

An intensive environment building activity will be carried out. The activities will include Kala Jathas upto the Total level which will include literacy songs, Nukkad Nataks and folk theatres. Posters, stickers, cinema slides, hoardings, pada yatras, cycle rallies etc. will be used for environment building.

SURVEY

Survey would be carried out as a part of environment building activities.

TEACHING LEARNING MATERIAL

It has been indicated in the Action Plan that by January, 1992 the material for all the 3 primers would be completed and the district will be using the primers prepared by the Bihar SRC with a slight modification, viz. addition of one or two lessons in the third

primer relating to the situation and problems of Saharsa district.

TRAINING

There will be 50 resource persons, 1000 trainers and 20,000 volunteer-instructors. The training of RPs will be done by specialists. The VIs will be trained for 10 days (4+4+2), MTs for 12 days (4+4+2+2) and RPs for 12 days (4+4+4). Not more than 33 persons will be taking part in one training programme at one point of time.

MANAGEMENT

There will be a district level Executive Committee with Collector as the Chairman. The DDC, DDO, District Superintendent of Education and District Adult & Non-Formal Education Officer will be other official members. Block Coordinators and other whole-time workers will be its other 7 members.

SUPERVISION AND MONITORING

A systematic monitoring and supervision will be carried out for the Total Literacy Campaign. Panchayat will be the basic unit for monitoring and supervision. Provision for evaluation of the learners will be made in the primer itself and a total evaluation will be done on completion of the primers. External evaluation will be done by A.N. Sinha Institute, Patna.

BUDGET

A budget of Rs. 1,43,27,250/- has been proposed for the TLC. Per learner cost comes to Rs. 64.64. Detailed budget is attached as *Annexure-I*.

TOTAL LITERACY CAMPAIGN IN SAHARSA BUDGET

Administration :

Expenses of the Project Headquarter

Salary

District Co-ordinator (8 x 16 x 2,000) 2,56,000

Assistant (4 x 16 x 1500) 96,000

3,52,000**Official Expenses :**

House rent (1 x 16 x 2000) 32,000

Stationery & Printing (1 x 16 x 3000) 48,000

Telephone (1 x 16 x 2000) 32,000

Postal Expenses (1 x 16 x 2000) 32,000

Travelling Expenses (1 x 16 x 12,000) 1,92,000

3,36,000**Required Commodity for Office :**

Furniture, Typewriters, Duplicator etc.

for both block and District Offices

1,50,000

Block Level Expenses :

Salary Block Co-ordinator (4 x 12 x 2000) 96,000

Assistant (8 x 12 x 1500) 1,44,000

Rs. 2,40,000**Official Expenses :**

House Rent (3 x 12 x 500) 18,000

Stationery (4 x 12 x 1000) 48,000

Telephone (3 x 12 x 2000) 72,000

Travelling expenses 96,000

Rs. 2,34,000**Panchayat Level Expenses Salary :**

Panchayat Co-ordinator (96 x 10 x 1500) 14,40,000

Office Expenses

Stationery (96 x 10 x 100) 96,000

Postal Expenses (96 x 10 x 100) 96,000

Travelling Expenses (96 x 10 x 100) 96,000

17,28,000Grand Total : Rs. 30,40,000

Learning-Teaching Material :

Reading material (2,15,000 x Rs. 25/-)	53,75,000
Teaching material (20,000 x Rs. 20/-)	4,00,000
	<u>57,75,000</u>

Training :

Resource Person (4+4+4 days 150 persons 12 x Rs. 50/-)	30,000
Master Trainer (4+4+2+2 days 1000 x 12 x Rs. 20/-)	2,40,000
Volunteers (4 + 2 20,000 x 10 x Rs. 10/-)	20,00,000
	<u>22,70,000</u>

Environment building :

Poster (25,000 x 3)	75,000
Sticker	1,00,000
Videography	1,00,000
Students Young Women Conference	1,00,000
Kala Jatha 10-10 thrice a day per team @ 20 persons (400 x 30 x Rs. 20/-)	2,40,000
Training Programme 20 Teams x 3 Programme daily x 30 days x 500	9,00,000
Uniform & other commodities 20 teams	30,000
Mass contact movement 50 persons x Rs. 100 - x 20 days	1,00,000
Cassettes, Video Cassettes, Film shows Dist. level 500 (Tola) x 2 times x Rs. 200 -	2,00,000
Inauguration and closing ceremony	25,000
	<u>Rs. 18,70,000</u>

Management Information arrangement

Monitoring and Evaluation M.I.S. forms Survey form and question papers	3,00,000
Certificate of volunteers, Neo-literates and Organisation functionaries	2,00,000
	<u>5,00,000</u>

Programme & training of the last stage of

Total Literacy Campaign	40,000
Workshop of post literacy	
Workshop for deciding strategy on library movement	20,000
Workshop on the commencement of the health programme for all	30,000
Workshop for setting up Educational and Organisational Centre of Universal Primary Education	20,000
Training for the beginning of Universal Primary Education	80,000
	<u>1,90,000</u>

SUMMARY BUDGET

Administration	30,40,000
Training and Learning material	57,75,000
Training	22,70,000
Environment Building	18,70,000
Management information, Arrangement	
Monitoring and Evaluation	5,00,000
Programme & training of the last of Pusa	<u>1,90,000</u>
	1,36,45,000
Additional 5%	<u>6,82,250</u>
	Rs. <u>1,43,27,250</u>

Expenses per new literate Rs. 66.64

TOUR NOTE OF SHRI P.K. TRIPATHI TO AHMEDABAD (RURAL) ON 30TH SEPTEMBER, 1992

I visited Ahmedabad on 30th September, 1992. I met Additional Chief Secretary Shri Balakrishan, Director (Adult Education), District Development Officer, Director SRC, former District Adult Education Officer, D D (AE), Village Pradhans, Headmasters and Public representatives. I also visited two villages to assess working in the field.

DISTRICT PROFILE

Taluka Panchayat :	7
Municipalities :	3
Mandal Panchayat :	11
Gram Panchayat :	643

Literacy

	Percentage	Population	Rural
Male	70.96	25,22,032	7,85,548
Female	54.32	22,66,788	7,23,494
Total	63.09	47,88,820	15,09,042

Sex ratio : Male to Female — 1000 : 899

Educational Infrastructure

Primary Schools :	1028
Secondary Schools :	273
Colleges :	8
Teachers Training Institutes :	3
Universities :	2
Balwadies :	422

Registration of Society

Paper for registration of society have been submitted.

State Government support

The state government has not only assured release of 1/3rd grant, it has already released the money to help the programme implementation.

Formation of Committees

Committees have been formed at the

District, Taluka and village levels. The Zila Saksharta Samiti and Sub-Committees have also been constituted. Gujarat has a very strong Panchayatiraj system and the literacy programme will be dovetailed with it. The village level committee is headed by the Sarpanch with the Headmaster of the local Primary School as Member-Secretary. Village Taliti, Anganwadi worker, ANM, Health visitor, President of Co-operative society, Gram Sewak, Lady member of Gram

Panchayat, Representative of Mahila Mandal and representative of Yuvak Dal are members.

Taluka Committee is headed by the Taluka Panchayat, President. Members include the Taluka Development Officer, President of the Municipality, Lady member of Taluka Panchayat, a representative of voluntary agencies, Headmaster of local Secondary School, Taluka Educational Inspector and 4-5 persons identified on the basis of their interest in literacy programme.

District Saksharta Samiti is chaired by the Collector and consists of District Development Officer, District Adult Education Officer, Deputy Secretary (Education), Government of Gujarat, a representative of Directorate of Adult Education, President of Municipality, Mayor of Municipal Corporation, Chief Officer of Municipality, representative of State Resource Centre, Eminent educationist of the District, Representative of Vice-Chancellor of Gujarat University, Representative of Mahila Mandal, President of Taluka Panchayat, Chairman District Education Committee, Representative of Voluntary Agencies etc. as members.

Survey

Detailed door-to-door survey has been carried out and these records are meticulously kept both at the village and district level offices. The record is available for inspection at all times in the Gram Panchayat office and in the School. The record is being maintained jointly by the Village Committee and Headmaster of the School. It gives details of neo-literates, volunteers, along with the attendance register and levels of learning attained. The classes have already commenced and in most of the centres the

first primer has been completed. In Shantipura village, I found 50 women attending literacy classes regularly. As per the attendance register, the average attendance for a day varied between 80 to 90%. The Headmistress of the School Indu Ben is very committed to adult literacy. Because of her personal enthusiasm, she has been able to enrol 50 women neo-literates mainly from the minority community. Only the newly married women were in Parda. The level of proficiency in learning was excellent. As a result of their joining literacy classes, they have been able to discard their superstitious beliefs. It was surprising to see that most of them were in favour of family planning.

In the second village, Marauja the neo-literates were mostly from the majority community. Though the proficiency in the learning was slightly lower, the Village Pradhan and Members of the Village Education Committee were very committed and desirous of achieving total literacy as obtained in Ernakulam district.

Objectives of the Mission

1. To enrol all the children including the dropouts in the age-group 6-8 years in schools.
2. To provide literacy as per the NLM norms to all illiterates in the age-group of 15-40.
3. To provide literacy to the dropouts and the illiterates in the age-group 9-15 under Non-Formal Education.
4. To create awareness for, discarding superstitions, adoption of small family norms and cooperation for forming corporative societies.

Environment Building

In Gujarat, there is a very strong

Panchayati Raj system. Meetings at village, taluka and district level committees are held regularly. This has helped in organisation of similar meetings for literacy programme at all levels. Village level, block level and district level conventions have already been held. Local art forms especially Bhairvi and Garbha have helped in spreading out the message of literacy to the people. Puppet shows have also been performed in most of the villages. The SRC has prepared a large number of literacy songs which have been propagated to all village level schools and have now become part of the folk lore. 'Akshar Toran' have been hung at each school and village Panchayat Ghar. The prevalent practice of using metal sheets for carrying literacy messages has been used effectively.

Training

Training of all Key Resource Persons and Master Trainers has already been held with the help of SRC. The volunteers training for first phase has also been completed. The training plan drawn in consultation with the SRC is adequate. Teaching/learning material prepared by the SRC is being used.

Monitoring and Evaluation

There is no provision for full-time staff. However, the monitoring mechanism is working quite satisfactorily because of the involvement and commitment of the Village Education Committee and the Headmaster of the School. Progress Report prepared by the Headmaster and the Committee are placed before the Village Education Committee and then forwarded to the Taluka Committee, who in turn, after scrutiny, passes it to the Zila Saksharta Samiti. The State Resource

Centre and the Sardar Patel Institute of Social Sciences will carry out concurrent and summative evaluation. Regular record of learning outcome is being kept and attractive certificates have been printed for distribution to learners to sustain their motivation. Deputation of some staff on full-time basis would further improve the monitoring system. At the end of the programme evaluation will be conducted by the Sardar Patel Institute of Social Sciences and evaluation of learning outcomes will be conducted by the State Resource Centre.

Assessment

The new DDO Shri R.N. Sah, who has joined recently, has started devoting time to this programme. The former DAEO, Shri Joshi, who has been engaged as Consultant, is fully aware about the programme. Ahmedabad has a network of good and committed VAs which have been involved in the programme. A strong networking with Panchayatiraj institution has also facilitated the implementation. The programme has survived in spite of transfer of two DDOs during the last two months. The active involvement of the SRC will ensure that training programmes are conducted properly. The active involvement of the teachers community has ensured that the volunteers are being constantly provided academic support. Groups of 10 volunteers have been attached for daily supervision to Master Trainers who are school teachers.

BUDGET

As per the new financial pattern expenditure to the tune of Rs. 65 - per adult is to be incurred towards expenditure on following items.

Sr. No.	Particulars	Amount Rs.
I.	Teaching Learning Material @ 30.00 per Adult x 227360	Rs. 6820800.00
	Slate	Rs. 784395.00
	Pencil	Rs. 215995.00
	Note-book	Rs. 261465.00
	Roll-up Board	Rs. 380000.00
	Chalk	Rs. 85260.00
	Slate-Pen	Rs. 33435.00
	Jan Chetna Vachan Mala Part I, II, III Booklet (on the line of Bhavnagar) for Neo-literates regarding history, culture, socio-economic background etc. of the District	Rs. 1649850.00
	TOTAL	Rs. 6820800.00
II.	Expenditure on Conveyance, Evaluation, Monitoring	Rs. 1136800.00
I.	Concurrent & External Evaluation (Rs. 50,000 for each)	Rs. 100000.00
II.	Petrol, Oil & Lubrication Charges, hiring of Vehicles for Monitoring Evaluation and Administrative work	Rs. 370400.00
III.	Consultancy charges @ Rs. 3000 - per month for 8 months	Rs. 24000.00
IV.	Special Staff for Typing, Tubularisation for Monitoring and Evaluation for 8 months	Rs. 22400.00
V.	Purchase of a Gujarati Typewriter	Rs. 10000.00
VI.	Purchase of furniture for Administrative purposes viz. Table-chair and Cup board	Rs. 10000.00
VII.	Passing Certificate	Rs. 600000.00
	TOTAL	Rs. 1136800.00
III.	Publicity & Environment Building	Rs. 2273600.00
1.	Monthly subscriptions : 6 Adult Education Magazines (Recommended by SRC & or Govt.) for one year	Rs. 125000.00
2.	Puppet Shows, Diaras Bhavai, Street Plays, Folk Songs etc. for 661 villages Rs. 1000 per show per village	Rs. 66000.00
3.	Saksharta TORAN for 661 gram panchayats & 1028 Primary Schools	Rs. 22000.00

4. Special Celebration of TORAN VIDHI function at all villages having Prabhat Pheris Gram Sabha etc.	Rs. 22000.00	
5. Radio, Tapes & Audio Cassette 160 JSNs @ 1062 per Naliyam	Rs. 171000.00	
6. Dubbing of Audio-Video Cassette	Rs. 150000.00	
7. Publicity metal sheets and Machine cut slogan sheets No. 2015	Rs. 35000.00	
8. Advertisement of Gujarat State S.T. Buses & A.M.T.S.	Rs. 100000.00	
9. Advertisement in Periodicals & Newspapers	Rs. 150000.00	
10. 661 Sign-Boards for villages which have acquired total literacy	Rs. 100000.00	
11. Mobile Exhibition based on basic teaching learning materials	Rs. 50000.00	
12. T.V. & VCR two sets @ Rs. 37,500 each	Rs. 75000.00	
13. Stickers & Posters	Rs. 250000.00	
14. Publicity Pouch 25000 Nos.	Rs. 125000.00	
15. 10 Hoardings to be erected at border places of the District @ Rs. 10,000 each	Rs. 100000.00	
16. Organisation of village level, Taluka level & District level functions to honour Sarpanchs of Villages & Neo Literates	Rs. 138600.00	
IV. Training Cost		Rs. 2273600.00
1. Training of 5 key persons & 20 Resource Persons and Training of Master Trainers centralised & Talukawise for 6000 persons	Rs. 456800.00	
2. Volunteers Training for 22710 for 8 days (5 days pre-work & 3 days on going programme Rs. 80/-	Rs. 1816800.00	
V. Misc. Expenditure contingency		Rs. 2273600.00
1. Purchase of Stationery	Rs. 20540.00	
2. Purchase of raw materials for self-employment economic activities for 122164 female illiterates @ Rs. 15.00	Rs. 1832460.00	
3. Learners Attendance Registers	Rs. 36550.00	
4. Village level, Taluka level & District level first, second and third prizes in kind		

1. Village level 661 x 13	
2. Taluka level 7 x 3	Rs. 334050.00
3. District level 1 x 3	
5. Misc. Printing, Xerox Duplicating works	Rs. 50000.00

POST LITERACY PROGRAMME

Since the classes have already commenced and most of the learners have completed the first level, a plan for post literacy has already been drawn up. All the People's Committees formed for the literacy campaign would be continued. Main unit of the Post Literacy Campaign would be the learning centres. Groups of 20-30 learners will be organised under the supervision of 2-3 volunteers. Objective of the Post Literacy Campaign is to overcome the shortcomings, if any, in the literacy programme, to help those learners who could not attain literacy as per NLM norms, to achieve the desired level of literacy, to strengthen and stabilise the learning ability of those who have attained the NLM norms and to provide functional literacy to all neo-literates.

Post Literacy Primer-I developed by SRC Gujarat will be used by volunteers to provide 40 hours of guided learning. The SRC has also prepared abundant material for neo-literates which will be used as supplementary material. The existing JSNs are proposed to be retained as nodal libraries and monitoring

units for the decentralised village level libraries at each learning centre.

Local cultural art forms like Diara, Garba and Bahavi are proposed to be used for environment building. Village level conventions will also be held. In addition religious leaders, discourses, audio-video programmes will be used for environment building. The plan envisages linking of post literacy with imparting of economic skills. Training is planned to be provided to KRPs, RPs, Master Trainers and volunteers. The duration of the training programme has not been specified.

Provision for purchase of newspaper for village centres has been made. The plan does not specify the nature of the newspaper nor the manner in which they will be used by the neo-literates. The budget also requires modification by way of reduction of expenditure on purchase of aasan patti and furniture which should be made available by the community. The methodology of imparting the income generating skills during post literacy also needs to be spelt out in greater detail.

1.	Expenditure in connection with existing 160 JSNs as per Govt. of India pattern i.e. Rs. 7000x160	Rs.1120000.00
2.	Establishment of learning centres cum village libraries	
a.	Travel expense of incharge learning centre cum library Rs. 100x501x12	Rs. 601200.00
b.	Purchase of books @ Rs. 5000 Rs. 5000x501	Rs. 2505000.00
c.	Periodicals/Magazines & Newspapers for 501 centres Rs. 2000x501	Rs. 1002000.00

d.	Contingencies Rs. 100x501	Rs. 50100.00	
e.	Expenditure in connection with organising various functions meetings twice in a month etc. @ Rs.50.00 12x661	Rs. 396600.00	
f.	Raw material and or other required items which can be marketed (Linking of PLW with economic activity) Rs. 1000.00x661	Rs. 661000.00	
3.	Administrative Expenditure		Rs. 1002000.00
a.	Purchase of furniture, Library stand, Boxes of Metalsheets etc. Rs. 1500 x 501	Rs. 751500.00	
b.	Aasan Patta for sitting arrangement evening class for upgradation of literacy & numeracy skills meeting etc. 10 pattas for each centre @ Rs. 500x501	Rs. 250500.00	
4.	Training of all functionaries including Master Training, Volunteers & Prerak Training 679 persons	Rs. 684350.00	Rs. 684350.00
5.	Environment Building Expenditure		
a.	Organising function at village level, Taluka level and District level	Rs. 275900.00	
b.	Display of Advertisement on National Highway No. 8A, S.T. Stand at taluka Places, S.T. Buses & AMTS Buses	Rs. 225500.00	
c.	Street plays, Bhavai, Diaras & Cultural meets, film shows	Rs. 520750.00	
6.	Contingencies		Rs. 50000.00
	Supply of stationery articles, forms, printing zerox work, duplicating etc.	Rs. 50000.00	
		TOTAL	Rs. 9094400.00

As per the recent Government of India pattern 2/3rd expenditure is to be borne by Government of India whereas 1/3rd expenditure is to be borne by State Government.

i)	Govt. of India Share (2/3)	Rs. 60,62,933/-
ii)	Govt. of Gujarat is (1/3)	Rs. 30,31,467/-
	Total Expenditure	Rs. 90,94,400/-

NON-FORMAL EDUCATION

During the survey, 43888 children between the ages 9-14 have been identified as illiterates. They consist of drop-outs and non-enrollers. These children are proposed to be covered by NFE programme spread over two years. The first cycle of the NFE programme would coincide with the total literacy campaign and the remaining would fall in the post literacy campaign period.

The organisational structure and people's committees formed during total literacy

campaigns will be utilised for implementing and monitoring the non-formal education centres. The volunteers will be drawn from amongst primary school teachers, retired teachers, educated youth and voluntary agencies. Environment building activities on lines of the TLC have been proposed. Special training for conducting NFE classes has been proposed for KRPs-2 days, RPs-2 days, Master Trainers-3 days and Volunteers of 5 days. This needs to be increased to atleast 5 days for KRPs and RPs and 9 days for Master Trainers and Volunteers.

The Gujarat State Textbooks Board has developed teaching-learning material for language arithmetics and environment for lower primary stage. The same are proposed to be used for first six months. Volunteer guides and instructions have also been prepared. Material for the remaining period including curriculum instructions aids and evaluation techniques has also been evolved. Part of this budget is proposed to be used for enrolment drive for the children between 6-8 years. This expenditure is not admissible as it should form part of the total literacy campaign.

BUDGET

I.	Teaching Learning Materials		Rs. 1690980.00
	Slate	Rs. 151414.00	
	Note Book	Rs. 151414.00	
	Roll up Board	Rs. 83372.00	
	Chalk-Box	Rs. 16495.00	
	Slate Pen	Rs. 6585.00	
	Charts	Rs. 175600.00	
	Maps	Rs. 175600.00	
	Teacher's Handbook	Rs. 8780.00	
	Globe	Rs. 263400.00	
	Text Book	658320.00	
II.	Training		Rs. 770790.00
	Key Person	Rs. 1000.00	
	Resource Person	Rs. 2000.00	
	Master Trainer	Rs. 30750.00	
	Volunteers/Class Conductors	Rs. 737040.00	
III.	Administrative expenditure including Consultant Charges		Rs. 68000.00
IV.	Contingencies		Rs. 32000.00
V.	Environment Building and Conveyance hiring		Rs. 290950.00
			<u>Rs. 2852720.00</u>

To sum up regarding financial implication of the total literacy campaign 15-35 and post literacy programme following picture emerges:

Sr. No.	Details	Total Exp. Rs.	GOI Share 2/3 Rs.	State Govt. 1/3 Rs.
1.	Part-I			
	Adult Education Programme for 15-35	1,47,78,400.00	98,52,267.00	49,26,133.00
2.	Part-2			
	Non Formal Education	28,52,720.00	19,01,814.00	9,50,906.00
3.	Part-3			
	Post Literacy Work	90,94,400.00	60,62,933.00	30,31,467.00
	TOTAL Rs.	2,67,25,520.00	1,78,17,014.00	89,08,506.00

REPORT OF JOINT TEAM'S VISIT TO AMBALA DISTRICT TO ASSESS TLC PROJECT

Shri K.M.N. Menon of BGVS, New Delhi and myself visited Ambala District to assess the preparedness of the District for taking up TLC project in the district, on 20.7.1992. Following is the report of the team based on discussion with the Collector, his team of officials and workers and also field visit to Naraingarh block.

District Profile

Ambala district has 5 tehsils, 7 blocks, 752 villages in 566 Panchayats. Number of Municipalities is 4. Total population as per 1991 census is 11.06 lakhs. Number of illiterates in the 15-35 age group is 2.02 lakhs with male illiterates at 89,515 and female illiterates at 1,12,885.

Project Profile

The project report which has been prepared has the following salient features :

- (i) The objectives of the project are achieving self-reliance in literacy and numeracy, functional awareness including awareness of national values and also to ensure 100% immunization of 0-6 years age group population.

The action plan has the following components :

- (i) The project envisages registration of a district level organisation, called Nav Jyoti, which will execute the literacy programme. This organisation has already been formed consisting of officials, social workers, heads of educational

institutions, industrialists and members of different clubs. There is an Executive Committee of 29 members with Secretary, District Red Cross Society (DRCS) as the Secretary of the Executive Committee. The Deputy Commissioner is the President and the ADC is the Vice President of the Executive Committee.

Environment Building Activities

The project envisages creation of environment in the entire community by mobilisation in a variety of ways and means as follows :

Pad Yatras and Parbhat Pheris

To be organised in villages through school students, teachers, volunteers of NYKs and leading publicmen.

- Plays, skits, dances and songs.
- Jatha type activities to be organised in every village by students with the help of rural masses. This will bring forth the importance of literacy.
- Video films and cinema slides.
- Posters.
- Badges and Identity Cards.

Training

The programme envisages imparting of literacy to 2 lakh illiterates in 15-35 age group through mobilisation of 20,240 volunteer teachers, 810 master trainers and 50 resource persons.

Motivated and educated College and School Teachers and intellectuals have been proposed as resource persons who are to be

trained by experts. School teachers, qualified ex-servicemen unemployed graduates and graduate employees are proposed as master trainers.

Educated employees and unemployed, teachers of schools and colleges and ex-servicemen have been proposed in the category of volunteer teachers.

A three tier training programme has been envisaged :

Resource Persons — 5 days at district level initially followed by 2 days' refresher training. Total 7 days.

Master Trainers — Three days initially at district level followed by 4 days at block level in 2 instalments as refresher training.

Volunteers — Four days, initial training and 3 days, refresher training.

Management and Monitoring

Volunteers have been proposed to undertake the specific tasks of identifying illiterates by conducting a survey, convincing and educating them and their parents about literacy, bringing the children to the immunization camps and providing functional literacy of illiterates. Volunteers will have a daily attendance register and send progress report on attendance and achievement to the Village Campaign Committee.

Every village will have a village campaign committee headed by the Sarpanch of the village as Chairman and school teacher as the member secretary. Other Govt. officials such as ANM, Anganwadi workers and volunteers will be other members. This committee will submit fortnightly progress report to cluster level committee/literacy counsellors' committee.

At the cluster level there will be a committee for 10-15 villages, which will be headed by the Principal of a Senior Secondary School/ High School with one representative from each village in the cluster as member. One person from health and one from Panchayat & Development Department will also be members. 2 or 3 clusters will be supervised by one block level officer for monitoring and implementation of the programme. This committee will submit fortnightly report to block level coordination committee. In the urban area, the committee will be chaired by the Principal of a college with representative of health and education departments, Municipal Secretary and 5-6 non-official members from wards as members.

There will be block level committees with some responsible person/officer as chairman and BD&PO as Co-chairman, and Block Level Officers and non-officials as members. Each block will be supervised by a district level officer. At the district level, the work will be supervised by the District Campaign Committee with Deputy Commissioner, Ambala, as the President, Additional D.C., Ambala, as Vice President and Secretary, DRCS, as Member Secretary and other officials and non-officials as Members. This committee will ensure effective functioning of volunteers, motivating the masses, monitor the overall progress of the project, coordinate different activities of sub-committees and coordinate with resource support agencies such as SRC etc.

Following is the budget summary of the project :

	Per learner Rs.
1. Teaching & Learning materials	30.00
2. Environment building	5.00
3. Training Cost	10.00
4. Administration Cost	10.00
5. Contingency	5.00
Total	60.00
No. of total illiterates	2,02,400
Total funds required	
20240 x 60	1,21,44,000
Contribution of State Govt.	40,48,000
Funds from NLM (GOI)	80,96,000

Preparatory activities undertaken in Ambala district

On 15.8.1990, H.E. the Governor of Haryana, launched the literacy programme through a function in Ambala City on which day the organisation 'Nav Jyoti' was formed. 32 villages were adopted through volunteers of NYKs. Officers were also allotted to each adopted village involving 60 officers upto district levels. Since the programme could not be coordinated because of far flung areas, this first phase of the programme gradually died down.

On 30.11.1991, H.E. the Governor of Haryana, again inaugurated the programme of literacy linked with immunization in 86 villages of Raipur Rani Block. The villages were to be supervised by officers of the district, NYKs, Secretary, DRCS, DPRO, BDPO, school teachers and Panchayat members.

Pad yatras were organised by teams of such officials and non-officials in all the 86 villages by covering 2-3 villages a day for a period of one month in December 1991. These

padyatras used to culminate in Gram Sabha meetings with speeches by volunteers, officials and non-officials including women. The outcome of these padyatras were :

- (i) Creation of awareness, and
- (ii) Mobilisation of 3-4 volunteers per village.

A survey was conducted in all the 86 villages. However this was not as per the campaign guidelines for TLCs.

In an average village requiring mobilisation of 200-250 learners only 20-25 could be brought to the learning centres. Admittedly, the response was poor and irregular. Moreover, those coming forward for literacy demanded training in income generating activities, financial assistance, etc.

After the law and order incidents in February in the block, the campaign activities were organised from the month of May onwards and an attempt was made to take up whole of the district under the literacy programme linked with immunization. Officers were made responsible at district level and they have visited the villages and identified some volunteers.

Meetings of panches and sarpanches and volunteers have been held at Raipur Rani (3 meetings), Barwala (4 meetings), Naraingarh (3 meetings), Pinjore (1 meeting).

Village level committees have been constituted as per decision taken by the District level committee to have the committee headed by sarpanches as chairman and educated persons such as Headmaster, social workers as members.

A convention of Municipal Commissioners, a convention of teachers and a convention of Residents' Welfare Organisations in Panchkula were separately

organised.

A cultural group under the auspices of 'Samaj Sudharak Sangathan' was organised in which scripts for environment building activities were finalised.

A one day survey has now been planned in the whole district according to the guidelines for TLCs.

Visit to villages

The team visited Naraingarh block headquarters and the literacy centres being run in the villages of Majra and Chetaan. In all these centres, the following observations were made:

- Centres had been taken up with either half day's training or without any training of the instructors.
- A primary school level book teaching by alphabets was supplied as a first step before the SRC Primer 'Sahi Disha' is taken up. The officials explained that this small book had been supplied first because of its low cost (paise 75 only) and also because of the fact that a regular primer is considered difficult to learn by the learners.
- Attendance in the centres is found to be quite regular unless some learner is unable to attend because of unavoidable circumstances.
- The progress of learning varied widely with some learners having completed even the 'Sahi Disha' primer one and others still in their alphabets.
- Motivation for the programme has been provided generally by the Sarpanches of the villages with co-operation of Nehru Yuvak Kendras, Mahila Mandals and Anganwadi Workers.

Observations and Comments

We discussed with the Deputy Commissioner and his team of officers the need for undertaking minimum preparatory activities which have been laid down by Executive Committee of NLMA. It was agreed that district and block level conventions have to be organised as mobilisation activities involving all sections of the people from all over the district, forming of district and block level committees through these conventions, identification of master trainers and cultural groups for Kala Jathas, preparation of scripts and training in Kala Jathas, identification of resource persons in villages, training and orientation of key resource persons and officials and non-officials to be involved at district level. There is a need for environment building activities, specifically in educational institutions and identification of potential full time staff upto block level.

Considering the state of preparedness, it was requested by the Collector to request NLM to take up for consideration of Ambala project in the meeting to be held in the month of August, 1992 after careful planning of preparatory activities has taken place.

It was felt that first the task before the district is to identify a core group of persons including officials and non-officials. They would also like to identify after careful consideration, as far as possible, a minimum number of potential whole time workers.

It was considered that proper orientation and training should be arranged by a team of the district, BGVS, SRC and DAE on the campaign method, TLCs guidelines, content of programme etc.

It was decided to send about 10 persons from the district to Panipat for a field visit to

be followed by district level workshop at Ambala after orientation of key persons and officials.

A team of Kala Jatha Workers from Sirmour was requested to visit this district to train artists and also to assist in finalisation of scripts.

Only after orientation of key persons and officials and training particularly the training of Kala Jathas, and preparation of scripts, it was considered appropriate to launch other preparatory activities for which

a mobilisation grant could be considered.

At the moment, a small amount could be considered to be provided as seed money to undertake preparatory activities in a systematic manner, which can then be expanded into the mobilisation stage. The Deputy Commissioner has been requested to provide a list of items alongwith funds required for this purpose with justification so that the Executive Committee of NLMA could consider the request for seed money on merit.

TOUR NOTE ON VISIT TO YAMUNA NAGAR DISTRICT FOR APPRAISAL OF TLC ON 17 & 18 SEPTEMBER 1992

1. INTRODUCTION

I visited Yamunanagar on 17 and 18 September 1992 to assess implementation of Total Literacy Campaign in the district after receipt of the Central grant for mobilisation purposes amounting to Rs. 10 lakhs. I paid a visit to learning centres located in few villages in Jagadhari Sub-division and held discussions with Collector and the Zonal Incharges and separately with the members of the Executive Committee of the District Literacy Society which has been named 'Jyotipunj'.

2. STATUS OF PREPARATORY ACTIVITIES

Registration of Society

2.1 The District Literacy Society has been registered.

Primer

2.2 The primer of the SRC, Haryana called 'Sahi Disha' is to be used for the programme.

District level convention

2.3 Two District Level Conventions were organised — one under the chairmanship of Shri Dhanik Lal Mandal, Governor of Haryana and another under the presidentship of Commissioner, Ambala Division in which all the Master Trainers, Sector Officers, Zonal Officers, Representatives of Voluntary Agencies, Educational Institutions and several opinion leaders participated.

2.4 Block level conventions

On 1st and 2nd May 1992, Zonal (Block) level conventions were organised in each block

which were addressed by the Additional Deputy Commissioner, Yamuna Nagar.

From 19.5.92 to 21.5.92 five Rural Gatherings at Block Level were organised which were addressed by District Collector, Superintendent of Police and Additional District Collector, Yamuna Nagar. All the Sarpanches, Panches, Master Trainers, Sector Officers, Zonal Officers, Lamberdars, Village Level Workers and several rural opinion leaders had participated in these gatherings.

Five Rural Gatherings at Block Headquarters were organised from 25.8.92 to 29.8.92 which were addressed by District Collector and President, Zila Saksharta Samiti, Yamuna Nagar. In these gatherings Sarpanches, Panches, Master Trainers, Sector Officers, Zonal Officers, Voluntary Agencies and volunteers participated.

A meeting of the Municipal Commissioners from all seven Municipal Committees of the District were addressed by the District Collector & President, Z.S.S., Yamuna Nagar on 31.8.92 in which he motivated them to come forward for the noble cause of illiteracy eradication.

A meeting of all the members of Indian Medical Association, Yamuna Nagar was called by the District Collector, Yamuna Nagar to involve them in Total Literacy Campaign.

A meeting of all the members of Rotary Clubs, Lions Clubs and other voluntary organisations in the district like UTHAN, Kasturba Gandhi National Memorial Trust,

Radaur and other opinion leaders was addressed by the District Collector and President, Z.S.S., Yamuna Nagar on 7.9.92 and requested them to adopt the areas for Total Literacy.

2.5 Constitution of Committees at various levels

A district level organisation namely 'Jyoti Punj' has been registered with Registrar, Firms & Societies, Haryana, Chandigarh.

An Executive Committee under the chairmanship of District Collector was constituted with 12 official and 28 non-official members.

Seven Zonal/Block Level Executive Committees have been formed under the chairmanship of Zonal Officers and Chairman, Panchayat Samiti, Sector Officers and two social workers as its members.

The Cluster level Executive Committees have also been formed under the chairmanship of Gram Sarpanch having five other members.

2.6 Environment building activities

Seven kala jathas have been formed with 10-12 members in each. New scripts, songs and Ragnies in local dialect have been developed. Training of kala jatha members was organised from 15.6.92 to 30.6.92.

The kala jathas are performing their cultural programme and house to house canvassing is going on in each and every village to mobilise learners and volunteers. A painter also accompanies every jatha for writing literacy slogans at the time of house to house visit of kala jatha.

Two televisions and a video alongwith loud speakers, harmonium, dholak, benjos, chimta and khartal etc. have been procured for use by the kala jathas for environment building.

International Literacy Day was celebrated on a big scale on 8th September 1992 in which

students from several Educational Institutions rural as well as urban, voluntary organisations, learners, politicians, social workers, Zonal Officers, Sector Officers, Cluster Incharges, Municipal Commissioners, Sarpanches, Panches, Lamberdars and members of the Mahila Mandals and several other opinion leaders participated and the jathas were led by the District Collector and Superintendent of Police and other VIPs. They were all carrying banners and raising slogans : ANGUTHA TEK RAHE NA EK, HUM SAB KI YEH JIMEWARI PARHI LIKHI HO GHAR KI NARI, GHAR GHAR MEIN HAIN SWARAG WAHAN PARHA LIKHA PARIWAR JAHAN.

2.7 Identification of contact persons

Sixty Key Resource Persons, 600 Master Trainers and 12,000 volunteers have been identified.

2.8 Training of KRPs and MTs

(a) Sixty Key Resource Persons have been identified and were imparted four days, training from 22.6.92 to 25.6.92 at district level with the help of experts of SRC, Haryana, Chandigarh.

(b) 600 MTs have also been identified and were imparted three days, training at block level in batches by the KRPs in the presence of experts of SRC, Haryana, Chandigarh as per schedule given below :

S.	No.	Date	Block
	1.	30.6.92 to 2.7.92	Jagadhari
	2.	7.7.92 to 9.7.92	Chhachhrauli
	3.	14.7.92 to 16.7.92	Radaur
	4.	21.7.92 to 23.7.92	Bilaspur
	5.	21.7.92 to 23.7.92	Sadhaura

(c) One day training of MTs is also scheduled to be imparted at Zonal level on 24, 25, 28 and 29 September 1992 and four days' training of

volunteers will be imparted from 6.10.92 to 9.10.92 at sector level by the MTs under the guidance of Sector Officer, KRP and Sector Project Coordinator.

2.9 Identification of full time staff upto Block level

One Chief Project Coordinator, Four Project Coordinators, and seven Zonal Coordinators have been appointed and forty Sector Coordinators have been identified.

Four District level officers, one office incharge, one Accountant, two typists (Hindi & English), two clerks and two peons have also been appointed for the smooth working of the district office.

2.10 Orientation of officials

All the senior district officers are deputed as Zonal Officers and Block level Officers as Sector Officers and these were imparted training for four days with the KRPs.

3. MANAGEMENT STRUCTURE

The management structure envisaged for the district literacy campaign will consist of MTs available as Headmasters/Principals of schools at the village level who will be called Cluster Incharges. There will be 600 clusters for 622 villages distributed over 421 panchayats.

For every 15 - 20 villages, there will be one Sector Coordinator and there will be 40 such Sector Coordinators. These will be officials such as BDO, Tehsildar etc.

Above the sector level there will be Zonal Incharges for seven zones consisting of five blocks and the two urban areas of Yamunanagar and Jagadhari. These Zonal Incharges will be district level officials of the rank of ADM or SDM.

4. IMPRESSIONS ON VILLAGE VISIT

I visited the villages of Pansahr, Sadipur,

Khajuri and Khurdi and saw six centres where teaching-learning had been started. Out of enthusiasm teaching-learning centres have already been opened in these villages without adequately going through the training process, but after informal briefings by local headmasters of the volunteers. Because of this the tendency was observed in a number of centres to cover the alphabets first and then take up the teaching-learning primers 'Nai Disha' of the SRC. However, training of VTs will be taken up at the beginning of next month after which it should be possible to launch the programme effectively.

In some of the centres, light was found to be less than adequate. The district authorities are taking steps to ensure that such centres are shifted to those places which have adequate lighting.

In village Khurdi, I saw the performance of literacy songs and skits which highlighted the motivational aspect of the programme and also pointed out various handicaps and predicaments of illiteracy.

5. ASSESSMENT OF GENERAL PREPAREDNESS

In the mobilisation phase, the district has already mobilised 12,000 volunteers out of the number required of about 15,000.

There have been a number of meetings and separate training programmes of RPs and MTs in the district. The training of volunteers will be over by the 10th of next month and the district will be ready to launch the programme by the beginning of November 1992, after the receipt of the primers in the centres.

There is enthusiasm among women instructors and Anganwadi workers and Mahila Mandals are being involved to ensure

women's involvement. The volunteers who are coming forward to take up instruction are generally tenth or matric pass. With effective training at the VT level in the technique of transacting the primers, the programme should be a success so far as teaching-learning process is concerned.

6. CONCLUSION

This programme will be basically implemented by the District Administration under the leadership of the District Collector with the involvement of existing voluntary

agencies. The BGVS had come from other districts and organised a few meetings in Yamunanagar district but they have not been able to develop a viable organisation in this district having the capability of executing the total literacy programme. The success of the programme will depend on the factors of the extent of further mobilisation, sustaining motivation and preventing dropouts and also the quality of the training and monitoring which can be ensured during the implementation phase.

PROPOSAL FOR TOTAL LITERACY CAMPAIGN IN DISTRICT DHARWAD (KARNATAKA)

Report of Visiting Team (24/25 September, 1992)

The visiting team consisted of

- Smt Anita Kaul, IAS, Addl Secy (Edn),
Govt of Karnataka.
- Ms V. Manjula, IAS, Director (Mass Edn),
Govt of Karnataka.
- Shri T.S. Sundara Rajan, Under Secretary,
Dept Edn, Govt of India.

INTRODUCTION

The proposal was forwarded by the Education Secretary, Govt of Karnataka, with his letter of 1.1.92. The proposal envisaged a learner coverage of 7.0 lakhs in the age group of 15 - 35, with a budget of Rs. 5,32,78,000/- yielding per learner cost of Rs. 76.11. The State Government stated that its share at one-third of the budget would be Rs. 178 lakhs and recommended the proposal.

At Dharwad, the Deputy Commissioner, Shri Shankaralinge Gowda, presented to the visiting team a revised proposal for the Phase-I of the TLC with a learner coverage of 3.5 lakhs in the age-group of 9-35 in 9 taluqs, with a budget of Rs. 2,59,33,380/- yielding a per learner cost of Rs. 74.1.

The following are the bare details of the revised proposal.

Area of coverage

District Dharwar
9 Taluqs
Dharwad, Hubli, Kalaghatagi,

Shiggaon, Hanagal, Haveri,
Bydagi, Hirekerur, and Ranebennur.

Learner coverage

3,50,000 in age group 9-35.

Time-span

- 12 months from approval of project.
- 6 months for preparation & environment building.
- 5 months of teaching/learning (200 hrs).
- 1 month for evaluation.

Implementing agency

Dharwad Sakshara Deepa Samiti,
Regn No. 118/92-93 dated 23.9.92
under Karnataka Societies Regn Act 1960.

Office-bearers of implementing agency

Chairman : Shri M.K. Shankaralinge
Gowda, IAS, Deputy Commissioner,
Dharwad.

Co-Chairman : Smt G. Kalpana, IAS, Chief
Secy, Zilla Parishad, Dharwad.

Secretary : Prof S.R. Tontadarya, Dept of
Physics, Karnataka University, Dharwad.

Population in TLC area : 22,18,477 (1991).

Literacy rate : Female : 45.51%
Male : 70.77%

Academic personnel to be mobilised

Volunteer Instructors	35000
Master Trainers	1200
Resource Persons	40
Full-time workers	124
Village convenors	950

District profile

Dharwad is the largest district of Karnataka (186 km N-S and 137 km E-W) with a total population of 34,98,814 (1991). It comprises 17 taluqs grouped into 4 revenue sub-divisions. There is 1 Municipal Corporation and 22 TMCs, 44 revenue *hoblis* covering 1322 villages. There are 166 Mandal panchayats.

Two TLC districts (Bijapur on the North, and Raichur on the East) are adjacent to Dharwad. The district has 3 natural regions, the Malnad (hilly), semi-Malnad and the Maidan (plains). Dharwad is famous as an educational centre, with 2 universities in the HQ, the Karnataka University and the University of Agricultural Sciences. There are 111 pre-primary, 912 lower primary, 1235 higher primary, and 347 high schools, besides 83 pre-University colleges and 64 colleges in the district. There are 23 hospitals, 46 Primary Health Units, 58 Primary Health Centres and 57 FW Centres.

Objectives of the TLC

- Imparting functional literacy to all illiterates in the age group 15-35, in the 9 taluqs, in the Phase-I.
- Drop-outs in age-group 9-14 will be made literate as per MLL in the first semester through NFE.
- Motivate parents to send their children in 6-9 age group to the school, to attain full attendance and complete enrolment.
- Motivate the entire mass of population, the government and non-government employees, and other organisations, to participate voluntarily on a large scale in the TLC area.
- Develop awareness of the problems of over

population and motivate towards small-family norm.

- Develop new ideas and outlook in the people for improvement of their economic and living conditions.
- Develop awareness on national problems and national integration.
- Demonstrate to the public that the TLC is their own programme.

Action highlights

A thumb impression calendar (containing the usual information besides paintings on literacy and the small family norm) will be given to each household by taking the last thumb impression of the illiterates and their first signature as neo-literates on the calendar itself and exhibited in their house. The intention is to create a 'hallo effect' for literacy and the small family norm in the family.

A control room will be established in the Dist. HQ.

The aim of TLC is not only the literacy/numeracy aspects but would extend to development of over-all awareness in the rural milieu. For this purpose various departments will be requested to organise awareness-generating activities in the form of mini information campaigns each for one week on the following subjects through the TLC personnel :

- Small family norm.
- Cooperative movement.
- Innovations in agriculture.
- Proper use of natural resources.
- Bank facilities.
- Rural health facilities.
- Animal husbandry.
- Small savings.
- Marriage age and dowry.

- The girl child.
- Nutrition.
- Village industry.
- Drinking habit.
- Child labour.
- Self-employment.
- National integration.

In addition to the usual committees, there would be a Core Committee — 8 members headed by the Dy Commr to attend to matters needing urgent attention and issue of immediate directions and decisions.

The literacy survey is to be organised all over the TLC area on a single day, and a tight dawn-to-dusk (7.00 a.m. to 7.30 p.m.) schedule has already been drawn up for the conduct of the survey and declaration of the survey figures in a public function at the District HQ.

While the District level EC has been constituted, the model constitution (providing for participative representation) has been indicated in the project document itself for the other levels.

A separate project will be prepared (on completion of the internal and external evaluation of the TLC) for Post Literacy and Continuing Education.

Report of the Visiting Team

The visit started off with a meeting on the morning of 24 Aug 1992 in the office of the Deputy Commissioner. Shri V.V. Katti, District Adult Education Officer, Dharwad, (and also Joint Secretary of the Dharwad Akshara Deepa Samiti), made a report on the preparatory action taken to the 30-strong gathering of officials, office-bearers of the Samiti, academics and representatives of VAs.

Listed below in brief are the activities to

date.

- District literacy society registered.
- District EC constituted. Other sub-committees under way.
- Two district level conventions held, attended by Shri Ramaseshan, the former Dir (Mass Edn), Govt of Karnataka. Block level conventions yet to be organised.
- Some full-time workers identified. In progress.
- Five Master Trainers and 16 troupes ready for cultural performances. Materials under preparation for environment building.
- Some posters prepared during a 3-day workshop.
- 16 street-play troupes are available and ready. Others would be identified and got trained for each taluq.
- Two Master Trainers available for puppet shows. More will be trained.
- Three MTs available for magic shows. More will be trained.
- Teaching/learning materials available with SRC and other ongoing TLC districts will be utilised, with appropriate minor modifications.

Following this report, Shri Shankaralinge Gowda, the Deputy Commissioner, informed the gathering that the NLM expected that district and block level conventions be organised prior to the launching of the TLC. There had in fact been a convention in Oct '91 which led to the preparation of the project document, but there were subsequent uncertainties about the NLM's consideration of the proposal, and this considerably stalled further progress in preparation. Some work had been done here and there, therefore not in a concerted manner. Some of the full-time workers had been identified mostly from colleges and schools.

Shri Shankaralinge Gowda laid an

especial emphasis on the need to get away from the traditional AE syndrome, while discussing matters TLC.

Smt Anita Kaul pointed out to the gathering that the visiting team was not here to 'judge' or make an inspectorial assessment but rather to meet the people present for a conversation. She congratulated them for putting together the project document. The TLC needed a good mix of government employees and voluntary agencies. She stressed that the motivational efforts had to continue throughout the TLC duration. Even the kala jattha people who went around to motivate people, could themselves make do with some motivational support of their own from the community. Enthuse the jattha people, said Smt Kaul, and receive them with garlands on their rounds. She proceeded to speak about the need for organising training carefully, the need for attention to women's literacy, and the need to maintain high learning levels in the campaign.

The Secretary of the Akshara Deepa Samiti declared that it was quite easy to raise volunteers in the district.

Thereafter Smt Anita Kaul made a presentation of the salient features of TLC on the blackboard. She also clarified some points about voluntarism, payment of honorarium and announcement of incentives.

After the meeting, the DC took the team to call on the Vice-Chancellor of the Karnatak University, Dr S. Rame Gowda. Also present was Dr Balige, the Registrar. On a formal request made by the DC, the Vice-Chancellor readily agreed to spare teachers and resource persons on secondment basis to the TLC.

In the afternoon, the team joined a meeting of 14 RPs in the DC's office. The DC reported on his discussions with the Vice-

Chancellor and clarified the arrangements for payment for full-time workers.

Ms Manjula, Dir (Mass Edn), explained the IPCL concept at length. This was followed by an animated discussion over the alphabets to be introduced and the specific stages therefor. Ms Manjula said that the activity discussed in a lesson should immediately be reflected in an appropriate diagram. The methodology is thus in-built.

Smt Anita Kaul observed that in most of government programmes, it was assumed that RPs were above any training. This was especially not so at all in the TLC. The Kannada expression for Resource Persons was *sampanmool vyaktigalu*, meaning that the RPs enriched a programme and needed enriching to start with.

She continued to point out that they in Dharwad did not necessarily need to go in for a new primer of their own. They could take a look at the primers of Bidar, Bijapur and Raichur TLCs and see if they could be adopted. Shri Sridhar of BGVS remarked that the Raichur primer was the best one in Kannada. Smt Kaul said *sotto voce* that the excitement of having 'your own' district-specific primer usually stops with the Committee itself as the learner would not know the difference. The district's dialectical variations could perhaps be introduced in the Instructor's manual rather than in the primer itself.

Shri Sundara Rajan made a brief intervention to speak of his experience. He had observed in district Chittoor in Andhra Pradesh that the Tamil settlers had opted to acquire literacy in Telugu rather than in Tamil. He therefore counselled that not too much emphasis be laid on purely local variations of Kannada.

The team later visited the FP Assn of India, PB Road, Dharwad, and saw a clutch of pamphlets produced by the Association on diverse social subjects. The entire set of 30 booklets cost just Rs. 26 and could come in handy for the PL phase. The FPAI's own literacy projects would conclude by March '92 just when the Dharwar TLC teaching would be commencing. The FPAI's volunteers could thus become available for the TLC.

The team witnessed an exciting street play *Bandide nimma maney Bharat Vijnan Jattha*, combining the themes of illiteracy and the abandoning of young girls to the despicable social institution of religious prostitution. This was extraordinarily choreographed by Shri Siddhan Gowda Patil, a lecturer in Kannada, for the Indian People's Theatre Association. The BGVS had 6 such teams of 25 artistes each. The BGJVJ was to be organised in Karnataka between Oct 15 and Nov 20, 1992 and would ideally herald the Dharwad TLC. The visiting team would like to record the names of some of the very talented young women and men who presented the street play :

- Shri Shankara Halagatti, Director of the Play
- Shri Ramesh Motebennur
- Shri Chenna Veeresh Gupta
- Ms Gowri
- Ms Akka Mahadevi
- Shri Suresh Govinda Reddy

The team rounded off the day with a visit at 7.30 p.m. on 24 August, to village Prabhunagar (Honnapur). The village had been rehabilitated from the Ghataprabha project. There had been some caste tension and the Deputy Commissioner had encouraged a literacy campaign there to great effect and as a means to quell the tension. A

formal literacy survey had also been carried out there. The village represented one of the salutary experiences available on the ground in district Dharwar proving favourable to the oncoming TLC.

The next day (Sep 25, 1992) the team visited Kalaghatagi Taluq HQ to attend a meeting of the Taluq officials, Mandal Pradhans, and representatives of the Yuva/Yuvati Mandals. The meeting lasted for nearly 2 hours and quite a few Pradhans spoke out their perceptions and experience of literacy campaign. Their observations were marked as much by candid admissions of past failures as animated commitment to see the oncoming literacy campaign through to success.

The earlier programme has failed primarily for lack of proper environment. The distribution of learning material was unsatisfactory; the primers were in fact not supplied in time. The programme involving payment of honorarium for instructors has become a venue of employment, instead of achieving a social purpose. It was only now that literacy programme was being taken up in the true spirit of a campaign.

Prachaara (propaganda for literacy) was the key word employed by several of the speakers in the meeting. Much was to be gained by organising people into groups, be it the learners, neoliterates or the volunteers. The Pradhan of Mukkal, Shri S.V. Patil, had gone around from house to house to tell the people that they should become literate. It happened that quite a few persons wanted to know as to why the Pradhan was interested in the literacy programme. Each person had his own interpretation to put on the Pradhan's initiative for literacy and Shri Patil said this was one of the common

negative factors one had to deal with at the start of the programme.

Shri Patil had organised a literacy programme in his village Mukkal where 300 women (10-40 age group) had been made literate by deploying 30/35 volunteers. This programme had received help from the Education department. The teachers and girls and boys who had done 8th/9th standard had been involved. Constant visits to the learning centres were organised. A formal evaluation-cum-survey would also be conducted.

Shri Patil reported that the women became highly motivated in this programme and that as and when the TLC started in organised manner, he would spare no efforts to involve every member of the community. As he viewed it, the oncoming programme of involving the volunteers, government staff and the committees cannot but succeed. He was confident that all of them working together would make Kalaghatagi a model taluq for literacy.

The Deputy Commissioner, Shri Shankaralinge Gowda, addressed the meeting to point out that it was clear that the proposed TLC would be a volunteer-based programme in which only those who are genuinely interested in literacy and socially committed to serve the cause would be enlisted. He promised to do his part as the head of the administration by issuing a circular requesting the involvement of every government employee in the programme. The purpose of environment-building is not only to identify such people but also to motivate those who stand away skeptically and look askance at this organised literacy effort. Answering a query from the audience, the Deputy Commissioner said there could be no

difficulty at all in organising 2 sessions of teaching in the morning and in the afternoon as may be necessary in a village. He requested the Pradhans assembled to take personal interest in constituting the village committees with proper persons. There would be incentives and prizes for the best-performing Mandal and competitions would be organised for appropriate recognition and rewards for the learners and volunteers.

Shri Shankaralinge Gowda wound up by pointing out that the TLC would be a time-bound programme, and put the straight question, Do we need the literacy campaign at all? The entire audience of Pradhans and the *Yajamanare* answered as one man with a positive Yes.

The team later visited village Mukkal where Shri S.V. Patil, Pradhan, had organised his own literacy programme for 300 women learners. The visiting team sensed the fact that this individual effort had indeed motivated the neighbouring areas and would prove to be a fillip to the proposed TLC. The women learners and neoliterates had a full turn-out and three of them were presented by the young woman volunteer. The three women spoke out their memorised speech, but the elder woman, Smt Kamalaba Koratti stopped and grinned mid-way as she forgot the rest of her speech. She picked up on her own and said that the volunteers Sujata Patil and Yaggamma Patil never spared her and kept visiting her home every day. This was a sufficient and valid message for the visiting team that the villages were aroused to the cause of literacy, and that the women would be with the TLC.

Conclusion

Dharwad happens to be the largest district of Karnataka and is flanked by the districts

of Bijapur and Raichur which have on-going TLCs. It is therefore per se important that the local enthusiasm evinced in the TLC should be accepted and a beginning be made in district Dharwad through the Phase I of TLC as proposed now. The Visiting Team is satisfied that the well-established educational infrastructure in the district would provide the necessary ground support of the TLC, and that the ground-swell among the people would be implementing the TLC truly as the people's programme. The Team is also satisfied that the TLC would have a competent leadership in the Deputy Commissioner, Shri Shankaralinge Gowda, as well as his group of officials and other voluntary agencies with whom he has been

fruitfully interacting in anticipation of the approval of the TLC.

The Visiting Team accordingly recommends that the NLMA EC may consider the TLC proposal (Phase I) of Dharwad district for approval.

BUDGET

The budget proposed in the project document is Rs. 2,59,33,380/- yielding a per learner cost of Rs. 74/-.

The visiting team discussed the budget with the Deputy Commissioner and his group of officials and proposed the further revised budget of Rs. 2,24,02,512/- yielding a per learner cost of Rs. 64/-. The detailed budget is attached.

BUDGET FOR CONSIDERATION OF NLMA EC Total Literacy Campaign (Phase I) in District Dharwad

1.	Survey @ Re. 0.80 for 3,50,000 learners	2,80,000
2.	Teaching/learning materials	
2.1	Primer, Instructor guide, slate @ Rs. 25 (3,50,000 + 5000) learners, (35,000 + 5000) VIs	87,50,000
2.2	Transportation Rs. 6000 x 20 SPs	1,20,000
3.	Training	
3.1	Orientation of officials & VAs One day, Rs. 10, 2000 persons	20,000
3.2	RPs 44, (4 + 2 + 2 + 1) days, Rs. 20	7,920
3.3	MTs 1200+120, 9 days, Rs. 20	2,37,600
3.4	VIs 35,000 + 5000, 9 days, Rs. 10	36,00,000
3.5	Village convenors 950, 5 days, Rs. 20	95,000
3.6	Training contingency Rs. 2,00,000 — OMITTED	—
3.7	Travel	2,00,00-
3.8	Full-time workers 124, 5 days, Rs. 20	12,400
4.	Motivational materials	
4.1	Banners 6000 (300 per Sub-Project), Rs. 40	2,40,000
4.2	Posters 30,000, Rs. 4	1,20,000
4.3	Stickers	
4.3.1	Survey (combined) 40,000, Re. 0.25	10,000
4.3.2	General (combined) 8,000, Rs. 2	16,000
4.3.3	Vehicle stickers (combined) 1500, Rs. 4	6,000
4.3.4	SFN stickers 30,000, Rs. 2	60,000
4.4	Flags 15,000, Rs. 8	1,20,000
4.5	Video recording 3000, Rs. 10	30,000
4.6	Wall writing 3000, Rs. 10	30,000
4.7	Calendars 2,00,000, Re. 1	2,00,000
4.8	Badges 1,00,000, Re. 0.25	25,000
4.9	Pamphlets, folders etc.	75,000
4.10	Video cassettes (2) production, Rs. 1,00,000	2,00,000
4.11	Hanging posters 5000, Rs. 10	50,000
4.12	Cine slides	3,000
4.13	Transportation/distribution Rs. 3,00,000 — OMITTED	—
5.	Environment building	
5.1	Kala jattha training	
5.1.1	Dist. level trg, 10 days, 3 batches, 30 artistes a batch, Rs. 20	30,000

5.1.2	Sub-Proj. level trg, 10 days, 15 artistes, 45 troupes, Rs. 20	1,35,000
5.1.3	Materials	1,00,000
5.2	Kala jatthas (15 artistes, 5 troupes, 9 taluqs, 10 days, 4 times, Rs. 20)	5,40,000
5.3	Cycle jattha, Rs. 1,00,000 — OMITTED	—
5.4	Conventions	
5.4.1	Dist. level, 500 persons, 3 times, Rs. 100	1,50,000
5.4.2	Taluqs 9,500 persons, 2 times, Rs. 10	90,000
5.4.3	Mandals 99,100 persons, 2 times, Rs. 10	1,98,000
6.	Mini Information Campaigns	
6.1	Development departmental campaigns 16, Rs. 10,000	1,60,000
6.2	Awareness campaigns for SFNs (3 times)	3,00,000
6.3	Transportation Rs. 3,00,000 — OMITTED	—
7.	Management	
7.1	Vehicle on hire — 9 for taluqs, 6 for dist, 8 months, hire Rs. 12,000, fuel Rs. 2000	16,80,000
7.2	Honorarium to full-time personnel	
7.2.1	District level	84,000
7.2.2	Sub-Projects	1,68,000
7.3.3	Mandals	6,30,000
8.	Monitoring & Evaluation	
8.1	Monitoring/statistical forms	2,00,000
8.2	Certificates for campaign personnel @ Rs. 2	1,00,000
8.3	Documentation of the programme	2,00,000
8.4	Travel	5,00,000
8.5	Felicitation of neoliterates, 98 tq, Rs. 5000	4,90,000
8.6	Felicitation of volunteers, 20 Sub Pros, Rs. 4500	90,000
9.	Contingency 10%	20,36,592
	Total	2,24,02,512
	Per learner cost Rs. 64.00	

PROPOSAL FOR TOTAL LITERACY CAMPAIGN (PHASE I) IN DISTRICT MYSORE (KARNATAKA) REPORT OF VISITING TEAM (22 September 1992)

The visiting team consisted of :

- Smt Anita Kaul, IAS,
Addl Secy (Edn), Govt of Karnataka
- Ms V. Manjula, IAS,
Director (Mass Edn), Govt of Karnataka
- Shri T.S. Sundara Rajan,
Under Secretary, Dept Edn, Govt of India

INTRODUCTION

The original proposal was received from the Government of Karnataka in January 1992. The proposal envisaged a learner coverage of 6.5 lakhs in the age group 9-35 over the entire State, with a budget of Rs. 407.70 lakhs yielding a per learner cost of Rs. 62.70. The State Government stated that its share at one-third of the budget would be Rs. 135.90 lakhs and recommended the proposal.

A visit was made to the district by Shri T.S. Sundara Rajan, Under Secretary, Department of Education, on 3.4.92. After discussions with Shri Koushik Mukherjee (Administrator of Zilla Parishad), Shri Siddhaiah (Deputy Commissioner), other officials and some VAs, it was found that no preparatory ground-work had been done for the TLC as of then, and there was no sign of any great surge for TLC. However, Mysore was responding to vibrations from neighbouring Mandya, and the two top district officers were enthusiastic. A lot of work remained to be done, but since the projected coverage of 6.5 lakh learners was the highest to date for a district TLC in Karnataka, and since this high illiteracy level came as a

surprise in respect of a place like Mysore, it was decided to consider it on merits on receipt of a revised POA.

Subsequently of 29.7.92 the Director of Mass Education, Government of Karnataka, forwarded the revised project proposal for the same learner coverage as originally proposed, with a revised budget of Rs. 454.50 lakhs yielding a per learner cost of Rs. 68.40. This was followed by a letter dated 24.8.92 from the Karnataka Education Secretary forwarding an additional document entitled "Action Plan for TLC in Mysore District".

The document proposed the TLC in 3 phases with year-wise break-up of financial requirements as under :

Year	Rs.
1992-93	98.15 lakhs
93-94	130.94
94-95	239.19
	469.28

The State Secretary stated that as per the revised proposal, the State share of one-third of the budget would be Rs. 156.38 lakhs. The State Govt. recommended the proposal.

The Action Plan received indicates inter alia the Phase I of TLC for implementation in 1993-93 in 3 taluqs, viz., Hegga Devana Kote, Hunsur, and T. Narasipura with a learner coverage of 1.5 lakhs in 9-35 age group, with a budget of Rs. 98.15 lakhs yielding a per learner cost of Rs. 65.40. Accordingly, the Visiting Team confined itself to discussing Phase I for the present for the consideration of the NLMA EC.

Area of coverage : DISTRICT MYSORE

Phase I

Taluq Heggeda Devane Kote.

Office-bearers of implementing agency

President

Chief Secretary of Zilla Parishad, Mysore

Executive President

Deputy Commissioner, Mysore

General Secretary

Shri Ksheerasagara

FEDINA VIKAS, H.D. Kote

Population of District : 31.56 lakhs (1991).

Total illiterate population in Dist. : 6.5 lakhs (9-35 age).

Population in the TLC area

H.D Kote 1,95,610

Hansur 1,86,580

T. Narasipura 2,29,631

Literacy rate

31.2% (T) 42.9 (M) 19.1 (F)

31.3% 42.9 22.0

31.5% 37.5 23.4

Academic personnel to be mobilised

Volunteer Instructors 15000

Master Trainers 550

Resource Persons 20

The inter se ratio works out as under :

1 VI for 10 learners

1 MT for 25-30 VLs

1 RP for 25-30 MTs

For eventualities, 10% reserve of each category would be identified and trained.

District profile

There are 10 taluqs grouped under 3 Revenue subdivisions. There are 49 Revenue hots and 1041 inhabited villages. The Mandatam Nayats number 165. Mysore City

with a population of 6.5 lakhs is one of the biggest cities of the State.

There are 2120 Anganwadis, 362 pre-primary, 1691 lower primary, 935 higher primary, 311 high schools, 45 Junior Colleges, 22 First Grade Colleges, 4 Engineering Colleges and 3 Medical Colleges.

There are some apex-level institutions like the Regional College of Education, the Central Institute of Indian Languages, and the State Adult Education Council. The district is rich in a number of voluntary agencies (like MYRADA, Vivekananda Girijana Kalyana Kendra, and FEDINA VIKASA) working with tribals and the rural poor.

The total geographical area of the district is 12.5 lakh hectares — 5.3 is occupied by agriculture and 3.4 by forestry. The tribals Betta Kurubas, Soligas and Jenukurabas (numbering 60000) live in isolated and inaccessible pockets, but understand the Kannada language, and they are to be covered by the TLC in the district.

Objectives of the project

- imparting functional literacy to adults (age group 15-35).
- the children of age group 9-14 would be brought under NFE.
- preventing drop-outs of primary education, and ensuring that all the enrolled children are retained.
- creating a learning awareness in adults and their children.
- ensuring the self-sustainability of the campaign through voluntary participation of the people even after the conclusion of the project.
- initiating a Continuing Education programme for neoliterates.

Action highlights

- For purpose of effective implementation of the TLC, the 11 taluqs in the district have been divided into 30 sub-projects, each SP covering about 20000 illiterates. The load for each SP has been adjusted keeping in view the geographic and demographic factors.

The number of SPs for the TLC area (Phase I) are

H.D. Kote	0 (Urban)	2 (Rural)	2 (Total)
Hunsur	1	1	2
T. Narsipura	1	2	3

- Female illiteracy being much higher than male illiteracy, efforts would be made to provide a very prominent role to the Mahila Samakhya which is extremely active in the district.
- The UNICEF has agreed to merge its "Behavioral Change for Sanitation" programme (the Nirmala Grama Yojana) with the TLC programme.
- The literacy primers would contain appro-

priate messages on sanitation, and on Small Family norm.

- The literacy survey (after adequate preparation) would actually be conducted over 3 days all over the TLC area.
- The design of primers has sufficiently stabilised with the launching of TLCs in several districts of Karnataka. Hence it will be neither feasible nor desirable to develop new primers for Mysore. For Literacy Phase-I, and NFE Phase-I, the 3-part IPCL primers developed by SRC would be used with suitable modifications. For NFE Phase II-IV, the DSERT Bangalore primers will be adopted in consultation with RCE Mysore, CIIL Mysore and SRC Mysore.
- The Minister in charge of Mysore district will be the Adhyaksha of the Mysore Sakshara Vahini.
- A separate sub-project will be eventually submitted to the MHRD for NFE Phase II-IV, and another for PL for neoliterates.

REPORT OF VISITING TEAM

The Visiting Team started off with a meeting held in the office of the Deputy Commissioner, Shri Siddhaiah. The following participated in the meeting :

- Shri Siddhaiah, Dy Commr, Mysore.
- Shri Sandeep Dave, Ch Secy, Zilla Parishad.
- Shri H.C. Mohan, Dir SRC.
- Shri Subhash S. Pattana Shetti, Addl Dy Secy, ZP, Mysore.
- Shri K. Ranganathan, Dy Secy (Dev), ZP.
- Ms Vandana Gurnani, IAS probationer.
- Shri C.M. Veerabhadra Setty, Ex Officer, ZP (Engg Divn).
- Smt Vani Umashankar, Dist Prog Cdr, Mahila Samakhya.
- Shri R. Sreenivasa Murthy, DAEO, Mysore.
- Shri A.P. Ramesh, Prog Offr, Shramik Vidyapith, Mysore.
- Shri B.K. Shivanna, Prog Cdr, NSS, Mysore University.
- Shri G.S. Raje Gowda, Secy, PARIVARTHANA. No. 3 Mayanna Building, Hunsur-571 105.
- Shri Nanundaiah, FEDINA VIKASA, Shivaji Road, HD Kote-571 114.
- Shri Madhiah.
- Shri M.N. Nagaraj.
- Shri Ksheerasagara, Secretary, Mysore Sakshara Vahini.

At the request of the Dy Commissioner, the Secretary of the Sakshara Vahini, Shri Ksheerasagar, gave a brief account of the preparations made for the TLC. Attached is

a detailed report in this regard, as given to the team.

Shri T.S. Sundara Rajan remarked that the **Project document envisaged covering the entire district with TLC over a period of 3 years.** He felt that this was too long a time to take for a single district, and did not conform to the received TLC strategy. Further, the longish time-stretch would also affect the established dynamics of the TL campaign and would render it difficult to sustain the enthusiasm of learners and volunteers, besides affecting the unity of action. While one could accept the view to take up 3 (out of the total of 11) taluqs as a kind of pilot project in the initial phase, the **Mysore Akshara Vahini should compress the entire district TLC in not longer than 2 years.** Even the 2-year span is usually accepted for the Post Literacy phase only.

Smt Anita Kaul suggested that **this point may be put up before the NLMA for consideration.**

At the end of the meeting in DC's office, the Chief Secretary of ZP, Shri Sandeep Dave, took the Team to Hampapura Mandal Panchayat (HD Kote Tq) where the local Sakshara Vahini office building was inaugurated. The fact of providing a neat office building right at the village level spoke of the serious intention to get started on the TLC. Both Shri Dave and Ms Manjula, among others, spoke to the large turnout of people. The slogan called out lustily was

Akshara Kranti — Deshike Shanti, and the song rendered for the occasion was equally moving—

**Bhaarata Desha Prajagalu naavu
Saakshara - raagii baalonaa
— ellaaru bandah i baalonaa!**

(Come forth, all of us citizens of India, let us become literate and live!)

The next halt was at Hyrige village where the team was greeted by a big procession. The village committee members (who included 4 young women) were present. This committee had met each family to ask them to join the literacy programme. The committee had been meeting every week since it was formed. The team also briefly stopped at village Jakkulli where a similarly enthusiastic demonstration was organised.

The team met a large gathering in a Mandal Panchayat Building at Saragur (HD Kote) and were received by the Assistant Commissioner, Shri Kumara Naik, and the Secretary of the local TLC Committee, Shri Satish Kumar. The ensuing convention was inaugurated by Shri K.R. Alwa of MYRADA who is being assisted by Shri Manohar Pillay of MYRADA in the TLC preparations. Shri Nagesh rendered the literacy songs composed by himself. The ruling slogan here was **Aarogya Akshara, Jeevana Uddhaara** (Health and Literacy, the very Renewal of life). Smt Jayamangala Devi spoke to and for all the numerous women who had assembled, regarding the social upgradation which literacy meant especially for the womenfolk. Shri Sundara Rajan also addressed the gathering to express his happiness to notice the large turn-out of women who were neither teachers nor students, but who were simple wage-earners. Our scriptures, he said, spoke of women in near reverential terms --

* Yadaa karmasu kaamyeshu, striyam, svapneshu pashyati, Samrddhim tatra jaaneeyaat, tasmin svapna nidarsaney.

(To meet a woman is to feel blessed, be it in one's work or even in a dream!)

Naaryaa yatra prapoojyante, Tatra ramanti devaah!

(The very gods are propitiated wherever the women are adored!)

Such traditions notwithstanding, said Shri Sundara Rajan, it is a sad social fact of our land that women are always ill-treated and suppressed and severely discouraged from articulating themselves. The oncoming literacy campaign would restore women to their rightful place at home and in the society and enable them to grow rightfully into full human status. The TLC is a chance of a lifetime not only for the identified individual learners but even for the country as a whole. All potential learners should therefore come forward to avail of this precious opportunity.

In HD Kote Taluq HQ, each member of the visiting team was invited to plant a 'literacy' sapling in the compound of the Taluq literacy office which was also inaugurated. The large Sakshara Vahini literacy logo in rangoli drawn on the earth around the flag-pole was indeed a work of art.

By the time (6.45 p.m.) the visiting team reached Ratnapuri village in Hunsur taluq, the gathering had already dispersed after holding their meeting and celebrations. However, the local awareness was such that, as soon as we reached, a large number of people just materialised and a meeting was held impromptu. They sang for us, and gave us yet another charming slogan, **Sam-poornamaagi, Svayam Preritamaagi** (Fulfilled through literacy, we become autonomous!). Ms Manjula spoke to the

people and she was followed by the Taluq Coordinator, Shri S. Srikant. The same kind of impromptu meeting (of 70 persons) took place in the Biligere Mandal Panchayat building at 8 p.m. It was a day of rich encounters for the visiting team.

CONCLUSION

Subsequent to Shri Sundara Rajan's visit in April '92, a conscious and considerable extent of preparations have taken place in the 3 taluqs visited by the Team in Mysore, heralding the first phase of the district TLC. The detailed **report enclosed** fully evidences this and quite a credible earnest of the local enthusiasm generated. The core group of the Deputy Commissioner, the Chief Secretary of Zilla Parishad, and the Director of SRC,

appear fully confident of executing the TLC successfully with the visible community support that they enjoy.

Accordingly, the Visiting Team recommends for the consideration and approval of the NLMA EC the TLC proposal (Phase I) of the Mysore District to cover 1.5 lakh learners in the taluqs of HD Kote, Hunsur and T. Narasipura.

This is subject to the decision of the NLMA EC as to whether the entire district is to be covered in a total of 2 years as mentioned earlier in this Report, or over 3 years as in the Project document.

The total budget of Rs. 98.15 lakhs (for Phase I) yielding the per learner cost of Rs. 65.40 appears quite acceptable.

TLC Mysore (Phase-I) FINANCIAL REQUIREMENTS 1992-93

	Rs. in lakhs		
1. Survey @ 50 Re per illiterate	0.75	(8 + 16) per x Rs 15 x 9 days	0.0270
2. Literacy kits @ Rs 30 per unit	49.50	(5) Village level co-ordinators	
3. Training	21.56	100 per x Rs 15 x 9 days	0.1485
4. Environment building	7.74	Total	18.6300
5. Motivation material	2.99	IV. Environment building :	
6. Monitoring & evaluation	4.80	(1) District Level Conventions	
7. Management	10.91	4 @ Rs 5000 each	0.20
Total	98.15	(2) Taluk level Conventions	
		10 @ Rs 2500 x 3 taluks	0.75
		(3) Pilot survey cycle Jathas	
		(1 in each sub-project)	
		7 @ Rs 5000 each	0.35
		(4) Kala Jathas (2 troupes in each	
		sub-project)	
		7 x 2 x 45 days x Rs 800	5.04
		(5) Kala Jatha training programme	
		7 x Rs 20,000	1.40
		Total	7.74

The cost of the programme for 1.50 lakh illiterates works out to Rs 65.4 per illiterate.

Detailed financial proposals (Totals in Rs lakhs)

I. Survey	0.5 x 1,50,000	0.75
II. Literacy Kits		
a) Learners	30 x 1,50,000	45.00
b) Volunteers	30 x 1,50,000	4.50
Total		49.50

III. Training Programmes

(A) (1) Dist. Level Resource persons		
20 per x Rs 20 x 9 days	0.3600	
(2) Master trainers		
550 per x Rs 20 x 9 days	0.9900	
(3) Volunteers		
15,000 per x Rs 15 x 9 days	20.2500	
Total	21.2700	
(B) (1) District level Co-ordinators		
5 per x Rs 20 x 9 days	0.0090	
(2) Taluk Chief Co-ordinators		
3 per x Rs 20 x 9 days	0.0054	
(3) Sub-Project Co-ordinators		
7 per x Rs 20 x 9 days	0.0126	
(4) Taluk and sub-project Assistants		

V. Motivational materials

(1) Flags 1000 x 20	0.200
(2) Banners 1000 x 40	0.400
(3) Badges 10000 x 2	0.200
(4) Posters 10000 x 1.50	0.150
(5) Wall Writing (stencil & colour)	
7 x 2000	0.140
(6) Wall painting (picture & slogan)	
300 x Rs. 120	0.360
(7) Audio Cassettes 60 x 35	0.021
(8) Stickers, Folders, booklets, & pamphlets etc.	0.025
(9) Competition among illiterates (like sports, cooking, rangoli & animals.	0.500
(10) News letters	1.000
Total	2.990

VI. Monitoring and evaluation	
(1) Monitoring format data-base	1.05
(2) Documentation Video, photo, reports	0.70
(3) Certificates (Neo - literates & Volunteers)	1.40
(4) Neo - literates melas 7 sub-pr x Rs. 20000	1.40
Total	4.80

VII. Management	
(1) Honorarium	
(a) District level Co-ordinators 5 per x Rs 1500 x 10 mths.	0.75
(b) Taluk Co-ordinators 3 per x Rs 1000 x 10 mths	0.30
(c) Sub-project Co-ordinators 7 per x Rs 600 x 10 mths	0.42
(d) Taluk and sub-project assistants (6+14) per x Rs 300 x 9 mths	0.54
(e) Village level preraks 150 per x Rs 200 x 10 mths	3.00
(f) Cultural troupes members (7 x 20) per x Rs 200 x 5 mths	1.40
(2) Vehicle Hire Rs 2.50 x 20000 Kms x 7 veh x 10 mths	3.50
(3) T.A. & D.A. for core staff & resource persons for the entire campaign	0.50
(4) Contingency	0.50
Total	10.91

**TLC – TEN STEPS OF
OPERATIONALISATION**

1992-93 :

1. H. D. Kote

2. Hunsur

3. T. Narasipura

1. PRE-JATHA Aug. to Oct. 92

— CONSULTATION AND CONSENSUS

— INVOLVING POLITICAL PARTIES,
TEACHERS, STUDENTS, CULTURAL

GROUPS

— IDENTIFICATION OF CORE TEAM
— PROJECT FORMULATION

**2. CREATION OF ORGANISATIONAL
STRUCTURE** Sept. to Nov. 92

— ZSS
— BLOCK/GP/VILLAGE LEVEL STRUCTURES

— ZSS
— BLOCK/GP/VILLAGE LEVEL STRUCTURES

— ORIENTATION OF PERSONNEL

3. SURVEY Nov. 92

— FOR ENUMERATION
— FOR INTERACTIVITY
— FOR IDENTIFICATION OF MT/VT

4. JATHA Nov. to Dec. 92

— CULTURAL TROUPES VISIT EVERY VILLAGE
— STANDARDISED MESSAGES
— REPEAT JATHAS AS NECESSARY

**5. TEACHING/LEARNING MATERIAL
PRODUCTION AND DISTRIBUTION**

Sept. to Nov. 92

— LOCAL RELEVANCE
— CONFORMING TO IPCL

6. TRAINING Dec. to Jan. 93

— THRU RPs AND MTs
— TRAINING OF VTs - PRIMER SPECIFIC
— RECURRENT TRAINING

7. LITERACY INSTRUCTION

Feb. to July 93

— VT-LEARNER AVERAGE 1:10
— COMMUNITY PRESSURE FOR REGULAR PARTICIPATION
— SUSTAINED MOTIVATION

8. EVALUATION June to Aug. 93

— ONGOING
— EXTERNAL AGENCY ON SAMPLE BASIS
— LEARNING LEVEL RELATED

- 9. DECLARATION** Aug. 93
 — BASED ON EVALUATION
 — ACCOMPANIED SURVEY OF DROP-
 OUTS/UNCOVERED
 — CELEBRATION OF NEO-LITERATES

10. COMMENCEMENT OF PL/CE
 June to Aug. 93

**REPORT OF THE PRE-CAMPAIGN
 ACTIVITIES FOR TAKING UP TOTAL
 LITERACY CAMPAIGN IN MYSORE
 DISTRICT**

1) SAKSHARAVAHINI SAMITHI

The Mysore District Saksharavahini Samithi was formed on 28.1.1992 and the same has been registered with the Sub-Registrar, Mysore as per Karnataka State Registration Act 1960. The Registered Office of the Saksharavahini is Saksharavahini C/o Zilla Parishad, Near Law Court, Krishnaraja Boulevard Road, Mysore 570 005. (Registered Memorandum of Association of Saksharavahini Samithi is enclosed at Appendix-I.)

The Saksharavahini consists of the following :

- | | |
|---|---------------------|
| 1. District Minister, Mysore District | Honorary President |
| 2. Deputy Commissioner, Mysore | Executive President |
| 3. Chief Secretary, Zilla Parishad, Mysore District | President |
| 4. Sri Ksheerasagara, FEDINA VIKAS, H.D. Kote. | General Secretary |
| 5. District Adult Education Officer, Mysore | Treasurer |
| 6. All M.P.s of the District | Members |
| 7. All M.L.A.s and M.L.Cs of the District | -do- |
| 8. All Govt. Officials of the District | -do- |

- | | |
|--|------|
| 9. All Academicians of the District | -do- |
| 10. All Non Governmental Organisations of the District | -do- |

The Executive Committee consists of the following persons :

- | | |
|--|-------------|
| 1. Deputy Commissioner, Mysore District | Chairman |
| 2. Chief Secretary Zilla Parishad, Mysore | Co-Chairman |
| 3. District Adult Education Officer, Mysore | Treasurer |
| 4. Ksheera Sagara, FEDINA VIKAS, H.D. Kote | Secretary |
| 5. Director, State Resource Centre, Mysore | |
| 6. Deputy Secretary (Administration) Zilla Parishad, Mysore | |
| 7. Deputy Secretary (Development), Zilla Parishad, Mysore | |
| 8. Addl. Deputy Secretary, Zilla Parishad, Mysore | |
| 9. Headquarters Assistant to Deputy Commissioner, Mysore | |
| 10. Asst. Director, Women and Child Welfare, Mysore | |
| 11. Executive Engineer, Zilla Parishad Engineering Division, Mysore | |
| 12. Executive Enginner, Zilla Parishad Engineering Division, K. R. Nagar | |
| 13. District Health Officer, Mysore | |
| 14. Deputy Director of Public Instructions, Mysore | |
| 15. Dr. Balasubramanyam, Swamy Vivekananda Youth Movement | |
| 16. Sri Manohara Pillai, MYRADA, H.D. Kote | |
| 17. Sri Rajegowda, Parivarthana, Hunsur | |

18. Sri Shivanna, Programme Co-ordinator, N.S.S. Mysore University
19. Smt. Vani, Mahila Samakhya (District Co-ordinator)
20. Sri Nataraj, Dist. Co-ordinator, Nehru Yuvaka Kendra, Mysore
21. Sri K. Basavaraj, Dist. Convenor, Bharathiya Jnana Vignana Samithi, Mysore

As can be seen from the composition of the committees adequate representation is given to both Government and Non-Governmental Organisations.

The Executive Committee has been delegated sufficient powers as a body to ensure that decision making is participatory at the District level.

2) GOVERNMENT MACHINERY

The entire District Administration is headed by the Deputy Commissioner. All the Development departments come under the Zilla Parishad of which the Deputy Commissioner is the Administrator and the Chief Secretary is Executive head. All the Government Departments have been exposed to the idea of the Campaign and the commitment required to make it into a success. The entire Government machinery is fully committed to the programme of Total Literacy. The Taluk level officers also have been explained about the Campaign and they have understood the processes involved in the Total Literacy Campaign in terms of their dedication, the nature of the Campaign and their role in the Campaign.

Circulars have also been issued by the Deputy Commissioner and the Chief Secretary of the Zilla Parishad to all the Government Departments. (Copies of the Circulars issued are enclosed at Appendix II.)

3) NON GOVERNMENTAL ORGANISATIONS

Mysore District has as many as 23 voluntary organisations which are actively involved in Social work and other activities which entail mass public participation in various fields. (An exhaustive list of the Non Governmental Voluntary Organisations is given in Appendix III).

However, major Non Governmental Organisations are listed below:

1. Vivekananda Girijana Kalyana Kendra, Biligiri Rangana Hills, Yelandur Taluk
2. DEEDS, H.D. Kote
3. FEDINA VIKASA, H.D. Kote
4. Swamy Vivekananda Youth Movement, Brahmagiri, H.D. Kote Taluk
5. Organisation for the Development of People, Mysore
6. MYRADA, H.D. Kote
7. Mahila Samkhaya, Mysore
8. Sri Ramakrishna Ashrama, Mysore

Non Governmental Organisations as stated above have made a name for themselves in the field of Social work. They have plenty of experience in activities which involve mass participation at the grass root levels. Many of them have earned international recognition for their work, and have developed mass base in their jurisdictional areas. All the voluntary organisations were in their own way, even before the launch of the pre-campaign activities, working towards the goal of eradicating illiteracy. With the coming of Total Literacy Campaign to Mysore District all the Non Governmental Organisations have agreed to come under the umbrella of the Total Literacy Campaign and play a lead role in the Campaign.

A meeting of all the Non Governmental Organisations was called on 5.9.92 and the issue was discussed threadbare. The result of the meeting was that the Non Governmental Organisations unanimously agreed to fully participate in the Campaign at all the levels. (The meeting proceedings are at Appendix IV.)

In T. Narasipura taluk there are not many Non Governmental Organisations as in the case of Hunsur and H.D. Kote. However, Social Organisations like Dalitha Sangarsh Samithi, Rajya Rytha Sangha, Lions and Rotary Clubs have been involved in the campaign.

4) FORMATION OF BLOCK, MANDAL AND VILLAGE LEVEL COMMITTEES AND HOLDING OF CONVENTIONS

Initially the campaign is being launched in only 3 blocks namely :

(1) H.D. Kote (2) Hunsur (3) T. Narasipura.

(a) Block Level Committees and Conventions :

In two blocks the Block Level Committees have been formed.

The composition of the Block Level Committee is as follows :

H.D. KOTE TALUK

1. Sri Venkatesh, M.L.A., H.D. Kote Taluk, Honorary President
2. Sri S.M. Gangadharaiah, Tahsildar, H.D. Kote, Executive President
3. Sri Manohar Pillai, MYRADA, Vice President
4. Dr. Balasubramanya, Vivekananda Youth Movement, H.D. Kote, Vice President
5. Dr. Ifthikar Ahamed, Block Development Officer, H.D. Kote, Taluk President
6. Sri Chinnaswamy, A.E.O., H.D. Kote

Taluk, Treasurer

7. Sri Nanjundamurthy, Fedina Vikasa, H.D. Kote, Secretary
8. All Pradhans/Administrators, Mandal Panchayaths, Members
9. Smt. Jayamangala, President, Mahila Mandal Taluk Federation, H.D. Kote. Member

HUNSUR TALUK

1. Sri Chikkamadhu, M.L.A., Hunsur
Honorary President
2. Sri Kumara Naik, Assistant
Commissioner, Hunsur Sub Division,
Hunsur Executive President
3. Sri Shivashankar, B.D.O., Hunsur
President
4. Sri Kenchamaraiah, A.E.O., Hunsur
Treasurer
5. Sri Srikanth, DEEOs, Hunsur D,
Secretary
6. Sri Boregowda, Tehsildar, Hunsur
Member
7. Sri Girisha, Bharatiya Agro Industries
Foundation, Hunsur Member
8. Sri Rajegowda, Parivarthana, Hunsur
Member
9. Sri Hariharanandaswamy, Dalitha
Sangarsha Samithi, Hunsur Member
10. Sri Basavaraju, Taluk President, Rajya
Raitha Sangha, Hunsur Member
11. Smt. Sundramma, President, Mahila
Mandala Taluk Federation, Hunsur
Member
12. Sri Chandru, President, Budakattu
Krushikara Sangha, Hunsur Member
13. Sri Mahadevu, Taluk President,
Ambedkar Jan Jagruthi Mahasamithi,
Hunsur Member

T. NARASIPURA TALUK

On 15.9.1992 a meeting was held at Bannur T.M.C. Office wherein all the councillors and other members of the public

including Ex-Zilla Parishad members, neighbouring Mandal Pradhans, Nehru Yuvaka Kendra representatives etc., were present. It was decided that the Executive committee shall be formed under the leadership of the T.M.C. President Sri Krishnappa consisting of all the councillors. Sri Krishnappa also informed that sub-committees namely,

1. Publicity Committee
 2. Women and Child Welfare Committee
 3. Health Committee
 4. Volunteers Committee
- are in the process of being formed.

The following number of convention have already been held in the Talukas :

H.D. Kote	8
Hunsur	5
T. Narasipura	1

(Block level convention proceedings of H.D. Kote taluk are placed at Appendix-V).

(b) Mandal Level Committees and Conventions

In H.D. Kote Taluk, Mandal level committees for all the 16 Mandals have been formed. In Hunsur Taluk out of 12 Mandals, Mandal level committees have been formed in 8 Mandals. In T. Narasipura Taluk, out of 18 Mandals Mandal level committees have been formed in 2 Mandals. These Mandal level committees have been formed at the time of holding Mandal level conventions and such committees were recommended by the people and participants of the conventions. (A sample of the resolutions passed by the Hanagodu Mandal convention of Hunsur Taluk is placed at Appendix VI.)

(c) Village Level Committees and Conventions

25 percent of the Village level Committees

have been formed in H.D. Kote Taluk. So also in the case of Hunsur Taluk. In T. Narasipura Taluk the process of formation of village Level Committees is under way. The process of identifying contact persons in villages is under progress. In about 1/3 of villages these contact persons have been identified.

5. ENVIRONMENT BUILDING

H.D. KOTE TALUK

Environment building work started in H.D. Kote Taluk as early as in November 1991. Due to the presence of a large number of Non Governmental Organisations in this Taluk more block level conventions, Kala Jathas, meetings etc., have been held. The political parties and MLA have also been involved and various meetings under the leadership of MLA have been held. The services of Dr. Ifthikar Ahamed, Block Development Officer of this block who has worked in Mandya District Literacy Campaign is an added advantage for this campaign. One Taluk level Officer was placed incharge of each Mandal and he was asked to hold meetings at Mandal levels and conduct survey of illiterates in any one of the villages of that Mandal. All the 16 Mandals have been covered in this way. On 8.6.1992 at Uyyamballi village along with Jatha programme plantation of seedlings was also taken up. Wall writings have been made in most of the villages. Many young poets, artists have composed songs and slogans on the theme of Literacy and Health — "AKSHARA-AROGYA". A very wide publicity has been given to these functions in the local newspapers. On 15.9.92, International Literacy Day was celebrated in which Government Officials, Non Governmental Organisations, President, Taluka Mahila Federation, Rajya Raitha Sangha Members,

Dalitha Sangarsha Samithi members etc. participated. After the meeting and the review of the progress regarding formation of Mandal Level and Village Level Committees, a Kala Jatha was held in H.D. Kote town in which Kolata artists, singers, school children with band set holding aloft literacy placards and other members of the public participated. Around 400 persons participated in the Jatha, which was also the local market day.

HUNSUR TALUK

In Hunsur Taluk DEEDS a voluntary organisation has taken a lot of interest and with the help of Dalitha Sangarsha Samithi, they have held Mandal meetings and conventions. At the Taluk level too, conventions have been held where people from all walks of life participated. A Kala Jatha was also arranged in Hunsur town on 19.9.1992 in which more than 2000 persons participated. Handbills, paper cuttings, photographs of the meetings, conventions, seedling, plantations and cultural programmes held in H.D. Kote and Hunsur Taluk are enclosed vide Appendix VII.

High school Headmasters and Principals of colleges were present for the meetings, conventions and Kala Jathas and they have been made to understand about the Total Literacy Campaign.

6. IDENTIFICATION OF CULTURAL TROUPES

The following cultural troupes have been identified:

H.D. KOTE TALUK

- | | | |
|---------------------|---------------------|------------------|
| 1. Sri R. Siddaiah | Songs, Street plays | 10 to 12 members |
| 2. Smt. Padma Group | Puppetry show team | 4 members |
| 3. Sri Nagesh | Poet and Singer | 3 members |

- | | | |
|--|----------------------|------------|
| 4. Sri Vital Nanachi and dasu-Tribal teams | Songs, street plays | 15 members |
| 5. Sri Kendagannappa | Songs & Street plays | 10 members |
| 6. Nehru Yuvaka Kendra team | Songs & Street plays | 15 members |
| 7. Anganavadi teachers team | Songs & Drama | 12 members |

HUNSUR TALUK

- | | | |
|--|--------------------------------|------------|
| 1. Dalitha Kala Mandali | Songs, Street plays | 20 members |
| 2. Budakattu Ranga Vedike | Songs, Street plays and Kolata | 12 members |
| 3. T.P.S. Sports and cultural association team | Drama | 10 members |
| 4. Ambedkar Kala Mandali | Street plays | 10 members |
| 5. V.N. Das and Group | Songs and Drama | 8 members |

These cultural troupes have already given performances on themes of Literacy Campaign, eradication of social evils, village sanitation etc. They have composed songs on "AKSHARA-AROGHYA programme. One popular drama staged by local artists at Taluk and Mandal level is "Hebbettu" meaning thumb-impression.

Mysore District is fortunately blessed with a number of literary figures, dramatists and other cultural artists. Rangayana, Samudaya, Samathenthoo and Jana Mana are some of the few organisations who are well known for their street plays and other cultural activities. These organisations have agreed to impart training for environment building to the local cultural groups already identified. Such training will begin from 10 October 1992, after Dasara festival. In addition to the

drama troupes, village artists of folk music, kolata, folk dance etc. have been identified. Their services will be made use of at the time of Kala Jathas. Composing of songs and preparations of scripts for dramas and skits on the theme of Akshara and Arogya jointly is already under progress.

The local cultural troupes have started spreading the message on Akshara Arogya through street plays, songs, skits etc. The N.S.S. volunteers held a street play at the time of inauguration of the campaign.

In the Kala Jatha conducted on 15.9.92 in H.D. Kote taluka, students and teachers of educational institutions participated holding placards in their hands. Each block is being given a van for cultural troupes to visit the villages, and spread the message of Akshara-Arogya. As mentioned earlier the artists of Rangayana, Samudaya, Jana-Mana and Samathentho who are well experienced in the field of street plays on subjects like literacy, social evils etc. will be the Master trainers for the local artists. Thus all the villages and hamlets of the 3 blocks are proposed to be covered.

In addition to this there is a puppetry cultural troupe in Mysore. They have already imparted training to local artists at block level. Some more persons will be identified at the Block level and training be imparted by taking the Master trainers to the Blocks.

7. IDENTIFICATION OF RESOURCE PERSONS AND FULL TIME STAFF

At the Block Level Conventions and meetings, 12 Resource persons have been identified for each block. These Resource persons are both from the Government and also Non Governmental Organisation. Some of these Resource persons have rich expe-

rience in such programmes involving mass public participation. (Names of the resource persons are given in Appendix VIII).

STAFF RESOURCE CENTRE

In addition, the Headquarters of the State Resource Centre of Karnataka is situated at Mysore. Discussions have taken place with the Director and staff of the State Resource Centre who have agreed to be the District Key Resource Team. This key Resource Team shall initially impart training to the resource persons. The assistance of the State Resource Centre will be taken even at the time of training of Master trainers and volunteers. The State Resource Centre is also involved in the preparation of learning and publicity materials.

FULL TIME STAFF

At the District Level Full time staff for office and other Total Literacy Campaign activities have been identified. Most of the Office staff are from the various Government Departments taken on secondment basis. Likewise the Secretary of the Saksharavahini Samithi is from FEDINA VIKAS, a voluntary organisation who is a full time Secretary. Similarly, in all the taluks full time staff have been identified. Thus at all levels a total of 10 full time staff have been identified.

8. LEARNING MATERIAL

It is proposed to have separate primers for the age groups 9 to 14 and 15 to 35. For the 9 to 14 age group the I.P.C.L. Review Committee approved primer which was used in Shimoga District shall be used. For the 15 to 35 age group primers 1 and 2 as prepared by the Staff Resource Centre which are already approved by the I.P.C.L. will be adopted without any changes. In the 3rd primer lessons which are district specific and

having more emphasis on health and sanitation shall be included.

A sub-committee consisting of (1) District Health Officer (2) Deputy Director of Public Instruction (3) Sri Shivanna, N.S.S. Programme Coordinator, Mysore University (4) Basavaraju Devanur State Resource Centre has been formed to look into the details for inclusion of such chapters. Those chapters which have relevance to the district and have already been approved by the I.P.C.L. Review Committee, shall be retained. In addition, Sri Lingadevaru Halemane, Ex-Director State Resource Centre shall also be consulted while writing the lessons.

9. TRAINING

A sub-committee with regard to training has been formed with the following persons :

1. Sri K. Ranganathan, Deputy Secretary, Zilla Parishad, Mysore
2. Sri M.R. Seetharama, Chief Medical Officer, Kenchanahally, H.D. Kote Taluk
3. Sri Natraj, Dist. co-ordinator, Nehru Yuvaka Kendra
4. Sri Chennabasappa, Shramika Vidya Peetha, Mysore
5. Sri Nagarajegowda, State Resource Centre, Mysore
6. Sri Varadaiah, State Resource Centre, Mysore

The sub-committee in their meeting held on 18.9.92 have proposed to include the following subjects in the curriculum and training schedule of the Resource persons, Master trainers and volunteers.

1. General Information and Profile of Mysore District
2. Scope and content of Total Literacy Campaign and CDD/WATSAN

3. Non Formal Education Programme
4. Teaching learning process
5. Adult Psychology
6. Personality Development
7. Man management and motivation
8. Leadership skills
9. Awareness concept
10. Structural analysis—existing social system
11. Participatory techniques
12. Group dynamics
13. Nutrition Education
14. Health Education
15. Monitoring and evaluation

Methodology

- (1) Lecture cum discussions in the class room.
- (2) Debate, group discussions, Team building exercise, Exercise in participatory techniques-outside the class room after class hours. (Report of the sub-committee is placed at Appendix IX.)

10. OTHER PREPARATORY WORKS

a) Formation of Sub-Committees at District Levels

The following District Level Sub-Committees have been formed :

(1) Environmental Sub-Committee

- (a) Sri Palakshaiah, Head Master, Santhamarhalli High School, Chamarajnagar
- (b) Sri Umashanker, Ex-Director, District Resource Unit, Arasikere
- (c) Sri Puttaswamynaik, Dalitha Sangarsha Samithi
- (d) Sri P. Somashekar, Reader in Kannada, J.S.S. College
- (e) Sri M. Krishnegowda, Lecturer in Kannada, Chamarajnagar

(2) Material Productions and Distribution Sub-Committee

- (a) Sri Shivanna, Programme Co-Ordinator, N.S.S. Mysore University
- (b) Sri Basavaraj Devanur, State Resource Centre, Mysore
- (c) Sri M.R. Govindarao Sindya, D.D.P.I., Mysore
- (d) Dr. Krishna Iyengar, District Health Officer, Mysore

(3) Training Sub-Committee

- (a) Sri K. Ranganathan, Deputy Secretary (Devpt.) Zilla Parishad, Mysore
- (b) Sri M.N. Natraj, Nehru Yuvaka Kendra, Mysore
- (c) Dr. Seetharam, Medical Officer, H.D. Kote
- (d) Sri Channabasappa, Shramika Vidya Peetha, Mysore
- (e) Sri Nagaraj, State Resource Centre, Mysore
- (f) Sri Varadaiah, State Resource Centre, Mysore

(4) Monitoring and Evaluation Sub-Committee

- (a) Sri Uday, CORD, Kushalanagar
- (b) Sri V. Girish Gowda, Deputy Secretary (Admn.) Zilla Parishad, Mysore
- (c) Sri Rajegowda, Parivarthan, Hunsur

(5) Women Sub-Committee

- (a) Smt. Vani, Mahila Samkhaya, Mysore
- (b) Sri B. Madaiah, Asst. Director of Women and Child Welfare, Mysore
- (c) Smt. Vandana Gurdhani, I.A.S., Probationer

(6) Health Sub-Committee

- (a) Dr. Balasubramanyam, Vivekananda

Youth Movement, H.D. Kote

- (b) Dr. Kulakarni, Professor and Head of the Department, Preventative and Social Medicines, K.R. Hospital
- (c) Dr. C.N. Nanjaiah, Asst. Professor, Anatomy, K.R. Hospital, Mysore

(7) Administration and Finance Sub-Committee

- (a) Sri Siddaiah, I.A.S., Deputy Commissioner, Mysore
- (b) Sri Sandeep Dave, I.A.S., Chief Secretary, Zilla Parishad, Mysore
- (c) Sri Srinivasmurthy, District Adult Education Officer, Mysore
- (d) Sri S.S. Pattanasetty, Addl. Deputy Secretary, Zilla Parishad, Mysore
- (e) Sri M. Venkateshappa, Chief Accounts Officer, Zilla Parishad, Mysore
- (f) Sri Ksheera Sagar, Secretary, Saksharavahini

Three Co-ordinators one for each Taluk have been identified who belong to Non Governmental sector. They are :

- (a) Sri Nanjundaiah, from Fedina Vikasa, H.D. Kote Taluk
- (b) Sri Srikanth, from DEEDS, Hunsur, Hunsur Taluk
- (c) Sri Ramappa, from Dalitha Sangarsha Samithi, T. Narasipura Tq.

On 9.9.1992 the Director of Mass Education, Government of Karnataka addressed a meeting of all the officers in general and the Executive Committee members in particular, and briefed the Officers about various aspects of the Total Literacy Campaign. (Proceedings of the meeting is placed at Appendix-X.)

INAUGURATION OF THE CAMPAIGN

On 18-9-1992 the Hon'ble Minister for Institutional Finance and Planning and Incharge District Minister Mysore District, Smt. K.S. Nagarathnamma formally launched the Akshara-Arogya Programme in Mysore District. M.L.As and M.L.Cs and other people's representatives, Govt. Officials, Non Governmental Organisation represen

tatives, members of the Public including the press persons were present. A Tribal cultural troupe performed along with some N.S.S. volunteers. (Newspaper cuttings and some photographs are placed at Appendix XI.)

In conclusion, Mysore district is prepared and fully geared up to take up the challenge of Total Literacy Campaign in the District immediately.

REPORT ON "OPERATION RESTORATION" FOR TLC TUMKUR

Date of visit : 13.9.1992

Name of the Visiting Officer :

Shri L. Mishra,
JS (AE) & DG (NLM),
Deptt of Education,
Govt of India

The Executive Committee of the National Literacy Mission Authority (NLMA), in its meeting held on 26.6.91, approved a proposal for total literacy campaign captioned "Sakshar Mitra" for Tumkur district for Rs. 171.20 lakhs. This was an innovative proposal which was formulated on the basis of an exercise captioned "Learning to unlearn". As reported by the then Deputy Commissioner Tumkur—Shri D. Satya Murty, 10 teams of officers and representatives of voluntary organisations stayed in 10 different villages of Tumkur district for one full day mixing freely and interacting with the members of the village community about the contours of the literacy programme. The action plan was formulated on the basis of this interaction. The "Sakshar Mitra" was registered as a society under the Societies Registration Act on 15.6.91 and within a fortnight the proposal was approved by the EC, NLMA. Unlike now, no pre-appraisal mission had then been conducted as the Deputy Commissioner, Tumkur, at the time of presentation, had demonstrated lot of imagination and exuded lot of confidence that he can implement it within an innovative framework. Subsequently, there

were reports about the slow pace and progress of the "Sakshar Mitra" which necessitated a visit by me on 7.10.91 followed by successive rounds of visit by the former Director of Mass Education, Karnataka — Shri R. Ramaseshan. All these reports listing several deficiencies and shortcomings in the manner of operationalisation of the campaign were shared with the Deputy Commissioner and his team and he was advised to proceed systematically within the ambit of the guidelines formulated and sent to all TLC districts by the NLMA. Despite best efforts, the campaign did not gather momentum and as against 30,000 centres, the latest coverage reported from Tumkur is of the order of 8,000 i.e. only 25% of the projected coverage. Subsequently, the Deputy Commissioner himself was transferred in June '92, when the campaign was in the midstream struggling hard to take-off and Shri H. Bhaskar joined as Deputy Commissioner on transfer from Shimoga.

I visited Tumkur for three and half hours (from 3.00 PM to 6.30 PM) on 13.9.92 and had a very close review of the latest status of the TLC in a meeting with the Deputy Commissioner, Chief Secretary, Zilla Parishad and Coordinators at the district, taluka and mandal levels. It was a heart to heart open talk which was conducted with lot of candour and freedom and enabled me to have an objective understanding of the factors which contributed to the setback in the campaign, the level of present achievement in the

campaign and the "Operation Restoration" which was required to be launched keeping in view the pitfalls, deficiencies and infirmities of the past and the present status. The following aspects came out of this review.

Organisation & Management

—Village level committees are reported to have been formed in respect of 2,500 villages. It is, however, difficult to say as to whether the committees are active or defunct.

—The campaign committees at the village, mandal and taluka level are expected to be people's committees comprising of representatives of Zilla Parishad, Praja Mandal Parishad and village panchayat. It appears that the term of the local self-governing bodies at the village, panchayat, taluka and district level expired in January '92. Some of the Mandal Pradhans are, however, continuing on adhoc basis by taking recourse to litigation in the Courts of Law and obtaining stay order for their continuance. Due to this uncertainty and adhocism, it is difficult to say if the campaign committees at the village, mandal and taluka level are really people's committees.

The ZSS, which was an unwieldy body earlier has now been reconstituted and has been considerably pruned in its size. The sub-committees for motivation & mobilisation, materials, training, monitoring & evaluation and women's sub-committee which were re-constituted in the light of my observations made in the wake of visit on 7.10.91 are also continuing.

—The campaign has a three-legged structure with one project and 25 sub-projects. The people's committees constitute the first leg

of the campaign, while the full-time area coordinators and the functionaries at the district and block level constitute the second and third leg respectively. There are 11 Coordinators at the district level, 9 Coordinators for 9 talukas and 2 Coordinators for Kuunigal taluka and 1 Coordinator for Tumkur municipality. There is one Coordinator each for 150 mandals and 2,500 village mitras for 2,500 villages. 25 to 30 officials at the district level and 18 to 20 officials at each of the talukas (drawn from agriculture, animal husbandry, sericulture, health & family welfare etc. departments) are functioning as the third leg of the structure. At the district level, a senior official has been made fully responsible for monitoring, supervision and coordination of all aspects of the campaign in a specific area and has been designated as the Nodal Officer. There are officials at the district and taluka levels who have been also made responsible for mobilisation of government employees and employees from statutory bodies, milk cooperatives, youth clubs, mahila mandals, etc.

—In the people's committees as well as amongst the full-time area coordinators and officials, the representation of women does not appear to be adequate (the representation being of the order of hardly 10 to 15%).

Survey

At the time of my first visit, the survey was to be conducted around 15th of December '91. On my advice, this was advanced to 24.11.91. The survey was conducted with the help of student volunteers even though no orientation was given to them to enable them to proceed with their work in a systematic

and methodical manner. The survey appears to have been conducted rather hurriedly and it was reported that while in some areas there could be cases of over-reporting, in several other areas there could be cases of under-reporting as well. The ZSS was, however, not inclined to conduct a repeat survey in a manner which could convert the survey from a head-counting exercise into a tool for mobilisation, motivation and environment building exercise as also a tool of planning for the entire campaign operation.

Environment Building

This was dealt with in my earlier report at considerable length. The present Deputy Commissioner feels that there is need for a shift in the strategy and methodology of environment building through Akshar Kalajatha performances of holding conventions for intensive inter-personal communication and puppetry & magic shows. He feels that the conventions at the village, mandal and taluka level will help in plugging the loopholes in the earlier survey as well as environment building and will bring the administration at the district, taluka and mandal level closer to the people on the one hand and would also help in spreading the message of literacy, recharging the environment, bringing about attitudinal changes in the attitude of teachers and students and bringing back volunteers (who had left into the fold of the campaign).

While puppetry as a folk form of art and medium of communication may have some relevance and, may produce some impact, magic-shows may not fit into our framework of thinking in the Mission which is rational and scientific while the former sounds obscurantist and totally outmoded as a tool of motivation (it may at best be a tool of

enchantment which is apposite of conscientisation which we advocate in the objectives of the Mission. Use of magic shows will validate and reinforce continuance of several occult and obscurantist practices alike animal slaughter (which is even now in vogue in several parts of Karnataka) which is brutal and abhorrent to civilised human conscience. The Deputy Commissioner was advised to be discrete, selective and circumspect in use of folk forms of art as medium of communication, motivation and mobilisation.

Training

According to the earlier action plan, the entire training activity was to be completed in December '91. The tight training schedule gave an impression that there was a possibility of diluting the quality of training. We had sounded the danger signals of such a tight training schedule. Accordingly, as a part of "Operation Restoration" exercise, the ZSS has drawn up one-day refresher training for the Resource Persons (65) on 21.9.91, two-day training for the Master Trainers (2,000) on 24th & 25th Sept '92 and four-day training for the Volunteer Teachers (30,000) from 27th to 30th Sept. '92.

Teaching-Learning Materials

The original project report had assessed 3.27 lakh learners in 9-35 age-group of which 50,000 were to come from children in 9-14 age-group and 33,000 volunteers. Of the 2.90 lakh learners in 15-35 age-group, 80,000 appear to have been covered in the 8,000 learning centres as of date and Primer-I has already been supplied to them. As a matter of fact, it was reported that all of them have completed Book-I and 60% of them have appeared in the 3 tests at the end of Primer-I. These leave us with a balance of 2.10 lakh learners in 15-35

age-group and correspondingly we require 2.10 lakh Book-I Primers. As against this, only 70,000 Book-I primers are available and another 40,000 may be retrieved from the learners to whom the primers were supplied earlier with difficulty. In other words, nearly 1 lakh primers (Book-I) will be required to be produced for distribution necessitating an additional financial outlay of Rs. 15 to 20 lakhs (including the cost of primer, slate, pencil, lead pencil, etc.).

Few silver linings in the TLC, Tumkur

Notwithstanding the reverses suffered by the TLC, Tumkur in terms of tilting of the time-frame, generally a demotivating learning environment and the resultant poor coverage in terms of number of centres and number of learners enrolled therein, there are couple of silver linings which came out very clearly in course of the interaction with the Area Coordinators at the district, taluka and mandal levels. These are :

- At few places, learners have built their own learning centres by contributing materials and labour.
- Even though lighting continues to be a major problem in the teaching-learning activity, several Mandal Pradhans have come forward to supply lantern, kerosene, bulbs and wire to improve the physical environment and to facilitate the smooth running of the centres. Milk cooperative centres and community welfare centres built out of the JRY funds are also being converted into learning centres.
- Several cases of physically and orthopaedically handicapped persons who have been involved in the campaign, both as volunteers and learners, with lot of gusto, tempo and enthusiasm, the quality of performance of such persons is reported to be much superior to that in other cases.
- As elsewhere, TLC Tumkur has also brought about considerable social, linguistic and emotional integration. The social heterogeneity and caste barriers continue even now but these notwithstanding, there are cases where volunteers belonging to the upper caste are imparting literacy to learners belonging to SC community. There are several cases where the mother tongue of the learners is Urdu but they prefer to learn through Kannad medium which facilitates their assimilation and absorption of the native language, culture and milieu, which eventually leads to the identification with State mainstream.
- Alike Chipko Movement, which took place in the Garhwal region in the seventies for protection and conservation of environment by community and group action, committees have been formed in villages to protect trees and thereby conserve environment.
- The campaign has reinforced lot of inbuilt resistance amongst the learners in general and women learners in particular against the male addiction to alcoholism. Such resistance is growing against continuance of liquor shops in rural areas.
- Amongst the depressed sections of the society, it was reported that the Lambadis (belonging to ST community) are participating in the campaign both as teachers and learners. They are as active and energetic as they are receptive as learners.
- The story of an old man (above 60 years) himself attending learning centre with lot of enthusiasm and offering tea to potential learners from out of his meagre old age pension of Rs. 60/- per month with

a view to motivating them was yet another story of human interest.

It was generally stated that the campaign has unleashed lot of positive impact on health, hygiene, sanitation, immunisation, reduction of infant mortality rate, ORT, etc. It was also reported that parents attending adult literacy centres are demanding more schools for enrolment and retention of their children, more roads, potable drinking water, etc. While the demand for better community services, facilities and amenities is on the increase, the delivery mechanism is yet to be fully geared to meet the demand.

Specific Suggestions for success of “Operation Restoration” Tumkur Survey

- Since lot of doubts have been raised about the accuracy and authenticity of the door-to-door survey which was conducted on 24.11.91, it is necessary and desirable that the findings thereof be subjected to a thorough and critical scrutiny on a sample basis if not, on a cent percent basis. This can be attended to in the following manner:

The findings of the earlier survey have already been collected and compiled village-wise, GP-wise, mandal-wise, taluka-wise and for the district as a whole. We have Nodal Officers as well as full-time Area Coordinators at the district, taluka and mandal levels. Some of them may be local persons and may have intimate personal knowledge about the realities obtaining at the ground level. They may be entrusted with the scrutiny of the findings of the earlier survey on a random sample basis with a view to establishing the accuracy and authen

ticity of the survey beyond doubt. This will help in enrolment of potential learners who have been left out as well.

- On the basis of the findings of the earlier survey, matching and batching between the volunteers and potential learners has already taken place. Their services may be utilised for unearthing learners who may have been left out in respect of a particular village where the learning centres are functioning.
- It is a welcome step that conventions at the village, mandal and taluka level are being organised. This could be an appropriate forum for ascertaining from the people informations about potential learners in a particular age group who should have been enrolled in the campaign but who have been left-out, apart from finding out their willingness to learn.
- The teams of officers (for every Mandal, there is a core team of officials) who are going ground should also be able to find out as to whether potential learners willing to learn have been left-out.

Organisation & Management

- In the organisation & management structure of a campaign for total literacy, the role of people’s committees is extremely important. Members of such committees who are expected to emerge from conventions and are not to be hand-picked by administration, are expected to be the partners in the campaign instead of discharging ceremonial roles by mere entrances and exits of the meetings of the committees. Such committees must shun their ceremonial role, be reconstituted to compact and manageable bodies and be

activated with the help of contact persons in respect of every village and the responsibility for ensuring such activation of people's committees at the village level must be entrusted to the Area Coordinators at the mandal and taluka level.

- The next step after revival and strengthening of the village level committees will be activation of committees at the mandal and taluka levels. The ZSS should be able to have them reconstituted on the basis of the response which may be forthcoming through the conventions at the mandal and taluka level. The same principle for reorganisation and strengthening of these committees as in the case of committees at the village level should be kept in view.
- Steps may be initiated to organise orientation programmes for members of the committees at the taluka, mandal and village levels. The basic purpose of this orientation should be to motivate members to own the campaign, contribute to the campaign and participate in all activities of the campaign.
- In course of orientation of the members, they may be requested to undertake specific responsibility related to monitoring, supervision and coordination so that they become totally responsive to and responsible for the needs of the campaign and assign responsibilities for themselves which they can undertake.

Training

- A revised calendar for imparting recurrent training to volunteers, master trainers and resource persons has already been drawn-up. It is important that there is an evaluation at the end of this training by the trainees themselves and a professional evaluation by the trainers along with

other experts, whose services may have been requisitioned for training.

- While the training has to be primer-specific i.e. it must impart skills for transacting every lesson of the primer in an easy and effortless manner, training must also enable the participants to be more articulate and to unfold themselves with freedom and ease while learning to grapple with any situation in life with strength, courage and confidence.

Teaching-learning process and involvement of development functionaries therein

- Teaching-learning process should not be viewed in isolation to be only the responsibility of the volunteer and the learner. It is imperative that the members of the village campaign committee as well as development functionaries, such as agricultural assistant, health assistant, anganwadi supervisor, food inspector, ANMs, community health workers, etc. also make it a point to visit the teaching-learning centres once every week, spend some time with the volunteer and the learners and provide continuous motivation and exhortation to them. This link will prove to be invaluable when the services of development functionaries will have to be requisitioned for conducting simple and short duration training programmes in agriculture, animal husbandry, veterinary, soil conservation, forest, fisheries, etc. with the support and help of functionaries of development departments at the post-literacy & continuing education stage.
- With a view to generating and sustaining the necessary motivation for learning, competitions amongst learners as well as amongst volunteers in songs, slogans,

nukkad natak, posters, paintings, elocution, games and sports, Rangoli competitions, both on festive occasions as well as on normal occasions, could be organised. This will instil a sense of competitiveness apart from ensuring genuine participation in the teaching-learning process. Such competitions will also bring about the best of ingenuity and creative talent amongst the volunteers and learners, apart from instilling strength, courage and confidence in them.

- Every festive occasion like Pongal must be harnessed fully to the advantage of the teaching-learning process. Such examples exist in number of other TLC districts and the same could be profitably adopted and imbibed in Tumkur as well.
- Tests at the end of every primer should be so organised that they become group tests or community test which could be conducted in shape of a carnival in the most friendly and informal manner (reminiscent of the group tests in Tanzania where learners, irrespective of age & sex adorn themselves with bright attire and come in a festive mood to take the test in groups). This will take away the element of fear and inhibitions in the minds of the learners to face such tests and will enthuse and encourage them to take the tests in a totally non-threatening manner with lot of freedom and spontaneity.

Monitoring, Supervision & Coordination

- As in the case of members of the people's committees, immediate steps may be taken for orientation of all the full-time Area Coordinators and district & block level functionaries. The primary purpose of this orientation is not so much to

impart informations and skills to them as to bring about an attitudinal changes and promote a spirit of emotional involvement in them so that they are encouraged to own the campaign, contribute to the campaign and participate in the campaign. It is important that the Nodal Persons and the full-time Area Coordinators spend sufficiently long hours in visiting the learning centres, wherever centres are functioning, and in meeting the members of the people's committees where centres are yet to be opened to impress on them that this is their programme; they have to own it and do it and Govt functionaries and outsiders can only act as facilitators and promoters.

- A very good initiative has been taken by the Deputy Commissioner to issue an identity card in favour of every volunteer with his/her photograph, name of the volunteer, name of the master trainer, names of 10 learners, details of age and sex etc. on the one hand and a letter of appeal to all volunteers listing out their duties and responsibilities in terms of mobilisation, enrolment & retention of learners, formation of village committees, filling-up the volunteers' card, teaching the learners as to how to sing a song in chorus, etc. on the other. Such a letter has actually been issued under the signature of the DC as well as the Chief Secretary, Zilla Parishad, Secretary & Joint Secretary of the ZSS.
- The Deputy Commissioner has also changed the name of Sakshar Mitra to Saksharkalpabriksha. Though the new name sounds classical, it is appropriate in as much as briksha symbolises a picture of green which will be synonymous with conservation of environment & Kalpa

briksha conjures up the image of something which yields. This will make people emotionally feel sanguine of success in the campaign.

— Since women constitute the most important and formidable component in the campaign, both as learners as well as volunteers, and their participation has been found to be low, it is imperative that a similar initiative be taken by the Chief Secretary, Zilla Parishad to issue a letter of appeal to all women functionaries of the development departments (about 20) under her to mobilise and enrol as many women learners, women volunteers, women master trainers and women area co-ordinators as possible.

— Monitoring is of two types. The first is district specific MIS, implying development of a system of reporting within the TLC and second a system of reporting from the TLC to the State Govt and NLMA. The TLC Tumkur appears to be weak in regard to both. We need, therefore, to design a foolproof system by which whatever is happening on the ground not only gets reported correctly and faithfully and in time but also gets cross-checked by another set of functionaries so that its accuracy and authenticity is established beyond doubt. The central objective of district specific MIS is two-fold, namely — participation and correction. When the village level coordinator or village mitra sends a copy of the report to the village level committee and the same is discussed by the members, it ensures participation of the village community in the affairs of the campaign. When the deficiencies and shortcomings are found in the campaign and correctives are applied within the

ambit of the delegated responsibilities at a particular level, the same is said to be correctional. If such a system is adopted which ensures both participation and correction, the central objective of MIS is fulfilled to a large extent. It is imperative that the ZSS designs formats for such a system of reporting which should be preferably simple, intelligible and which will ensure that reports sent are usable at a particular level.

Conclusion

One of the main reasons which contributed to the failure of Sakshar Mitra, Tumkur was the insensitivity and lack of amenability of the District Administration to new ideas and suggestions. The issues, problems, constraints and challenges inhibiting the pace and tempo of the campaign were never discussed openly; solutions were never sought or found on the basis of a consensus. It is a happy augury that with the joining of Shri H. Bhaskar as Deputy Commissioner, Tumkur, this major lacuna or omission in the campaign is sought to be corrected. Shri Bhaskar, who was Chief Secretary, Zilla Parishad has laid a solid foundation for total literacy campaign at Shimoga and who ever since joining as the Deputy Commissioner, Tumkur in June '92, has been working unremittingly to resurrect the pace, tempo and momentum of the campaign and is certainly more open, more friendly and more amenable to ideas and suggestions than his predecessor. This is a major silver lining in the campaign. The Chief Secretary, Zilla Parishad, Tumkur - Smt. Amita Prasad, who has been a true friend of Sakshar Mitra from the beginning, who controls all the development departments (20) and who is as open, as responsive and as amenable to ideas and suggestions as the DC, is yet another

positive and supportive force in the campaign. She is also appreciative of the importance of mobilisation and enrolment of women in the campaign in a big way and is willing to go to any extent, even to the extent of issuing a letter of appeal to all Anganwadi workers, Health Guides and other women functionaries at the village and panchayat levels whose support at this hour could be considered to be invaluable. The Deputy Commissioner and Chief Secretary, Zilla Parishad have started thinking, planning and working together and this is what has added a new dimension to the campaign. It is most encouraging to note that they have not spared anyone in the retrieval or revival mission. Functionaries of all departments (both regulatory and development) down the line have been mobilised and are being mobilised and their ungrudging support is being assured. Yet another major silver lining on the horizon is the strong presence of BGVS in the district. There are a good number of their activists who have a genuine urge, inclination and commitment to work for literacy as a movement of the people. The State level Coordinator — Shri Yatiraju happens to be

the Secretary of “Sakshar Mitra” (now Aksharkalpabriksha) and is fully involved in the work of the TLC. What is more heartening is that the district administration and the BGVS are planning together and working together in total synergy. This symbiotic relationship will be crucial to the success of the campaign.

Lastly, the Coordinators at the district, taluka and mandal level appear to be tired and worn-out but have not given up. They are full of hope & faith, confidence and optimism that whatever little has been lost could be regained. With this happy setting and with adoption of a little more systematic, methodical and organised approach for better monitoring, supervision and coordination, it should be possible to put Sakshar Mitra, Tumkur back on the rails. Even if it means some additional expenditure by way of fresh supply of materials which have been supplied at one point of time and which seems to have been lost and could not be retrieved at this point of time, it is worth trying to retrieve the lost pace and momentum of the campaign than that leaving it in the midstream.

REVIEW REPORT ON "AKSHAR TUNGA" SHIMOGA

Date of Visit : 14.9.1992

Name of the Visiting Officer :

Shri L. Mishra, JS(AE) & DG (NLM), Deptt of Education, New Delhi

I had been to Shimoga for a day i.e. 14.9.92 on an invitation from the Station Director, Doordarshan Kendra, Bangalore—Shri K.M. Anees-Ul-Haq to attend the valedictory function of a Multi Media Campaign at Hoshnagar (at a distance of 70 kms. from Shimoga). Conceptually speaking, the multi media campaign is the confluence of creative forces and energies which is conducted over a specified period of time, say one week to a fortnight. Various folk forms of art are harnessed together for this purpose; the folk artists and the master artists who have been given orientation through workshops to design skits, nukkad natak, street theatres, role-plays, simulation exercises, etc. are taken round for folk performances in selected villages and are brought to a common point of convergence alongwith the representatives, of All India Radio, Doordarshan, Song & Drama Division, DAVP and various other cultural associations. They are felicitated and honoured by the community for their contribution to the campaign for total literacy. In this case, the folk cultural troupes, alongwith 22 field units of Central and State Govts and voluntary agencies, covered over 300 villages of Shimoga district and converged at Hoshnagar for a valedictory function of the week long event under the

auspices of the Inter-Media Publicity Coordination Committee, Karnataka and Akshar Tunga, Shimoga. I was invited to deliver the key note address on this occasion which I had accepted. I also availed of this opportunity of meeting the Deputy Commissioner, Chief Secretary, Zilla Parishad, Chief Project Coordinator, other Area Coordinators at district, taluka, mandal & village level, to interact with them as also with the learners, master trainers & resource persons to share their excitement and joy on this occasion as also to critically evaluate the status of Akshar Tunga. On the basis of this visit and the interactions, a gist of impressions emanating therefrom has been recorded and is placed below.

Historical & Cultural background

Shimoga derives its name either from Shiva Mukha, the face of Shiva or from Shimoga, Sweet Pot, an appellation given to it by a Rishi. The district is almost synonymous with Malnad or hill countrying is a land of indescribable beauty as also of hoary cultural heritage. The first is represented by tropical forests and mountains, luxuriant gardens of verdant green abounding with tall, stately and elegant areca palm (nagar taluka), 'the kans of sorab, with the rich hues of wild cinnamon and the sombre green of the jack, intermingled with the truncated leaf of the bagni palm, and the waving bunches of the pepper vine; the magnificent avenues of the dhupa tree in Sagar'—all combine to convert Shimoga into

a veritable haven of natural charm.

Culturally as rich as geographically, Shimoga came to be ruled by numerous rulers, the Mauryas, Guptas, Satavahanas, Kadambas, Gangas, Chalukyas of Badami, Chalukyas of Kalyana, Humchas, Kalachurjas, Hoyasalas, Gaudas, Vijaynagar empire and has also fallen a prey to alien incursions. In the process, it has witnessed confluence of many cultural forms and energies; has assimilated few and retained few. The multifaceted cultural forms are evident from the archaeological relics, copper plate inscriptions, temples, mosques, forts, etc.

Salient features of TLC, Shimoga

The "Akshar Tunga" is a campaign for total literacy for Shimoga district. Shri H. Bhaskar, former Chief Secretary, Zilla Parishad had attended couple of workshops organised by the NLMA for orientation and familiarisation of district officials. He was greatly motivated by what he heard from the representatives of some of the successful TLC districts and formulated an action plan for total literacy in Shimoga district under the auspices of a registered society named "Akshar Tunga". The project proposal was considered by the EC, NLMA in its meeting held on 13-14 October, 1991 at an estimated cost of Rs. 2.13 crores with the NLM share at Rs. 1.42 crores. Shri Bhaskar, Chief Secretary, Zilla Parishad had, right from the date of registration of the society on 1.10.91, proceeded systematically and methodically in formulation of the action plan, presentation of the salient features of the action plan before the EC, NLMA, identifying a very good team comprising of Chief Coordinator and other Coordinators at the district level, identifying and harnessing the folk forms of art for an effective inter-personal communi-

cation with the masses, audio & video documentation of the performances and creating all round churning for literacy with total devotion and commitment to the campaign approach for total literacy. He was shifted in June '92 when the campaign was in the midstream and has been succeeded by Shri B.L. Meena, Chief Secretary, Zilla Parishad who assumed charge as Executive Chairman of the Akshar Tunga in place of Shri Bhaskar. Ordinarily, a transfer of this nature would have been traumatic and would have caused severe dislocation to the pace and tempo of the campaign. It was, however, most refreshing and heartening to find that the present Chief Secretary, Zilla Parishad is equally committed to Akshar Tunga as his predecessor and due to the excellent team of volunteers built around the Akshar Tunga at the district, taluka and mandal levels, the campaign has not suffered any major setback and is now going on in full swing. It did suffer some setback due to heavy and continuous rains and there have been couple of instances of drop-outs of the volunteers and learners but all out efforts have been made to recapture the pace and momentum of the campaign and put it back on the rails. My interaction with the Chief Secretary, Zilla Parishad, the development functionaries working with and under him in different development departments, other functionaries at the district, taluka and mandal levels, BGVS functionaries and full-time coordinators as also the learners, neo-literates and volunteers brought out the following redeeming features of the campaign:

- The Chief Minister, Karnataka, who hails from Soraba in Sagar taluka of Shimoga district, has been so excited by developments taking place due to the TLC that he

keeps on exhorting that “Akshar Tunga” experiment should be repeated all over Karnataka and all over India.

- The name “Akshar Tunga” is most appropriate. It recaptures the image of Tungabhadra river which has been formed by the union at **Kudali** of the Tunga and the Bhadra, of which the former runs most of its course within the district in a north-easterly direction and is also an exhortation to all learners to reach the height of literacy (‘Akshar’ means ‘word’ and ‘Tunga’ means ‘height’).
- All political parties and representatives of the people (2 MPs and 7 MLAs) are positive, supportive and appreciative of literacy. They have participated in mass rallies, conventions, door-to-door contact with learners (Akshar Varta) and all other conceivable forums for spreading the message of literacy. Illustratively, Shri K.G. Shivappa, MP and Shri B. Swamirao, MLA not only participated in the valedictory function of the multimedia campaign at Hoshnagar but also spoke spiritedly putting literacy in its proper perspective and sharing their excitement and joy with the people of Shimoga on this historic occasion.
- The life of the local self-governing bodies i.e. Zilla Parishad, Mandal Panchayats and Village Panchayats expired on 12.1.92. Notwithstanding this, however, all ex-Members of Zilla Parishad, ex-Chairpersons of Panchayat Samitis and ex-Pradhans of Mandals are fully participating in the “Akshar Tunga” as enthusiastically as the MPs, MLAs and political parties.
- The “Akshar Tunga” has a Patrons’ Committee, which is headed by the CM. It

has met once. The Executive Committee and 5 sub-committees under the Chairmanship of the Deputy Commissioner and the District level Officers have been meeting regularly.

- Nodal Officers (9) have been appointed at the district level to take full responsibility for one taluka each. There are 24 sub-projects under the main project manned by 24 Full-time Area Coordinators at the taluka level (13 rural and 11 urban), each in charge of a specified number of mandals.
- The people’s campaign committees at the taluka level (9), mandal level (172) and village level (1900) have been formed.
- There are 2 to 3 Coordinators at the taluka and mandal level depending on the size of the population and the magnitude of the problem, while there is one coordinator for each village who acts as the Convenor of the Village level Committee.
- According to the existing system of monitoring, the village level convenor(s) sends a weekly report to the Mandal level. The Mandal level coordinator(s) sends a weekly report to the taluka level and the taluka level coordinator(s) sends a report once a fortnight to the district level.

Projections and achievements

- The following represents the gap between the projected coverage and the actual coverage in terms of number of centres, number of volunteers and numbr of learners:

	Projected coverage	Actual coverage
No. of centres	31,331	27,250
No. of volunteers	31,331	27,250
No. of learners	313,000	272,500

The following table represents the status of learners as on date :

Those who have completed Primer-I 2,00,000

Those who have completed Primer-II 1,75,000

Those who have completed Primer-III 90,000

(By the end of September '92, it is estimated that an additional 50,000 learners would have completed the three primers bringing the total number of learners to 1,40,00 necessitating the need for their joining the post-literacy & continuing education programme.)

- Of the 27,250 volunteers, 25% happen to be student volunteers. The rest come from the community of educated unemployed youth who have taken to teaching with lot of excitement and joy, pride and distinction.
- Shimoga is the first district in Karnataka to design a NFE Primer-I in a workshop of creative writers and artists from Shimoga and the experts from the NCERT. 25,000 children in 9-14 age-group have been learning the primer and are about to complete it.

Problems & constraints in teaching-learning process

The following critical issues came out in course of interaction with the functionaries of the campaign as also with the learners, volunteers, master trainers and resource persons:

- Shimoga district represents the Malnad region of Karnataka and is poorly electrified. Due to lack of electricity, in majority of the villages the lighting problem has been quite acute.
- Next to the problem of physical environment is the problem of absentism of the learners as well as volunteers due to pre-

occupations with the agricultural operations during rainy season which is distributed over 79 days, most of the rainfall (56.98 inches annual) being confined to the 3 months from June to August. The total rainfall during this period is 40 inches which means ½" rain every day, sufficient to cause flood and inundation of lower lying areas. Mobilisation of volunteers and learners during this period is extremely difficult and large scale drop-out is understandable. The rate of drop-out ranges between 1 to 5% amongst the learners and volunteers. 25% of the volunteers are drawn from the student community and many of them go in for higher studies in colleges resulting in shortfall in the number of volunteers.

- Quite apart from the vested interests who are conspicuous all over the district and who do not hesitate to discourage and demotivate the learners at the slightest opportunity, the Arrak problem is a major threat to the programme. This brings in its trail excessive addiction to alcoholism.

Other silver linings in the campaign— Stories of human interest

In addition to meeting large number of learners, neo-literates, volunteers, master trainers, resource persons, district & taluka level officers, full-time area coordinators, I had also the occasion to attend a symposium on Women & Literacy held at Guru Bhawan, Hoshnagar on 14.9.92 from 12.00 noon to 2.00 PM. This was a symposium meant for neo-literates and volunteers for their articulation and exposure to themes of women's equality and empowerment, inhibiting factors which impede access of girls and women to literacy and education and importance of substantial and effective participation of women at

various levels and in various processes of the campaign. The symposium was attended by the Station Directors of All India Radio and Doordarshan, Bangalore, number of leading women advocates, women activists from voluntary agencies like Jagruti, women teachers from a number of educational institutions etc. and they threw light on various aspects of women equality and empowerment through literacy and education. On the basis of my exposure to the statements made by them as also on the basis of my interaction with the learners, volunteers, master trainers, resource persons and area coordinators, several redeeming features of the campaign came out which are also stories of abiding human interest and are listed below:

- The hunger for learning of thousands of learners, both male and female, has remained uninhibited, notwithstanding heavy rainfall, pre-occupations with agricultural operations and host of other constraints.
- Physically and orthopaedically handicapped persons have been teaching as well as learning with as much gusto, tempo and enthusiasm as normal learners. Old age and disability has not been any impeding factor for learning. (Illustratively, a boy of 10 years, Nagaraja by name, is teaching 10 learners. Another boy with the same name who belongs to the SC community is teaching his parents and sisters.)
- Students of Class VII are able to teach adults with as much freedom, articulation and confidence as their elder counterparts in high schools and colleges.
- At several places, Govt functionaries who are literate are teaching illiterate Govt

employees.

- Several Govt employees have composed songs, have tuned them and rendered them as soulfully as they could be.
- One Assistant Education Officer (Shri Palankshapa of Hoshnagar) has named his son "Akshar".
- Muslim ladies have been found to be the most enthusiastic learners. An Urdu speaking lady in Harnalli village is teaching Kannad and Urdu speaking learners are learning Kannad. It was observed that by and large the preference is to learn through Kannad medium even though there are linguistic minorities speaking Urdu, Telugu and Tamil.
- Alike women, SC & ST volunteers and learners are effectively participating in the campaign. In Soraba, several SC & ST colonies are being effectively covered by non-SC volunteers. In yet another village, Taturbadageri, which is a fully SC village (population 2,000), initial resistance has been replaced by lot of enthusiasm due to personal initiative and interest of the Chief Executive Officer.
- The Sweepers' Colony in the steal town of Bhadravati has witnessed of late a new awakening. 25 Kalika Kendras are functioning exclusively for the Sweepers of the city and the colony itself has now been named as "Akshargyan Colony".

Some stories of outstanding learners, neo-literates and volunteers which were narrated to me are reproduced below:

- In Honalli, a lady was rejected by her proposed groom on account of being illiterate. She later made up her mind to learn and to become literate. She is now happily married.

- Sumitra, a dumb woman (35) in Honalli taluka attended the Kalika Kendra (the learning centre), completed the Primer-II and has now learnt to manage her affairs of the society and the bank independently. She has written to the Chief Executive Officer as a token of her appreciation. Yet another neo-literate who is a landless agricultural labourer, narrated with lot of confidence that she has opened a bank account and is able to operate the passbook on her own.
- In Karkikopa village in Sagar taluka, a lady named Savitri, who has completed Primer-II and is now learning Primer-III is teaching Primer-I to her husband. The correspondent of the AIR Station, Bangalore has visited the village and has tape recorded the story which will be broadcast.
- In Soraba taluka, both husband and wife are attending a learning centre, both have completed Primer-II, are fully motivated and are, in turn, motivating others to learn.
- A lady volunteer expressed before me with lot of excitement and joy that she is in the programme of her own and she would be happy to continue with the programme for a longer duration. She also feels that the programme should continue as a concept of lifelong learning.
- In several centres, it has been reported that when a learner is late, others get restive, and if the volunteer is late, others start demanding an explanation from the volunteer as to why he/she was late.
- The learners feel happy to write letters, to read newspapers and want to learn more. Many of them with whom I interacted are

able to read correctly with appropriate pause and are also able to sing in chorus. Learning makes them feel more confident in day-to-day lives. It helps their better familiarisation with the flora and fauna with the landscape, the overall environment and the geography & topography of the district. Neo-literates are able to open up and sing with lot of openness, freedom and spontaneity. Through these songs, they narrate with ease and confidence what they were, with what indignity they were treated in the past and how important, happy and satisfied they feel now. The CEO stated that there was an unprecedented awakening amongst the neo-literates and he has started receiving hundreds of letters from them. He has been overwhelmed with their warm and enthusiastic response to the programme and was feeling handicapped in terms of time and workload to respond to their letters.

The following picture emerged from an interaction with officers

“Akshar Tunga” has brought them closer to the people. They are public speaking, has become freer and clearer. They have overcome their such fright and shyness. Many of them have been motivated by the pride and patriotism of the volunteers. The gap obtaining between different departments—regulatory as well as developmental, has been bridged to a considerable extent. Lot of interaction is taking place between the development functionaries which would not have been possible without the “Akshar Tunga”. Such interaction is free, lively, resilient and enjoyable. In Honalli taluka, it was reported that officers have contributed towards the kerosene oil, apart from

providing their limited time, energy and resources to the teaching-learning process.

A summary of conclusions and recommendations

On the strength of my interaction with learners, neo-literates, volunteers, areacoordinators, district & block level officials, representatives of the people—MP & MLA and folk artists, I had the feeling that the TLC Shimoga has taken-off exceedingly well in a natural and spontaneous manner with the participation and involvement of all sections of the society. There have been problems in few pockets like slum areas of Shimoga town by way of resistance from learners or Ajkhalli village in Chennagiri taluka by way of resistance from vested interest groups (in the former even volunteers have been threatened by the vested interest groups). But these problems have been overcome with patience, persuasiveness and with the support and help of locally influential persons on the one hand and close coordination, bonhomie and rapport established between district level nodal officer, taluka and mandal level coordinators. In Shimoga town where resistance from the volunteers was at the peak, teaching-learning materials were distributed with the help of local people, the volunteers have been persuaded to start the Kalika Kendras and 400 Kalika Kendras are functioning now. Similar persuasive efforts yielded very good results in opening the required number of Kalika Kendras in Ajkhalli village in Chennagiri taluka. Even though some volunteers (mostly students who had to leave to pursue higher studies) had to leave in the middle, the organisers of “Akshar Tunga” have remained unruffled and have sent reinforcements (like in a military operation)

from out of the reserve. It was heartening to note that all the problem areas are being identified, locally influential leaders are being contacted, gram sandarsan sabhas are being conducted, door-to-door contact is being established, Akshar weeks are being celebrated, help of local artists is being taken to regenerate the environment and make literacy friendly.

All these are steps in the absolutely right direction. However, keeping in view the pace and progress of learning, the levels reached by different learners, the original time-frame, the present status of the TLC and the likely date by which all learners can reach the desired levels (laid down in NLM document), the following suggestions are made for consideration of organisers of “Akshar Tunga”:

- As at the end of August '92, 2.00 lakh learners are in Primer-I, 1.75 lakh learners are in Primer-II and 0.90 lakh learners are in Primer-III. It was stated that by the end of September '92, an additional 50,000 learners will be completing Primer-III bringing the total number of learners completing Primer-III to 1.40 lakhs. It should be ensured that these learners also qualify in the 9 tests (3 at the end of Primer-I, 3 at the end of Primer-II and 3 at the end of Primer-III) so that they can really reach sustainable levels of literacy and numeracy.
- For these 1.40 lakh learners or neo-literates who were expected to complete Primer-III by 30.9.92, a proposal for starting a Post-Literacy Programme for them may be taken up as early as possible. An action plan for this purpose may be prepared and submitted for consideration of EC, NLMA in its ensuing

meeting (8th & 9th October '92).

- The teaching-learning phase was launched on 14.4.92. It completed the 6 months phase by 14.9.92 (the day of my visit). Ideally, therefore, all the 3.13 lakh learners should have completed 3 IPCL primers by now. However, due to first draught and scarcity conditions (April-June '92) and later due to heavy rain (June-August '92) and pre-occupation of learners and volunteers in agricultural operations, the coverage has not been as expected and the pace of learning has been slow. We need to accelerate the pace and progress of learning so that the learners still struggling with Primer-I can be brought to the stage of Primer-II after completing the 3 tests. Similarly those learners who are still struggling with Primer-II should be brought over to Primer-III after completing the 6 tests. A time-frame for this entire operation should be fixed right now and a revised calendar listing out such changes in the time-frame may be drawn up at the earliest.
- To accelerate the pace of teaching-learning, few cycles of recurrent training for the volunteers, master trainers and resource persons may be organised as early as possible. This training should be 100% primer-specific and should enable the volunteers to transact the lessons of the primer with freedom and ease, confidence and conviviality.
- While for adult learners in 15-35 age-group, a set of multigraded and integrated primers in 3 parts has been introduced, for children in 9-14 age-group, a unified NFE primer captioned "Balasikhalike" has been introduced and 25,000 children are studying this primer. Since they will be completing this primer soon, a planning for starting the remaining 3 semesters of NFE to be covered over a period of 15-18 months should begin right from now.
- The CEO and Executive Chairman, "Akshar Tunga" has claimed sanction of an additional amount of Rs. 39.60 lakhs vide his letter No. TLC.AT.SMG.2067/91-92 dated 18.5.92 and reiterated vide DO No. TLC.AT.Addl.Budget/92-93/195. Of the additional claim of Rs. 39.60 lakhs, Rs. 13.04 lakhs are accounted for towards the cost of special primers for 9-14 age-group, Rs. 1.17 lakhs towards survey, Rs. 13.75 lakhs towards the cost of teaching-learning materials for adults, Rs. 2.16 lakhs towards Volunteers' Guide, Rs. 8.50 lakhs towards the cost of K. Oil and Rs. 90,000 towards evaluation. A voluntary agency called "School of Social Service, Rosni Nilaya, Mangalore" has been selected and entrusted with the responsibility for the external evaluation of learning outcome. They have completed the pre-launch evaluation and have completed mid-point evaluation on 3-4 August, '92. The estimates of additional cost (some not included in the original estimates and some in excess of what was stipulated in the original) appear to be modest and reasonable and warrants the consideration of NLMA for early action.
- The system of monitoring appears to be foolproof and has greatly helped in identifying the gaps and shortfalls in the TLC as also in applying correctives. The entire monitoring within the TLC system is taking place through a close knit mechanism i.e. through volunteers, mandal coordinators and sub-project coordinators. While the reports for and within the sub-project and project are

fairly upto date, there is considerable delay in transmission of the feed-back in the computerised format as also in a narrative form from the district to the

NLMA through the NICNET. The Ex-Chairman, Akshar Tunga needs to pay some attention to this.

REPORT OF THE PRE-APPRAISAL MISSION TO SANGLI

Date of Visit : 9.9.92 to 10.9.92

Name of the Visiting Officers :

1. Shri L. Mishra,

JS (AE) & DG (NLM)

Department of Education

Govt of India

2. Shri D.Y. Shingriar, Dy. Secretary (AE),

Directorate of Adult Education, Pune

BACKGROUND

It was in the first week of August '91 that the Collector, Sangli — Shri Sumit Mallick was invited to participate in a Collectors' Orientation & familiarisation workshop held at India International Centre, New Delhi. In all 45 District Collectors had participated in this conference and many of them had evinced positive initiative and interest to take up campaigns for total literacy (TLC) in their respective districts. As a matter of fact, 24 proposals have been received subsequent to this workshop from the participating Collectors and 19 proposals have been considered and approved by EC, NLMA.

The Collector, Sangli — Shri Mallick had, after attending the workshop, organised a door-to-door survey in his district in October '91 and on the basis of the findings of the survey, he had formulated and submitted a action plan to the State Govt for imparting functional literacy to 15-60 age-group numbering about 4.5 lakhs. The project proposal was forwarded to NLMA, alongwith proposals for Osmanabad, Bhid and Amravati, by the Education Secretary, Govt

of Maharashtra only on 2nd May '92. It did not contain specific recommendation of the State Govt but solicited the comments of NLMA.

Ordinarily on receipt of such proposals, a pre-appraisal mission is organised to assess the soundness and feasibility of the proposal on the ground. Due to pre-occupations and severe constraints of time, the visit could not be organised in May - August '92; it could take place only in the first week of September '92.

In course of its brief two day visit, the Mission met the Chairman, Vice-Chairman and Councillors of Zilla Parishad, Chairman and Members of Municipalities and Panchayat Samitis, Sarpanches and members of village panchayats, Chairmen and members of Literacy Samitis at the district, block and village levels, representatives of BGVS and voluntary agencies, Sub-divisional and Block Development Officers, other officials of Revenue, Panchayat, Education & Development Departments and interacted with them to know their perception and extent of interest and commitment to take up a total literacy programme in the district. The mission witnessed few specimens of the rich cultural energy of the people of the district at the municipal auditorium, Sangli and had a final round of discussion with the Collector and his colleagues before returning to their respective stations. The Collector & DM, Sangli — Shri Sumit Mallick was with the mission throughout and had, notwith

standing the heavy preoccupation of the District Administration with maintenance of law and order at the time of immersion ceremony of a week long Vinayak Chaturthi festival, made systematic arrangements for interaction with cross-sections of the society and for the field visits. The Chief Executive Officer, Zilla Parishad was, however, not available for consultations with the mission (he had gone to Bombay). The impressions of the mission are recorded below on the basis of these visits and discussions.

A brief profile of the district

In terms of geography and topography, Sangli is both well-endowed and under-endowed. The Jath, Kavathe-Mahankal and Atapadi talukas in the east adjoining Bijapur district of Karnataka have low rainfall, a dry and semi-arid landscape without much of irrigation, low cropping intensity and prone to migration. The remaining 5 talukas (Khanapur, Tasagaon, Sangli-Miraj, Islampur and Shirala) have moderate to high rainfall, fertile landscape (with black cotton soil), better irrigation facilities (including lift irrigation), higher cropping intensity and a cool and bracing climate. Historically and culturally rich, it is well-endowed in yet another sense. It has a concentration of sugar factories (8), cotton mills, large, medium & small industrial and commercial establishments and a large number of educational, cultural and technological institutions, many of whom can be harnessed for supporting the cause of literacy. Yet another positive indicator is the good location of the district on the Pune-Satara-Kolhapur track with a good network of communication & transport which will facilitate smooth flow of information (The district has 8979 kms. of all weather roads with Miraj as one of the major rail

junctions in the country). The primary (1526) and secondary (836) schools are fairly distributed among the 8 talukas and 646 GPs and this together with the high enrolment and minimal drop-out has led to a fairly high percentage of literacy (54.22%) which is higher than the national average.

While not much is known about the outcome of the traditional Centre-based programme, which was also honorarium based under RFLP and SAEP, (except through routine figures of enrolment) which was on the ground for 10 years, 139 JSNs set up under NLM are reported to have acted as good centres of mobilisation of social forces for literacy.

The district has a good network of voluntary agencies engaged in social, educational and cultural activities. The project proposal itself has listed 56 of them which are also evenly distributed in all the talukas. While it is not intended to farm out any area exclusively in favour of any VA for achieving the goal of total literacy (in a TLC, all VAs or those who are desirous of working for literacy are expected to work under and in close coordination with the umbrella of ZSS), the reservoir of academic and technical resource support possessed by some of them can be harnessed for the campaign.

There are additionally a number of good, well-meaning and conscientious persons in the district who are also committed to social action through literacy and education. The project proposal has listed 46 such persons (mostly men). Interaction of the mission with some of them would have been useful though limitations of time did not make it possible. Given their willing cooperation, they could constitute a rich source of resource support, particularly for environment building and training.

Salient features of the project proposal —How comprehensive and sound

Maharashtra has 30 districts and Sangli is the 9th district proposed to be covered by a TLC. The first phase of the TLC has successfully concluded in Wardha and Sindhudurg where the programme was implemented for potential learners in 15-35 age-group. Latur is in an advanced stage of the campaign (the campaign being about one year old) even though the reported coverage so far is only 70% of the total coverage. Pune got the initial spurt for launching the campaign on 11th July '91 and after initial preparation and an interregnum of 6 months, the teaching-learning phase commenced on 6th December '91. Even though the campaign is on the ground for more than 9 months, there are no signs of this coming to a successful close before March '93. There are several pitfalls and deficiencies in TLC, Pune which will be discussed in a separate report. TLCs at Parvani, Jalna, Nanded and Aurangabad have been taken up recently and they are at different stages of operationalisation. It remains a moot question as to whether we should go in for a new campaign at this stage when some of the campaigns sanctioned earlier (nearly a year ago) are yet to consolidate themselves. This is a point on which the State Govt will have to devote some attention and come to a decision. Regardless of this, however, the mission found the following to be the plus points and minus points in the project proposal, Sangli :

Plus Points

A strong local self-governing structure (Zilla Parishad, Panchayat Samitis, Panchayats, Municipalities, etc.), a good coordination and team spirit with which the District Administration, Zilla Parishad and

Panchayats have been working together, a very good district level Coordinator of BGVS — Shri Shankar Patil with about 25 activists deeply committed to literacy who had successfully performed Bharat Gyan Vigyan Jatha from 2.10.89 to 6.1.91, a good number of educational, cultural and technical institutions, a number of voluntary agencies devoted to social action for many years, a number of good samaritans willing to voluntarily extend their support and help to the campaign and the presence of Indian Institute of Education and JP Naik Centre for Education, Pune with a number of creative writers and artists, a rich folk culture and tradition are some of the important silver linings which deserve special mention in TLC, Sangli.

Minus Points

There are, however, few gaps, deficiencies and shortcomings in the action plan which need attention. These are :

The project proposal is in two parts. The first part deals with the salient features of the project, while the second part deals with the geographical, topographical and educational features of the district. Both could be appropriately combined into one document and the content narrated in a sequential order; there is no need for segregation.

A door-to-door survey of the status of literates and illiterates in the district has been conducted in October '91. The following aspects are missing from the project proposal:

- Number of volunteers who conducted the survey.
- How they were selected. Break-up between student and non-student

youth volunteers as also boys and girls.

- Whether they were given orientation prior to taking up the survey.
- Methodology of conducting the survey i.e. whether it was a simple enumeration exercise or an exercise for intensive contact and interaction with householders and the community as also an exercise for mobilisation and environment building.
- Whether the findings of the survey have been compiled GP-wise and made available to the GP level Campaign Committees for the purpose of matching and batching between volunteers and learners.

On the basis of the findings of the survey, total population and illiterate population in different age-groups (5-8, 9-14, 15-35 and 35-60) have been disaggregated. Illiterates in 15-60 age-group have been identified as the target age-group of the TLC. Except Kerala, Pondicherry and few districts of West Bengal, the general trend so far has been to cover illiterate population in 9-35 or 9-45 or at the most 9-50 age-group and not in 15-60 age-group. This is on account of the difficulty inherent in the process of creating and sustaining motivation for the people in elderly age-groups (beyond 50) as also the attendant problem of visual disability of such learners.

The Chapter on 'Motivation and Mobilisation' in the action plan centres round essentially non-jatha techniques, such as posters, banners, hoardings, wall-paintings, writings on vehicles and cinema slides etc. While non-jatha

techniques have some utility (though limited as the potential learners do not have easy access to them), in environment building exercise what we need most are techniques to arouse and awaken the masses (both illiterates and literates) and enable them to perceive and internalise the need for literacy. Cultural campaigns or Akshar Kalajathas serve an effective tool of such awareness generation and conscientisation. This aspect is conspicuous by its absence in the action plan. The Chapter on Training suffers from the following inadequacies and omissions:

- The duration of training i.e. 3 days is inadequate. Training of Resource Persons should be minimum 5 days in the first phase and (1+1) 2 days in the subsequent phases. This should be residential. Training of Master Trainers and Volunteers should be of minimum 9 days' duration and spread-over in 4 phases as below :
3 + 2 + 2 + 2
- It needs to be specifically stated again and again that training is primer specific and every phase of master trainers' and volunteers' training must enable them to effectively transport each and every lesson of the sets of multi-graded and integrated primers in 3 parts. The first 3 phases of training should be devoted to transaction of the content of the 3 primers and the last phase should be a refresher course.
- The training curriculum & course content which has to be primer-oriented should be designed accordingly.
- There has to be a proper evaluation of the impact of training after every phase and this should be specifically provided

for in the action plan.

- The Resource Persons and Master Trainers are not to be disbanded after training. Their services should be utilised for monitoring, supervision and coordination in addition to academic supervision of the pace and progress of teaching-learning process.
- In addition to training of RPs, MTs and VTs, we need to provide for orientation of members of people's campaign committees at the district, municipality, panchayat samiti and panchayat level as also orientation of district, block and panchayat level functionaries who will constitute the third leg of the campaign:
- While the composition of the People's Campaign Committees has been listed very broadly (though some of them are yet to be fully constituted), there appears to be some mix-up. The Zilla Saksharata Abhiyan Samiti should be a registered body (it has since been registered bearing Registration No. MH/3510/ Sangli) having two wings, namely (a) General Body or Patrons' Committee and (b) Executive Committee. The Executive Committee should have under its umbrella a few sub-committees notably for the following activities :
 - Survey
 - Mobilisation & Motivation
 - Training
 - Production & Distribution of materials
 - Monitoring, Evaluation & Coordination
 - Budget, Finance, Accounts & Administration

What has been listed in the project proposal as the composition of the District Saksharata Abhiyan Samiti should actually read as composition of the General Body or Council or Patrons'

Committee. What has been listed as the Chief Executive Committee should read as 'Executive Committee' and other committees for 'mobilisation & motivation', 'training', 'materials', 'monitoring & evaluation', 'finance' should be renamed as Sub-committees for

- Mobilisation & Motivation through cultural campaign
- Production & distribution of teaching learning materials & teaching aids
- Training
- Monitoring, Evaluation & Coordination
- Budget, Finance, Administration & Accounts.

There is no need for a Sub-committee for information collection as has been mentioned in the project proposal as this activity has already been covered under 'Monitoring, Evaluation & Coordination'. Instead, the ZSS may think of constituting a Sub-committee on Women which will deal with all aspects of mobilisation, motivation, enrolment, retention and participation of women at all levels in the TLC.

- From a bare reading of the Chapter on 'Monitoring & Management', it appears that the concept of people's committees at various levels has not been brought out very clearly. People's committees at various levels are expected to be an amalgam of cross-sections of the society who have the urge, inclination and commitment to work for literacy. They are not ordinary members in a routine ceremonial sense but are partners of an important process who have to pledge themselves fully to carry the process to its logical goal. Instead of, therefore, specifying the membership of the Executive Committee or Sub-committee

under the EC by designation or rank or status, it would only be appropriate if men and women of right attitudes, right perception and right calibre and character are chosen to man the EC as well as the Sub-committees under the EC so that they, in addition to being members, can be partners of the process, associated with the process and contribute their time, energy and resources to the furtherance of the goal. The manner in which the composition of the committees/sub-committees has been indicated in the project proposal imparts it a too formal, officer-oriented and ceremonial character. This impression needs to be corrected fully.

- Even though the Chapter is captioned 'Monitoring and Management', it fails to outline the process by which the reports will be collected at the village level, how they will flow upwards from the village to the panchayat level, from the panchayat to the block level and from the block to the district level, what interactivity will take place and between whom, who at what level will decide the nature of correctives to be applied and how to ensure a two-way flow of communication (both upward and downward) and sharing of information to ensure that the quality, content and impact of the campaign is maintained intact at all levels.
- Evaluation in the context of TLCs is of two types i.e. evaluation of learning outcome and programme/impact evaluation. The first is threefold i.e. (a) self-evaluation by the learner by attending drills and exercises; (b) evaluation by administering the tests internally by the volunteer; and (c) cross-checking the validity of the internal evaluation by

appointing a team of external evaluators by way of random sample tests (the Burdwan model has since been circulated among all TLC districts). The Chapter on 'Evaluation' needs to be redrafted to reflect the ethos and spirit of both evaluation of learning outcome as well as programme evaluation of learning outcome. While the reference to Tata Institute of Social Sciences could be in the context of programme evaluation by an external agency, we need to clearly spell out the process of internal and external evaluation of learning outcome.

- The estimates of cost should be completely reworked out with reference to the actual requirement and not by multiplying total number of potential learners by Rs. 65/-. Secondly, the estimates imply collection of Rs. 64.76 lakhs, which is not desirable. The total estimated cost will have to be apportioned between the NLMA and the State Govt in the ratio of 2:1. The rationale behind splitting up of the State share into two parts i.e. contribution by the State Govt and local contribution is not clear. Thirdly, the confusion has been worse confounded by adding the cost of 273 JSNs to be opened in secondary schools. JSN is one of the forms of post-literacy and continuing education and not the only form. In TLC, we are advocating a large scale voluntarism in all forms and at all levels while the Prerak in JSN is paid an honorarium of Rs. 200/- per month. We are also advocating a decentralised approach to post-literacy and continuing education implying thereby that there should be a post-literacy learning centre in every village and not in respect of every 5 villages as is

the case in JSN. Besides, what should be the form of post-literacy & continuing education should be decided at a later stage when the campaign has substantially progressed and when we have been able to assess the learning needs of the would-be neo-literates somewhat more realistically and not at the beginning of the TLC itself.

The manner in which the estimates of cost have been worked out gives an impression that we are more concerned with availability of resources (from a variety of sources) and not with the genuine requirement of funds under different heads i.e. survey, environment building, training, production & distribution of teaching-learning materials, monitoring & evaluation and some other inputs of management cost (mobility of functionaries for better monitoring, supervision & coordination, provision of lanterns and K. Oil in unelectrified areas, etc). The estimates of cost under each of the above heads need to be worked out in detail and according to the barest minimum requirement.

Interactivity and field visits — Impressions emerging therefrom

The Mission interacted with members of Zilla Parishad, Municipal Councillors, members of Panchayat Samitis and Panchayats, Chairman & members of People's Literacy Campaign Committees etc. The following impressions which emerged therefrom are listed below :

Interaction with Zilla Parishad

The statement made by the President, Zilla Parishad - Dr. Shivajeerao Naik was very positive, supportive and appreciative of the basic ethos and spirit of the TLC. Referring to the outstanding record of

achievement of Sangli (which has been the scene of action of Karmaveer Bhaurao Patil) in all spheres of development activity (the district won the second national award for outstanding work among all Zilla Parishads), he emphatically stated that all functionaries, irrespective of the department or rank or status, have to contribute to the work of total literacy not on account of being asked by any outside agency to do it but on their own and in a spirit of pride and patriotism. Even though the rate of literacy in the district was higher than the national average, this cannot be viewed with any complacency as the rate of female literacy in the district continues to be low. Lastly he added that Govt of India needs to be assured and reassured that people of Sangli want this total literacy programme and the same should be sanctioned. He assured that he alongwith other Councillors would strive hard to make Sangli an ideal district including a fully literate district.

Interaction with Block Saksharata Samiti at Tasagaon Block

Tasagaon is one of the larger panchayat samitis of the district, apart from being a small municipal town. The Saksharata Samiti has been formed, which has 27 members, 2 of whom are women. Even though a Mahila Mandal is in existence, it is not represented in the Samiti. The survey conducted in October '91 has put the total number of illiterates in 15-60 age-group at 54,882. A total number of 5,459 volunteers, 201 master trainers and 7 resource persons have also been identified. In the meeting of the Saksharata Samiti which the mission attended, there were representatives of voluntary agencies such as Swami Vivekanand Educational Society, teachers, lawyers, artists, poets, playwrights,

journalists, ex-Mayors, ex-Councillors, Chief Executive Officer, Nagarpalika, representatives of youth clubs, mahila sanghas, anganwadi workers, NSS workers etc. Some of them have been honoured for their outstanding work in folk forms of communication, some have helped in organising song and slogan competitions, while some have participated in Sindhudurg total literacy project. Interaction with such people was a rewarding experience and had brought out the following perceptions :

- The Saksharata Samiti at Block and Nagarpalika level is not representative in character. These committees do not have adequate representation of SC, women, backward classes and some of the nomadic tribes. The Samiti needs to be reconstituted to make it more broad-based and representative in character. It is only when representatives of some of the deprived sections of the society are associated with the work of the Samiti, it will make the task of communication with these sections possible.
- All adults in 15-35 age-group, who represent the most productive and reproductive members of that age-group must be enrolled in the campaign and must be made literate.
- Amongst the illiterate adults, people coming from the lower strata of the society such as Dowry & Dumbali, who belong to the SC community and who constitute 20 to 25% of the total population, should be given high priority and concentrated attention.
- There are lots of negative perceptions amongst the illiterates. There is also the problem of leisure and freedom which

contribute to lack of motivation for them to join the literacy classes. A sensitive and empathetic understanding of their working & living conditions contributing to the rigour and hardship of their lives, needs to be understood and appreciated before any attempt to arouse and awaken them by placing literacy in a proper perspective through cultural campaign is undertaken.

- Sex discrimination obtains on a large scale which has contributed to female illiteracy to a large extent. Illustratively, while boys are sent to school at the school going age, girls are made to look after the siblings resulting in deprivation of their access to educational opportunity. The cultural campaign must highlight that girls are as intelligent, as ingenuous and as important as a human resource as boys and, therefore, have to be treated alike as boys. This process should be further supplemented and strengthened by appointing a woman teacher in every school. It was pointed out that women teachers are available but male teachers are usually preferred.
- With a view to promoting female literacy, it was suggested that there are women who are known for their articulation, organising ability and cultural creativity. Such women should be spotted and brought to the ambit of the campaign and their contribution will make a qualitative difference in terms of mobilisation and participation of women learners and volunteers in the campaign.
- In order to ensure this, there should be adequate representation of women in all committees from the district level down

below with a minimum of 30%, backed by a programme of intensive orientation for these functionaries.

— With a view to providing a further spurt to this process, it was suggested that Mahila Mandals should be formed in every village. The District Administration must help in such formation by making available land and financial assistance for construction of Mahila Mandal buildings. There were suggestions for payment of both incentives and disincentives for literates and illiterates. Illustratively, it was suggested that people who are willing to work as volunteers should be given some incentives while those who are representatives of the people at the village level, municipality level, taluka level, nagarpalika level, etc. and who continue to be illiterate, should be barred by law from their entry to occupy such representative posts. It was further suggested that there should be disincentive for those illiterates who cannot sign their names by way of denial of ration, denial of bank loans, etc. Citing the factors which contributed to the failure of the traditional Centre-based programme, which was also honorarium based, it was pointed out that there was inordinate delay in supply of teaching-learning materials. It was stated that while there was lot of urge and interest for learning, the teaching-learning materials are seldom made available in time. This important omission should not be repeated if the success of the campaign has to be ensured.

Meeting at the Village Literacy Society, Limb and interaction with the teachers, students, women, youth, prerak as also the society members

— Limb village, which is located in Tasagaon block, is comparatively well-off in as much as of the total population of 1083, there are only 188 illiterates (male - 50 and female - 138) bringing the rate of literacy to 85% as against the district average of 60%. The village is the headquarters of a JSN with a Prerak (a woman) who appears to be well-informed and committed to literacy work. The environment in the village is surcharged with literacy in as much as the message of literacy is written on the walls of the school buildings and residential buildings, the NLM logo finds a place in all the trees and hillocks. Some of the wall writings are lyrical as well as motivational in their content and sight. Just to give two illustrations of wall writings which I came across in this village which are pregnant with meaning :

"वाचावे लिहावे
मनाने जगावे
आजचा विद्यार्थी
निरक्षरांला आधार
प्रौढ शिक्षण
विकासाचे लक्षण:"

"Read and write
Live with self-respect
Today's volunteer
Is the support for illiterates.
Adult Education
Sign of Development"

"आजचा साक्षर
देशाचा आधार
स्त्री शिक्षण, साक्षरता
प्रसारा चे साधन
साक्षरता दीप
लावू या, लोक जागृति करू या"

“Today’s literate
Support for nation’s strength
Female literacy programme
Instrument for (mass) literacy
Light the literacy lamp
Arouse people’s awareness”

“अराना चे तुटले बंधन
साक्षरतेचा जुडवा छन्द
साक्षरतेची साथ
छान विकासाची बात”

- Interaction with the Chairman, Vice-Chairman and members of the Village Literacy Society brought out very positive perceptions and deep commitment of the people to create a literate environment in their village and to translate that environment into a tangible action plan for literacy. This, however, does not appear to have been reflected amongst the people of the village who generally appear to be shy, introvert and withdrawn. Repeated persuasions did not prompt them to come to the stage and narrate their experience as neo-literates or as potential learners in the earlier Centre-based programme or how they feel towards the total literacy programme which is going to be launched in their district.

Meeting with the members of the Village level Literacy Society and interaction with teachers, students, women, youth and members of the Society at Village Mehisal

- Visit to Village Mehisal and interaction with the Sarpach (Kedarrao Shankarrao Shinde who happens to be a graduate engineer) and with the 15 members of the village literacy society provided a sharp contrast to the experience emanating from visit to Limb village. On account of

his educational qualification, clear perception, deep insight and commitment to education, the young, energetic Sarpanch, who heads the Village Education Committee, has imparted a new resilience and vitality to this village level body. As a matter of fact, he has been carrying on the programme entirely with his own initiative and with mobilisation of local resources for more than a year and in a very systematic and methodical manner. The village has a total population of 10,964. From the account presented by the Sarpanch, the following appears to be the literacy scenario of the village :

	<i>Total</i>	<i>Male</i>	<i>Female</i>
Population	10,964	5,684	5,280
Literate	8,832	4,837	3,995
Illiterate	2,132	848	1,284

- The door-to-door survey has already been completed and 210 volunteers have already been found to impart literacy to 2132 potential learners.
- Interaction with the Chairman and members of the Village Education Committee more than convinced me that they are fully geared to the task of total eradication of illiteracy in their village and appear to be fully confident that they will accomplish their mission soon.

Meeting with representatives of BGVS and other Voluntary Agencies

- As already mentioned earlier, Sangli district has a network of voluntary agencies who are engaged in the field of social action for many years. They are working either in the field of health education or family welfare or organisation of cultural campaign for generation of social awareness. Notable amongst

them who attended the meeting and who spoke with lot of confidence, care and concern for the illiterates and pride and patriotism for making their district literate are -- Padamashri Dr. Saha and Shri Vijay Pandey. While the former assured full help to impact a holistic character to the campaign by combining the message of health education with literacy, the latter promised to work in the direction of harnessing of cultural events like Vinayak Chaturthi for literacy work as also by organising a number of competitions to arouse and awaken people and to motivate them to work for literacy.

— The BGVS, Sangli was formed in 1989 and gave a very good account of itself in environment building through Akshar Kalajatha from 2nd October '90 to 6th January '91. 4 cultural troupes consisting of 25 artists performed role-plays and nukkad nataks in 8 CD blocks and 110 villages. In all, 8 skits and nukkad nataks were staged and 65,000 to 70,000 people watched these performances. These performances left a good impact. The impact, however, could not be sustained due to the long interregnum between the period when the Akshar Kalajatha was performed and the formulation of the action plan for total literacy. Shri Shankarrao Patil, who was the Literacy Ambassador of BGVS and who played a lead role in organising the Akshar Kalajatha from 2.10.90 to 6.1.91, is ready to render all out support and help to revive the cultural campaign in its full force.

Cultural energy and creativity obtaining in the district

Sangli district is rich in cultural energy and creativity for successive generations. There are numerous folk forms and arts such

as पोवाडा, डंगरी, ओणी, वासुदेव गीत, भारुड The folk songs are tuned and performed in the style of compositions of Sant Eknath. They are pleasing and effective and create an instant impact. There are folk artists who are capable of composing and singing; there are also artists who are capable of drawing instant sketches on the stage to teach literacy and to combine it with entertainment like Mahabari. Some of the songs which were presented by few cultural troupes are remarkable in terms of melodious out-pouring of human hearts. To illustrate —

साक्षरता गीत

चलाग सयानो, साक्षरता वगीला
साक्षरता वगति अक्षर शिकूया
अक्षर शिकूनी सज्ञान होऊया —
अंगरे धुपारे मांमिक भगत
संगत सोडण्या साक्षर होऊया
चला ग सयानो —
विज्ञान युगात सज्ञान होण्याचा
निर्घार वुरुया साक्षर होऊया
चला ग सयानो —
सज्ञान होऊनी सुखाने जगुया
बंधु भगिनीनो साक्षर व्हा आता —
समर्थ होईल भारत माता
चला ग सयानो —
ब्यानव सालात वसा नवा घेऊन
सांगली जिल्ह्याला साक्षर करुया
चला ग सयानो —

Come friend to literacy class
Let us learn alphabets in the class.
Literacy will add to our limited
knowledge
leave all the evils like blind faith,
superstition,
Come friend to literacy class.
In the age of science, let us
also become literate like others.
Come friend to literacy class.
Let us lead a peaceful life on being
literate

Let all brothers and sisters be literate to strengthen the country, "Mother India".

Come friend to literacy class.

During 1992, let us pledge to make

Sangli district totally literate.

Come friend to literacy class.

A summary of conclusions and recommendations

Sangli district which is the heart of Deccan plateau is a fairly well-endowed district, has a cool and bracing climate, a reasonably good rainfall (particularly in the western part), a high cropping intensity (particularly cash crops like sugarcane), a network of industrial and commercial establishments, a good network of educational and cultural institutions, a fairly high level of literacy, including a fairly high level of female literacy (which is higher than the national average) and a good measure of **awareness** on issues of health, hygiene, **sanitation**, immunisation, women's equality and **empowerment**, small family norm, conservation of environment, etc. It has local self-governing bodies at the district, panchayat samiti and panchayat levels and there are several members of the Zilla Parishad as well as Mandal Pradhans who appear to be genuinely keen and interested in taking up a campaign for total literacy in the district. The State Govt is also fully positive and supportive of this venture. Keeping the above positive indicator in view as also the sincerity and earnestness of the district and block administration to take up the campaign, it may be appropriate if the campaign is taken up for consideration of the Executive Committee of NLMA in its next meeting. This may, however, be preceded by an intensive revision of the action plan in the following manner :

— The Zilla Saksharata Samiti should have

two wings, namely a **General Body** or a **Patrons' Committee** and an **Executive Committee**. The **Patrons' Committee** may be large and **representative body** comprising of all political parties, representatives of the people i.e. MPs, MLAs, teachers, students, women, youth and their representatives, voluntary agencies, media agencies, etc. The **EC** may be a smaller and more compact body comprising of few good district level officials for their organising ability and commitment and few social and educational activists drawn from the voluntary agencies. The designation of this committee may be changed from the 'Chief Executive Committee' to 'Executive Committee' and it may have the following Sub-committees :

- Mobilisation & motivation through cultural campaign
- Production & distribution of teaching-learning materials and teaching aids
- Training
- Monitoring, Evaluation & Coordination
- Budget, Finance, Administration and Accounts
- Mobilisation, Motivation, Enrolment & Participation of Women at all levels.

— The target group which the ZSS has chosen for itself appears to be incapable of being translated to reality due to age and disability factor, including visual disability of persons in 45+ age-group. The target age-group may, therefore, be revised from 15-60 to 9-45 and the number may be worked out on the basis of the door-to-door survey which was conducted in October '91.

— The action plan seems to have placed

over-riding emphasis on non-jatha techniques for mobilisation and motivation of potential learners and volunteers. Environment building may be a balanced mix-up of both non-jatha and jatha techniques with over-riding emphasis on the latter instead of on the former. This is particularly relevant keeping in view the rich folk cultural tradition of the district and existence of number of folk forms of communication which can be harnessed by spreading the message of literacy and creating a positive environment for literacy.

- Special efforts will have to be made for mobilisation and motivation of women through mahila mandals on the one hand and by improving the rate of representation of women in people's committees at various levels.
- The component of training, as reflected in the action plan, appears to be extremely weak from the point of curriculum and course content, duration as also methodology. This needs to be completely reworked out for each category of functionaries such as KRPs, RPs, MTs and VTs. The action plan should emphasise that training will be primer-specific, recurrent rather than inductive, discussion-oriented rather than lecture-oriented, participative and communicative and will take recourse to large number of role-plays and simulation exercises to make training more relevant and meaningful.
- The action plan should also provide for orientation of the following categories of functionaries :
 - **Members of people's committees right from the district level to the village level**

down below.

- All Govt officials at the district, block and panchayat level.
- All full-time Area Coordinators at the project and sub-project level.
- A decision has been taken to go in for the multi-graded and integrated primers captioned "Aksharadhara" developed by the State Institute of Adult Education, Aurangabad. Since the requirement of primers is sizeable, it will be appropriate if the ZSS undertakes the responsibility of printing the primers on its own instead of asking the STAE to print and supply the primers which act from the element of time would also be cost-intensive.
- While the action plan has listed out names of 56 voluntary agencies who have a good track record of service in education. it is not clear as to how their services will be mobilised and harnessed. In a campaign for total literacy, it is not intended to parcel out any specific area in favour of any particular agency; instead what is intended is that voluntary agencies of repute and standing, having the experience, expertise and commitment to literacy and education, should be identified and should be assigned specific tasks, such as providing resource persons for training, providing resource persons for composing songs, slogans, nukkad natak, role-plays, simulation exercises, providing resource support for evaluation of learning outcome, etc. Similarly, even though the action plan has mentioned the names of a number of good individuals committed to social action (some of them have a good track record of social service), it does not indicate precisely as to how many of them can be identified, mobilised

and harnessed for being entrusted with specific responsibilities in the campaign.

— For both the above points, it will be desirable for the ZSS to have a dialogue with the voluntary agencies as well as with the individuals so that their specific roles and responsibilities can be earmarked.

— The estimates of cost should be worked out on the basis of actual requirement under different heads, such as survey, production & distribution of teaching-learning materials and teaching aids, training, environment building, monitoring, supervision and coordination and not by multiplying the total number of persons in the target age-group by Rs. 65/-.

— The total cost of a TLC project is sharable between the Central and State Govt in the ratio of 2:1. The position obtaining in case of Maharashtra State does not appear to be very clear. I was given to understand that according to the existing instructions issued by the Govt of Maharashtra, the share or liability of the State Govt in a TLC project would be limited to the amount which was being spent by the State Govt in SAEP projects in a particular area and the balance amount i.e. the differential between the project cost and the amount invested by the State Govt in the earlier projects will

have to be raised by public donation or contribution. While mobilisation of local resources - human & material is desirable, mobilisation of financial resources by way of donation/ contribution is fraught with risks and is likely to lead to abuse of official power and authority and has, therefore, not been supported by EC, NLMA in normal circumstances. The Central object behind insistence on the contribution of State Govt representing one-third of the total cost of the project was expected to secure a positive involvement of the State Govt in the TLC and is being complied with in all cases without any exception. The rationale behind the Govt of Maharashtra taking a different stand is, therefore, not quite clear and convincing and needs to be reviewed.

— A plan for Post-Literacy & Continuing Education could be thought of at a later stage and not at this stage. Besides, the JSN is only one of the forms of post-literacy & continuing education and not the only form. It may be desirable that after the TLC has been launched, the learning needs of neo-literates are analysed and discussed in one of the meetings of the ZSS and an appropriate strategy of post-literacy & continuing education be formulated in that meeting and thereafter the action plan for post-literacy & continuing education may be formulated and submitted to NLM.

REPORT OF THE PRE-APPRAISAL MISSION ON OSMANABAD

Date of Visit : 20th & 21st October '92

Members of the team:

1. Shri L. Mishra, JS(AE) & DG (NLM), Deptt of Education, Govt of India
2. Shri Singriyar, Deputy Director of Adult Education, Govt of Maharashtra

I had been to Osmanabad alongwith Shri Singriyar, Deputy Director, Directorate of Adult Education, Govt of Maharashtra, Pune on a pre-appraisal mission to assess the adequacy of planning and preparations for launching of a campaign for total literacy in Osmanabad. Osmanabad is the 11th district to be taken up for TLC in Maharashtra. The districts which have already been covered by TLC are—Wardha & Sindhudurg (the first phase of basic literacy has since been completed and post-literacy phase is to begin), Latur, Aurangabad, Parbani, Jalana, Nanded, Pune, Sangli and Bombay City. In course of the visit, the joint team had an intensive interaction with the President, Vice President and members of the Zilla Parishad, Osmanabad, Collector & Chief Executive Officer, Members of the Executive Committee of ZSS, representatives of teachers' and students' associations, officials at the district, sub-division, taluka and GP levels (both regulatory and development departments), representatives of political parties, MLAs and people from cross-sections of the society. The team also undertook two field visits to a JSN at Kakramba and a convention of teachers, students, women &

youth at Shri Krishna Mahavidyalaya Gunjoti in Omerga taluka in the afternoon of 21st. These meetings and field visits helped in assessing the mood of the people at the grass root level, their perception, insight and commitment to the campaign as a strategy for total literacy, the richness of folk culture and tradition prevailing in Osmanabad and the extent to which it could be harnessed for creating a positive environment for literacy and the overall preparedness of the ZSS and the District Administration to launch the campaign.

Osmanabad, which was a part of erst-while Kingdom of the Nizam, was ceded to the colonial rulers in 1853. It was reverted to Hyderabad State in 1860. The district with headquarters at Naldurg was known by that name till 1904. Osmanabad was formed with headquarters at Osmanabad in 1905. It was the largest district in Marathwada region and in Nizam's own estate known as 'Sarfe-khas'. Consequent on the integration of 'Sarfe-khas' and jagir areas, the boundaries of all the Tehsils were reconstituted in the year 1950. With the reorganisation of the states in 1956, the district came to be included in Bombay State. Three tehsils of Ahmedpur, Nilaya and Udagir were transferred from the adjoining district of Bidar to Osmanabad district. Later in 1982, 7 talukas, representing the better off portions of the district, were taken out from Osmanabad and a new district of Latur was carved out.

The district is bounded by Sholapur

district on the south-west, by Ahmednagar district on the north-west, by Bhir and Parbani districts on the north, by Nanded on the north-east and by Bidar and Gulbarga of Karnataka on the south-east and south respectively. Geographically, the district can be divided into 4 district regions i.e. (a) the Balaghat plateau, (b) the north-eastern region comprising the northern parts of Ahmednagar and Udgir talukas in the Manar, Teru and Lendi drainage areas, (c) the western bulge comprising Parenda taluk and the western part of Bhum taluk in the Sira drainage basin and (d) the south-western region comprising the southern and western parts of Tuljapur taluk in the Bhima drainage area. Barring the western region, which has valleys with fertile soils and abundant ground water supplies, the other 3 regions are rocky with poor soil and are either barren or covered with crops like jawar, bajri, tur and cotton. For long stretches, one comes across gorges and ravines in a semi-arid and undulating landscape with occasional appearance of bahbul trees. The district has an average rainfall of 600 to 1000 mm recorded in 48 out of 61 years which is scanty and not widespread.

The district has some striking demographic and sociological characteristics amidst a not too favourable geographical and topographical setting, which deserve mention. These are:

- Barring Tuljapur, the density of population ranges between 200 to 250.
- The process of urbanisation in the district is slow compared to other districts and the State as a whole.
- It has on the whole a favourable sex ratio (962 females for every 1000 male). Rural sex ratio is higher than the urban sex

ratio for aggregate groups of 0-14 and 15-34. The rural and urban sex ratios for the age-group of 35-39 are identical.

- During the last decade, there has been a visible rise in the age at marriage which could be attributed to breaking up of the joint family system and conditions of severe economic distress.
- The incidence of migration is an important demographic feature. As a matter of fact, the phenomenon of migration outside and immigration into the district are almost going on simultaneously. A large number of women are reported to be marrying outside the district due to migration. Women also outnumber men as far as migration from outside the State is concerned.
- The district has a sizeable percentage of Scheduled Caste population (about 15%), while the percentage of ST population to total population is negligible.
- The low rate of female literacy (30.94%) could be directly attributed to orthodoxy and conservative attitude in regard to female education. The fact that the rule of ex-Nizam never encouraged female education is also an important contributory factor.
- Despite the fact that prevailing high illiteracy is a legacy of the feudal past, the literacy percentage of the district between 1901 to 1991 has increased almost ten-fold and like Himachal Pradesh, there has been substantial improvement in female literacy. This could be accounted for by a rapid growth in the number of primary schools and facilities opened up to all (including the members of the SC community) for free education.

The district is multi-lingual and multi-religious. Numerous religious communities (Hindus, Sikhs, Jains, Buddhists, Muslims, Christians, etc.) and linguistic groups (Marathi, Telugu, Kannada, Urdu, Banjari, Gujarati, Hindi, Kaikadi, etc.) are reported to have co-existed peacefully for successive generations. While the Marathi speaking population accounts for about 90% of the total population, the percentage of Urdu speaking population in urban areas is quite high i.e. around 30%.

The district, at present, has been passing through a severe spectre of drought resulting in failure of crops and scarcity of fodder and drinking water. Water is being supplied to two villages in water tankers even in mid-October with the possibility of situation deteriorating in the coming months.

After launching of the NLM on 5.5.1988, Osmanabad was identified as one of the 40 Technology Demonstration Districts. It was one of the two such districts in Maharashtra, the second district being Pune. The central objective behind identifying this low-endowed district as a TD district was to harness the findings of the scientific and technological research to remove the environmental and motivational barriers to literacy. Regretfully, however, nothing appreciable seems to have been done in the field of technological and scientific research, to propagate the message of literacy and for better promotion of literacy.

It was encouraging to note that amidst many negative indicators and a difficult demographical and topographical setting, the District Administration and local self-governing bodies through Zilla Parishad have come together and have resolved to take up a campaign for total literacy by mobilising

the people from all sections of the society, by initiating number of activities as a prelude to the formal launching of the TLC. This was evident from discussion with the members of the Zilla Parishad, Executive Committee of the ZSS and cross-sections of the society at the time of field visits. The perceptions and insights obtaining from these discussions and visits are briefly summarised below:

Perception of the President, Vice-President and other members of the Zilla Parishad

For the first time, the Zilla Parishad is an elected body after a long interregnum of 12 years and comprises of young, energetic and well-meaning individuals who came out with a number of positive statements as a token of their support for total literacy. Ever since it was made known that Osmanabad will be one of the districts in the Marathwada region to be taken up for total literacy in a campaign mode, lot of activities have taken place. People's committees have been formed, Kalapathaks for environment building have been identified, workshops have been held to train them, a number of literacy songs, slogans and skits have been designed and have been performed in about 400, out of 712 revenue villages, a number of voluntary teachers have been identified and their training has taken place. Despite poverty and economic backwardness, Osmanabad has a very good tradition for mobilisation of youth through sports. There are youth clubs in 210 villages and sport teams in 226 villages. All of them are being mobilised to work for the TLC. There is a young and energetic Youth Coordinator, NYKS who appears confident that he will be able to mobilise and involve the youth as volunteers in the TLC. There are 712 habitable villages spread over in 6 talukas

and 861 primary schools with 4,165 teachers. Even though the number of women teachers is less, all the primary school teachers can be mobilised to work for the TLC. Similarly, there are 226 secondary and senior secondary schools and 31 junior and 19 senior colleges with a total teacher strength of about 3,700 and majority of them can be mobilised to play the role of master trainers, resource persons and full-time area coordinators.

The district has a band of dedicated volunteers in Bharat Scouts and Guides Organisation. It was pointed out that one boy scout and one girl guide can easily enrol two potential learners and make them literate. They have already been working for this noble cause with lot of pride and patriotism for several years.

The district has as many as 750 freedom fighters who have their own association, many of them feel proud for having contributed the best part of their life to the cause of liberation of the motherland and feel that even at this advanced age, they can play similar role in motivating and mobilising youth to divert their misplaced energies in a more positive outlet for promotion of literacy.

Both the President as well as the Vice-President of Zilla Parishad exuded confidence that they can identify and mobilise potential learners and volunteers from a number of mass organisations as well as the Departments such as health, family welfare, social welfare (including ICDS), youth & sports. They were confident that Zilla Parishad, as a collective entity, would be able to exert lot of moral pressure on the potential learners and volunteers of the district to come together to take up total literacy as a matter of pride, distinction and challenge for the district. They emphasised the need for mass partici-

pation, the need for intensive publicity and propaganda and for monitoring, coordination and supervision for the success of the TLC.

Perception of the Members of the Executive Committee, ZSS

Majority of them have a positive perception that (a) literacy may not remove poverty or unemployment or economic backwardness but can introduce important changes in the working & living conditions of the people; (b) literacy can play an important role in promoting awareness of small family norm and the campaign for total literacy can also impart a new dimension to the family planning campaign and (c) promotion of literacy is a national endeavour; it is also a noble endeavour and should be encouraged so as to produce synergy which can impart TLC a reality.

Perception of the Govt functionaries Collector and DM

The Collector & DM—Shri A.M. Pawar has been in the district for about a year and appears to be thoroughly conversant with the geography, topography, demography and sociology of the district. He had attended recently a Collectors' Orientation & Sensitisation Workshop held at New Delhi on 7th & 8th August '92. He appeared amenable to ideas and suggestions and expressed his willingness to carry out the various changes and improvements in the action plan for TLC as suggested by the team. Field visits by the joint team confirmed that he is able to build up an instant rapport and emotive bond with the people.

Chief Executive Officer, Zilla Parishad

The Chief Executive Officer, Zilla Parishad—Shri Rajiv Jalota, a young and energetic IAS Officer, seems to be full of

energy, initiative and enthusiasm, who can prove to be a tower of support and help to the Collector and the ZSS in implementation of the campaign. He is also very clear and positive in his perception and amenable to ideas and suggestions.

Chief District Medical Officer, Osmanabad

He appears to be clear on the need for integrating literacy with the health issues and expressed his confidence that he will be able to involve health functionaries in the campaign for total literacy to ensure its success.

Officers of the Adult Education Department

Even though the traditional Centre-based programme, which was honorarium based (RFLP & SAEP) has been discontinued and we are thinking in terms of a new approach and a new direction, the functionaries of the erstwhile Education Department, such as the DAEO, Project Officers and Supervisors appeared to be full of initiative and enthusiasm and keen to give a fair trial to the TLC in their district. This is a major silver lining in the campaign.

Block Development Officers

Majority of them whom the team had the occasion to interact appeared to be good mobilisers, organisers and coordinators and will be able to provide the leadership and direction to the campaign in their respective block areas.

Steps taken so far for operationalising the Campaign

— Osmanabad District Literacy Abhiyan Samiti was formed on 25.1.92 with the Collector as its President. The Samiti has since been registered and 10 sub-

committees have already been formed under the Sub-committee.

— Similar people's committees have been formed at the taluka level (6) and village level (712) in February '92.

— A mass rally was organised on 26th January '92 in which the Minister, In charge of Osmanabad district—Shri Abul Khalil Kazi, participated. In his presence, the Collector & Chairman of the District Literacy Abhiyan Samiti had called upon office-bearers and representatives of all agencies, all officials and non-officials to contribute their mite to the success of the total literacy programme.

— Some steps have been initiated in the direction of selection and training of resource persons, selection and training of master trainers and selection and training of volunteers. The resource persons have been selected from people having experience and expertise in adult education work, supervisors and teachers in senior and junior colleges, secondary teachers, headmasters, kendriya primary school teachers, extension officers of education, etc. 120 resource persons have so far been given the first phase of training from 18 to 21 June '92 in Shri Krishna Mahavidyalaya, Gunjoti in Omerga taluka. The training was conducted by the staff of Regional Resource Centre, Aurangabad.

About 2,000 master trainers have been selected from amongst the people having a track record of social work and commitment to adult literacy, headmasters and teachers of secondary schools, extension officers of education, etc. The first phase of their training has been conducted from 24th to 27th June '92.

- The survey conducted in August/ September '91 has identified the learners in the age-group as below:

Age-group	Boys/male	Girls/ female	Total
5 to 8	31,420	33,849	65,269
9 to 14	23,073	27,714	50,789
15 to 35	74,688	102,237	176,925
36 to 60	87,720	104,205	185,925

- Excluding potential learners in the age-group of 36-60 in conformity with the stand which has been taken in Sangli district, the total number of learners in 9-35 age-group will be 2,27,714. In the ratio of 1:10, about 23,000 volunteers will be needed. Steps have been taken in this direction to identify students from Class VIII to Class XI, college students, primary school teachers, educated youth, housewives, retired teachers, retired Govt servants, members of ladies clubs, youth forums, bhajan mandalis, local artists, angandwadi and balwadi teachers, etc.
- The volunteers' training has been planned but in the absence of the primers, the actual training has not been conducted.
- A number of jatha and non-jatha techniques have been adopted to generate a positive demand for literacy and create a conducive climate for literacy, as would be evident from the following :
 - Slogans on literacy have been written on walls of 439 villages (out of 712 villages).
 - With the general help of teachers and students . from Kendriya Primary Schools, JSNs, secondary schools, etc., 99 Kalapathaks have been formed. Steps have been taken to organise workshops for them to design nukkad

nataks, street theatres, songs and slogans and to stage performance in about 400 out of 712 villages. With the general cooperation of teachers, students and members of the village community, literacy rallies/dindis and processions have been organised in every village on important national occasions such as Independence Day, Republic Day, International Literacy Day and during the admission week (1st to 7th July '92).

- Meetings have been held by the Collector with Tehsildars, Block Education Officers, Deputy Education Officers, Education Extension Officers.
- A mass contact programme has been initiated by celebrating the International Literacy Day on 8th September '92 in every village of the district to generate a positive awareness about literacy.
- The environment building activity, which was initiated in October-November '90, is to be rejuvenated and reinforced through the help of Bharat Jan Gyan Vigyan Jatha '92 in October-November '92.

Comments of the Joint Team on the activities which have already taken place

- The ZSS needs to be made little more broad-based by induction of social and educational activists as also women activists from different parts of the district. The present structure of the Samiti gives an impression that this is loaded with Govt officials.
- The Sub-committees, formed under the ZSS, are similarly headed by Govt officials and loaded with Govt officials. The number is unnecessarily large and

can be pruned to 5 or 6 sub-committees as below:

- Sub-committee on Survey (this is to be wound-up after the survey has been completed and the findings of the survey have been collected and compiled and made available to the Village Education Committees for matching and batching).
 - Environment Sub-committee
 - Material production & distribution Sub-committee
 - Training Sub-committee
 - Monitoring & Evaluation Sub-committee
 - Budget, Finance, Accounts & Admn Sub-committee
 - Women's Sub-committee
- Since primers are not yet ready, training of RPs and MTs should not have been taken up as training is intended to be primer-specific. The training, therefore, will have to be repeated only after the required number of primers have been printed and made available to all trainers as well as trainees.
- Potential learners in 36-60 age-group should be excluded keeping in view the possibility of vision impairment problems and learning disabilities which will adversely affect their learning. The targeted age-group should be in 9-35 as has been decided in case of Sangli and approved by the EC, NLMA recently.
- While lot of environment building activities (both jatha and non-jatha) have been undertaken, it is necessary to assess the impact of such activities in terms of enrolment and retention of learners or the willingness of the learners to attend the

learning centres regularly and continue to learn till the desired levels have been achieved. This should be the single most important outcome of the environment building, apart from sensitisation of potential volunteers, master trainers, resource persons, full-time area coordinators and all sections of the society.

Deficiencies and shortcomings in the action plan—correctives

The members of the team had the occasion to discuss various components and sub-components of the action plan at length with the Collector, Chief Executive Officer, Zilla Parishad, DAEO and other district level officers. The various deficiencies and shortcomings in the action plan were identified and the Collector advised to revise the action plan accordingly. A statement containing the guidelines for revision of the action plan, which also covers some of the deficiencies in number of areas of operationalisation of the campaign, has been formulated and shared with the ZSS, a copy of which is enclosed at Annexure-I.

Possibility of harnessing the folk culture and tradition for environment building

Osmanabad has a very rich folk culture and tradition which is sought to be harnessed for environment building for the TLC in a systematic and scientific manner. The meeting attended by the team at Shri Krishna Mahavidyalaya, Gunjoti confirmed the sincerity and earnestness of such efforts with a very encouraging outcome as below:

- In all, there were presentation of ten literacy songs and skits by talented artists of the area. Majority of them happened to be teachers and members of the Kalapathak teams which have been specifically formed and trained for the

purpose of environment building for literacy. Each Kalapathak has 16 teachers with one Assistant Deputy Inspector of Schools as incharge. Some of the talented artists, who presented the songs and skits, are worthy of emulation. They are—Kamlakar Poi, Vajyanti Bai Kulkarni, Sunil Rao Sahib Mane, SM Adatrao, SM Swasne, SD Vedpathak, Satyabhama Bai and Tulsi Ram Suryavanshi.

- The songs are lyrical and produce an instant impact on the audience for their depth and intensity.
- The skits were on topics of direct interest and relevance to the lives of potential learners. They are designed in simple and colloquial Marathi, which is intelligible to the people of Marathwada region. They are also remarkable from the point of richness of human appeal. They brought out the perception of the illiterate and the confidence that I can learn as others do, the perception of the potential volunteer that I owe a social obligation to the community of illiterates who belong to the weaker sections of the society and I can teach them with excitement and joy as other volunteers are doing in the neighbouring Latur district.
- The District Administration and the Zilla Parishad are confident of identifying the required number of Kalapathak teams for each taluka and village. It was pointed out that out of 712 villages, folk art performances have already taken place in as many as 412 villages and a very positive climate for literacy has already been created. Once the action plan is approved, the required number of artists and master artists can be easily identified and cultural troupes formed and itinerary

drawn-up for repeating such folk art performances from village to village according to a well laid-down schedule to create and sustain the impact.

- Ordinarily, in low literacy regions or districts, one does not come across a print word for miles to go. Not so in Osmanabad where the rocks, boulders, trees, walls of households, walls of school buildings, walls of JSN buildings were conspicuous carriers of messages of literacy such as "लिहा वाचा साक्षर बनता भूषण भारत"

Organisational Structure & Management

Structurally speaking, the ZSS appears to be strong at the district level. It, however, needs to be made a more broad-based and representative body comprising of people, practically from all sections of the society. It also needs to have adequate representation of women. This aspect needs to be given special attention. The Zilla Parishad Act, Maharashtra itself provides for minimum 30% representation of women in all local self-governing bodies and, therefore, this should be ensured in the ZSS as well as in the people's committees down below. It will be appropriate if a Women's Sub-committee under the ZSS could be formed exclusively for mobilising women and ensuring adequate participation of women at all levels of the literacy campaign.

Even though the action plan has taken cognizance of the need for providing full-time project staff at the district, taluka and village level, it appears to be under the impression that Govt functionaries at the district, sub-divisional, taluka, panchayat and village level can act as full-time coordinators. While prima-facie there is nothing wrong in mobilising and enlisting the support of Govt

functionaries as full-time area coordinators, we need functionaries who will be able to work 16 to 18 hours a day for the campaign and, therefore, we need full-time functionaries on secondment basis from various departments of Central and State Govt, Central & State Public Sector Undertakings and not merely from the Govt Departments. This aspect will have to be examined little more seriously. If the ZSS comes to the conclusion that they will not be able to identify or mobilise full-time functionaries from sources

other than Govt departments, they may make use of the Govt functionaries for this purpose.

Considering the groundswell which has been created, the energetic initiative, interest and involvement of officials, local self-governing bodies and others, the team is inclined to recommend Osmanabad as one of the potential TLC districts for consideration and approval of the EC, NLMA, subject to the revision of the action plan in conformity with the guidelines already issued (including revision of the estimates of cost).

TOUR REPORT ON VISIT TO INDORE DISTRICT TO STUDY THE PROGRESS OF TOTAL LITERACY CAMPAIGN

A. INTRODUCTION

1.1 I visited Indore on 14th and 15th of May 1992. During this visit, apart from other engagements, I could spend one whole day and part of the second day to see the implementation of Total Literacy Campaign in Indore district. I was accompanied during this trip by Shri Julania, Additional Director, State Directorate of Adult Education. During the field visit, the Collector also accompanied me.

1.2 This project was sanctioned on 25th June 1991 and funds were released on 24th July 1991. It must be mentioned at the outset that the programme is being run in Indore town under the supervision of the University (Dr. Punjabi of Department of Adult Education), in Indore rural, Mhow and Depalpur Blocks by the District Administration and in Sanwer Block by the Bharatiya Gramin Mahila Sangh (BGMS). The first part of the report pertains to the areas other than Sanwer Block. In Sanwer Block, the literacy programme for the entire block was sanctioned to BGMS in 1990. The progress in this Block has been more systematic, planned and result-oriented as compared to the rest of the district. Observations regarding progress in Sanwer Block are briefly mentioned at the end of the report.

B. COMPONENTS OF THE ACTION PLAN AND STATUS OF THEIR IMPLEMENTATION/RESULTS

2. SURVEY

2.1 As per the 1991 census, the population of the District is 18,30,870 with the following break-up:

Population in 1991	Male	Female	Persons
Total	9,59,445	8,71,425	18,30,870
Rural	2,89,893	2,71,896	5,61,789
Urban	6,69,552	5,99,529	12,69,081

2.2 The literacy programme in Indore district is being confined to the age group 15-35. A survey was conducted just before the sanction of the project by EC, NLMA. It was mentioned to me by Collector that Shri Geeta Ram, Under Secretary in the Ministry, during his visit to Indore, had pointed out the possibility of a rather low result of survey and the likelihood of some persons having been left out. Since then, according to the Collector, the survey results have again been verified through the Area Coordinators and it has been revised to the figures mentioned below:

S. No.	Block	Number of illiterates		
		Males	Females	Total
1.	Indore urban	21,657	45,636	67,293
2.	Indore rural	9,346	19,198	28,544
3.	Mhow	9,200	16,722	25,922
4.	Depalpur	9,926	18,119	28,045
5.	Sanwer	9,102	16,711	25,813
	Total			1,75,617

2.3 On the basis of the above mentioned census figures, the 15-35 age group population is estimated to be approximately 5.5 lakhs

and literacy, as brought out by 1991 census, is 55.44%. Thus, number of illiterates is expected to be about 45% of 5.5 lakhs i.e. 2.47 lakhs. The survey figure is thus, perhaps, quite appreciably below that anticipated from the census figures.

3. ORGANISATIONAL STRUCTURE

3.1 Structures which have been operationalised are the following:

3.2 District level

A Zilla Saksharta Samiti (ZSS) of 24 members and an Executive Committee of 24 members consisting of district officials, university teachers, school and college teachers, NSS, BGVS, and other voluntary agencies has been constituted. The EC is chaired by the Collector. The district level EC has sub-committees for management, environment building, training, purchase, and evaluation.

3.3 Rural areas

3.3.1 Committees

In the rural areas, the following committees were set up:

- Sub-Divisional committees
- Block level committees
- Panchayat level committees, and
- Village/Mohalla level committees

3.3.2 Structures

The following structure is representative:

Indore Rural Block (PROJECT OFFICER)

Six Sub Divisions

18 Sectors (2-3 GPs)

56 GPs

159 villages (Contact Persons)

This structure is a 5-tier structure and is very difficult to operationalise. The corres-

ponding structure of full time paid workers is as follows:

PROJECT OFFICERS : MSW qualified, taken from open market (pay Rs. 2000 and TA Rs. 300 p.m.)

A.P.Os : (Pay Rs. 1500/- and TA Rs. 300/p.m.) —Two to three in a block/urban area.

REGIONAL COORDINATORS : (Rs. 500 p.m.) —30 in city area and 6 in rural areas at sector level.

WARD COORDINATORS : (Rs. 250 p.m.) —140 in city area and 20 in rural areas at panchayat level.

CONTACT PERSONS (Asstt & Class IV) : (Rs. 100 p.m.) at village level

As against this, the structure in Sanwer Block where the programme is being implemented by BGMS is as follows:

SANWER BLOCK

6 Sectors

147 Villages

3.4 Urban areas

Indore City

41 Sub Divisions (15 wards each)

12 Regional Coordinators

60 Wards (One Ward Coordinator and One Ward Assistant)

3.5 Official Structures

For the rural areas, except for Sanwer Block where the programme is being implemented by BGMS, the structure is as follows:

SUB DIVISION (SDO)

BLOCKS [BDO, SDO(Rev.), BEO]

SUB DIVISION (Technical, non-technical officials, Assistant District Inspectors, Panchayat Inspectors)

PANCHAYAT (Gram Sevaks, AEOs, Agricultural Extension Officers)

VILLAGE (Patwaris, teachers)

3.6 Village Committees

Such committees were supposed to be set up in each village, as mentioned by the District Collector during discussions. The Village Committees usually consist of Patwaris, teachers, VLWs, Sarpanch, Panch, women leaders, retired persons, artists, Antyodaya Samiti members, youth clubs and mahila mandals. The position of setting up of village level committees was reported, during discussion with Collector as follows:

Indore Rural	40/159 villages
Mhow	100/176 villages
Depalpur	150/175 villages (80 active)
Sanwer	107/147 villages
Indore Urban	60 Mohalla Level Committees/600 Mohallas (active)

4. ENVIRONMENT BUILDING ACTIVITIES

4.1 Jatha Activities

Following the 15 days, Kala Jatha programme taken up by the team from Kerala, 41 places in different villages were covered in 1990.

4.2 The next set of environment building activities was organised by Kala Jatha artists who were trained by the SRC in a workshop. Through this process of training, 60-70 artists were trained for 7 days. The idea was to cover every village with a team called a Kala Mandali.

4.3 During the Literacy Week Celebrations from 8-14 September 1991, competitions were organised among such Kala Mandalis and eight teams won prizes during the competitions.

4.4 In each Block, 6-8 mandalis were trained

and on an average 25 villages were to be covered by a mandali whereas about 50% of coverage has been achieved in practice. At Indore town and at block level, literacy rallies were taken out participated by students, members of political parties and social workers.

4.5 Non-Jatha Publicity

A district level convention of about 1300 people was organised which was attended by VAs, Sector Coordinators and Ward Coordinators. Block level conventions have not yet been organised.

4.6 Fortynine kiosks, 8 big hoardings, press publicity, radio spots and 2-3 talks per month on the AIR have been organised. The villages have been covered with messages of literacy through use of 240 copies of an audio cassette developed by the SRC. Posters, handbills, stickers, cinema slides, rallies and prabhat pheries have been organised.

4.7 As part of environment building activity in schools and colleges, Collector had written a letter to all such institutions to put up two banners, one inside and the other outside the institution as an environment building activity. This has been complied with by the educational institutions, although such mechanical activities cannot be directly correlated with the mobilisation brought about.

5. MOBILISATION OF VOLUNTEERS

As against a requirement of at least 15,000 volunteers only 7,695 have been mobilised. As would appear from the table given earlier on the areawise number of illiterates to be covered, the maximum number of volunteers required would be in the urban area—approximately 6,800. Mobilisation in the urban area is poor.

6. TRAINING

Ninety resource persons were trained by the SRC. Nine hundred MTs were trained by the RPs under the supervision of district authorities. The total mobilised volunteers numbering 7,695 have also reportedly been trained. The quality of training left much to be desired since the training of VTs was done only for two days and even the essentials of teaching method were not understood by the VTs. In some cases, during field visit, some volunteer-teachers were reported not to have been trained at all which is a serious matter.

C. IMPRESSIONS DURING FIELD VISIT

7.1 Rural areas

I visited five centres in 3 villages in Indore Rural Block between 6.30 pm and 9.00 pm on 14.5.92. The impressions were as follows:

- In one centre, there was one Instructor—a student of class IX—who frankly admitted to have not been trained at all.
- Training where it was organised was organised only for two days.
- The essentials of the method of teaching an adult through the word method and through the use of illustrations in a given lesson had not been understood by the VTs in many cases and, in one case, the VT understood this whereas the MT who was also present was not aware of it.
- There is a wide time-spread in the opening of the learning centres, some having opened a week back, some others about a month back and some yet to be opened. Even in the centres which opened a month back, the general progress has been 3-5 lessons. There is no clear phasing of the programme. Opening of centres is going on in a sporadic manner.

- Pencil had not been supplied to any rural centre on the day of my visit.
- Many of the instructors were not aware of the total duration of the teaching programme and there were answers like it should take about three months to teach one primer. The time frame for the programme has to be clearly understood by MTs/VTs.

7.2 Urban Centres

I visited four urban centres in Vijaynagar area of Indore city on 15.5.92. These centres were run under the supervision of Smt Umadevi of National Discipline Scheme through school children studying in classes 9-11. Following are my observations:

- The motivation of student volunteers was noted to be remarkably high.
- These students had an excellent equation/ rapport with their learners.
- The training duration was considered to be all right.
- The training content and input was considered to be satisfactory. The improved input of training was because of involvement of the University in urban areas.
- Supervision of teaching is close and adequate.
- On an average, five lessons of the primer have been covered in a month's time.
- There are very few cases of learning disability where a learner is unable to learn even one lesson in a month.
- As in the rural area, in the urban area also the learning process has not started in one phase but centres are being taken up now and then without a clear phasing.

— Mobilisation of VTs is much below the desired number—less than half.

D. SUGGESTIONS FOR IMPROVEMENT OF PROGRAMME PERFORMANCE

8. On the basis of my visit and impressions, the following suggestions were offered to the District EC under the chairmanship of Collector and Shri Julania, Additional Director of Adult Education. The District EC discussed these suggestions at length on 15.5.92 and decided to take immediate corrective measures to improve programme performance on the following aspects:

8.1 Training

It was decided to retrain MTs and the VTs (in phases of 4+2+2 days), do quality evaluation of training input during this process and reject or retrain those MTs/VTs whose performance is found to be below the required level. Quality of training input in urban areas has been quite good compared to rural areas. Therefore, the expertise of the University and experience gained by it should be adequately harnessed along with that of the SRC, in the retraining phase.

8.2 Management Structure

The management structure as planned could not be operationalised since a 5-tier structure is not a practical proposition. The District Committee has taken a decision to reduce the levels to three as in Sanwer Block where the programme is being run by BGMS.

8.3 Village Committees

The Contact Person who has been placed in every village has become of crucial importance because of non-availability of active village committees or non-functioning of the same. The Contact Persons are receiving a honorarium of Rs. 100 p.m. as in

the earlier centre based approach and this was also sanctioned as part of the project document by EC, NLMA in 1991. It appears that the Contact Persons are not being effective in activating all the village committees which is essential for community participation and keeping up community pressure for the success of the programme.

8.4 Motivational Activities

Publicity/mobilisation activities have been carried out in isolation and no adequate/direct linkages of such activities with mobilisation of volunteers could be gauged. Even then only 50% of the villages could be covered through Jatha type activities till date.

8.5 District Level MTs

There is no proper district level management information system which is operational. A proforma has been designed by the SRC recently and this has been despatched to the block and lower levels for sending reports regularly.

8.6 Inadequate Funds for Mobility for Training and Monitoring

There is inadequate appreciation of the need for and provision of funds for travel of officials/non-officials for crucial activities such as training and monitoring. Even MTs coming to villages from other places to impart training have not been paid any travelling expense and this is reported to have resulted in dropouts and non-participation. The Collector agreed to reasonable arrangements for funds during the retraining process and also for monitoring purposes.

8.7 Progress Level and Rephasing

Most of the centres have started about a month back and the general progress level except for Sanwer Block is said to be upto 5-6

lessons of the first primer. Even till the date of my visit there was expectation to complete the programme by 30.6.92 which is not at all realistic. The programme has to be rephased. The Collector agreed to do the rephasing and inform the Ministry and the Directorate accordingly.

9. ASSESSMENT OF CURRENT ACHIEVEMENT LEVEL

9.1 Overall

The following achievement level was reported:

Enrolment	50,770
Achievement	16,496 literates in Sanwer Block—Programme run by BGMS

No. of learners learning Primer-I in other Blocks	34,274
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9.2 The last figure was projected as the achievement figure for Primer-I. However, whichever centres I have seen the achievement of learners is on an average the 5th lesson of the first primer. So, the first primer has not been completed at all and the figure of 34,274 is actually the number who are yet studying Primer-I. Thus, if we leave aside Sanwer Block which was sanctioned as a separate block TLC project, the progress of

the District TLC would be about 20% enrolment of target learners who are in the first primer still.

9.3 Progress in Sanwer Block

In Sanwer Block, the total number of villages is 147 and the number of illiterates in 15-35 age group is 25,813. The achievement so far out of these illiterates is 16,496. Another 4000 illiterates are currently in the Primer III stage of learning which will take the total achievement to approximately 20,500 out of the total illiterates in the Sanwer Block of 25,813. There are certain resistant pockets in the Block with an estimated illiterate population of approximately 4,000 who will be covered in the last phase of the programme. As of now, it appears that by the end of June 1992, 20,500 illiterates of Sanwer Block would become literate out of a total of 25,813.

9.4 This achievement has been made in three phases of approximately 8000 each in the first two phases and 4000 in the current third phase. As already mentioned, the management structure is a simple 3-tier structure and since the block had the benefit of guidance by the SRC which is also looked after by BGMS, performance has been quite satisfactory.

REPORT OF THE JOINT TEAM ON THE POST-LITERACY CAMPAIGN PROPOSAL, GANJAM (ORISSA)

Date of Visit : 22.7.1990 (AN)

Members of the Visiting Team :

DG (NLM) — Shri L. Mishra

Director (AE), Orissa — Shri Arjun Behera

A joint team comprising of DG (NLM), Shri Krishna Kumar of BGVS, National Headquarters and Dr. N. Ravi, Special Assistant to Adviser, Technology Missions to PM, was constituted to visit Chatrapur (Headquarters of Ganjam district in Orissa) on 22nd July '92 and to report on the adequacy and effectiveness of preparations for launching a Post-Literacy Campaign (PLC) in the wake of conclusion of the first phase of the Total Literacy Campaign (TLC). Due to unavoidable constraints, Shri Krishna Kumar and Dr. Ravi could not join the team at the last moment. The DG (NLM) along with the Director (AE) of the State Govt — Shri Arjun Behera and two activists of the State Branch of BGVS, namely Dr. M.M. Pradhan and Dr. Madan Mohan Sahoo, therefore, paid a visit to Chatrapur on 22nd July '92 (afternoon). They spent about 4 hours in meeting the members of the Bhanja Shaksharata Parishad, members of the Sub-committees, few full-time coordinators at the district, block, municipality & panchayat levels, few KRPs, RPs and MTs and interacting with them about their individual perception and understanding of the PLC strategy and the modalities of its implementation, the fall-out of the first phase (basic literacy) of the TLC, the problems and constraints inhibiting the campaign, the extent to which these will be relevant at the post-literacy stage etc. Before proceeding to deal with the

effectiveness of the PL strategy, it may be appropriate to briefly relate the present status of the TLC, Ganjam from where it will be easier to proceed further.

Background and present status of TLC, Ganjam

The proposal for TLC, Ganjam was approved by the EC, NLMA on 18.3.91. According to the initial estimates based on the enumeration of 1991 Census (by way of extrapolation), approximately 7.82 lakh learners were to be made functionally literate by June '92. As a result of the door-to-door survey conducted in respect of 22 blocks (out of 29 blocks, the remaining 7 being reserved for Phase-II of the project), 6,92,618 persons in 9-45 age-group were found to be in need of functional literacy and accordingly constituted the target group. The campaign was launched by the Chief Minister, Orissa on 5.9.91 (Teachers' Day) and the first stage was to conclude on 15.8.92. Notwithstanding heavy odds (the debacle caused by the heavy rain, flood & cyclone in October '90) and initial reverses, the campaign proceeded with lot of gusto & tempo and was the first remarkable historical event of its kind in the district which has a proud record of agrarian and trade union movements. A team comprising of Dr. M.P. Parameswaran of BGVS, DG (NLM) and Dr. N. Ravi has visited the district in February '92 and has expressed their satisfaction and appreciation for the excellent environment for literacy which had been created and the enthusiasm and commitment with which the programme was being implemented. Even though the team

had expressed its concern over the slow pace & progress of learning and had emphasised the need for recurrent & intensive participative training, it had reasons to feel sanguine of the success of the campaign due to the personal initiative, interest and dedication of the Collector, the political will and commitment emanating from the TLC launched by the CM and his frequent visits and exhortations to the people of the district and last but not the least, a team of good, well-meaning and committed individuals drawn from all walks of life, forming a ring round the Collector pledging their total solidarity, willing to work 24 hours and providing continuous guidance, support & help to the campaign.

The mid-term evaluation conducted by the Bhanja Saksharata Parishad in March '92 reveals the following cumulative results :

I. Numerical profile of learners

Total no. of learners as per door-to-door survey	6,92,618
Number already enrolled	5,13,168
Number attending the centres regularly	4,11,065
No. dropped out	1,021,134
No. yet to be enrolled	1,85,666

II. Learning levels

No. of learners who have completed	
Primer-I	3,04,758
Primer-II	65,227
Primer-III	14,164
No. of learners qualifying in :	
Test 3	2,73,737
Test 6	39,351
Test 9	14,156

III. Learning Centres

Total no. of learning centres required	65,696
No. started	56,976

No. stopped	6,702
No. running	50,283
No. not started at all	9,722

IV. Volunteers

No. required	64,557
No. available	62,430
No. yet to join	3,567
No. already trained	57,371
No. to be trained	4,958
Guide Book supplied to no. of volunteers	1,12,555
Guide Book yet to be supplied	21,327

V. Category of Instructor

Volunteers

No. of volunteers (School students)	18,046
No. of college student volunteers	5,810
No. of volunteers who are school/college teachers	996
Other non-student youth volunteers	35,319
Total	60,185

Block-wise disaggregated informations in respect of all the 22 blocks are available which go to show wide variations in respect of all the 5 categories. While the performance of learners in Digapahandi, Patrapur, Belguntha, Jagannathprasad blocks appeared to be very good in terms of number of learners completing the IIIrd primer, it is not so satisfactory in respect of others. As a matter of fact, even one year after launching of the TLC, there are certain blocks like Hinjli, Kabisuryanagar, Chikiti and Aska where not a single learner is reported to have crossed IIIrd primer. There are several other discrepancies in this report. Illustratively, not a single learner is reported to have completed third primer in Aska but 273 learners are reported to have completed T-9. This test (which is terminal) can be completed only with satisfactory completion of Primer-III. Similar discrepancy exists in Chikiti, Kabisuryanagar, Kukudakhandi, Buguda &

Dharakote blocks. In Rangeillunda block while 133 learners have completed Primer-III, not a single learner is reported to have completed Test-9 which is rather unusual. Only in respect of Jagannathprasad block, 162 learners have completed Primer-III and have also successfully completed T-9.

Any post-literacy plan can be appropriately based on a fairly accurate and upto-date assessment of the status of the TLC (first stage or the basic literacy stage). The members of the visiting team were naturally eager to know about the latest status of the TLC. It was clarified by the Collector that yet another survey had been conducted in June '92 the findings of which were under compilation. He clarified that according to the latest indications about 3 lakh learners would have completed IIIrd primer by 1.8.92 and an additional 3 lakh would be crossing Primer-II by that date, while about a lakh of learners would be still struggling with Primer-I.

The findings of the survey would be available by end of July '92 or first week of August '92 on the basis of which one can draw a fairly accurate and reasonable conclusion on the present status of the TLC, Ganjam and on which the post-literacy plan could be structured. Till then, it may be desirable and in the larger interest of the campaign that we use only one set of figures under a particular head and not different sets of figures as has been done. Illustratively, the mid-term evaluation done in March '92 places the total number of learners according to the survey at 6,92,618 and total number of Instructor Volunteers at 60,185. In another report (prepared almost simultaneously) captioned "TLC, Ganjam — A glimpse", the number of learners and volunteers have been quoted at 7.3 lakhs and

61,000 respectively. In the post-literacy project submitted to the EC, NLMA in June '92, the number of neo-literates and volunteers has been cited as 8 lakh and 80,000 respectively. Even the cost estimates of the PL project for supply of books have been worked out on the premise that there will be 8 lakh neoliterates and 40,000 volunteers to impart post-literacy to them in the ratio of 1:20. All these discrepancies which are likely to create confusion will have to be removed and only one set of figures for the purpose of PL planning may be used (even if there are marginal variations in reporting at different times by different sets of people).

Fall-out of TLC Ganjam

The inconsistencies in number notwithstanding (which may even be inevitable in a project of the size of TLC, Ganjam), there are several interesting fall-outs of the TLC experiment which need to be understood and fully internalised before proceeding to build a PL plan. On the basis of the interaction which the members of the joint team had with the Collector & Chairman, Bhanja Saksharata Parishad and few key functionaries of the campaign, the following emerged to be the fall-out of the campaign :

- As more and more learners get enrolled in the campaign and as they participate regularly in the activities of the learning centres, their awareness about a host of issues such as land & title to land, how to make the land more productive, access to credit & other means of production, water & its storage (check dams, water harvesting structures), conservation of soil by arresting soil erosion, employment, wages, ways & means to save as also to invest, ways & means of preventing diarrhoeal & dysentery

deaths by taking recourse to oral rehydration therapy improves.

- Such increase in awareness of the adult learners has manifested itself in articulating the demand for better support & service to agriculture, irrigation, health & family welfare by way of provision of additional lift irrigation points, additional dispensaries, additional tubewells (both for drinking water as well as irrigation), their timely repair and maintenance, etc.
- Such demand has actually led to provision of new support services and facilities on the one hand and improvement of the delivery mechanism on the other.
- One of the demands which has resulted in visible improvements in the delivery mechanism relates to enrolment & retention and overall improvement in the functioning of the formal school system. There has been a perceptible decline in teachers' absenteeism.
- Similar positive impact has been created in reduction of the number of diarrhoeal deaths as would be evident from the following :

Diarrhoeal	Deaths
1991-92	98
1992-93	2

- Group learning in a campaign mode has promoted social & emotional integration amongst learners belonging to divergent socio-economic strata & professing different faiths, beliefs and ideologies.
- The campaign has also promoted formation of self-help groups while promoting their thrift and self-sufficiency.
- This has propped up a desire & efforts on

the part of the community to pool resources from their own to build community centre buildings so that NFE centres can be started in them.

- As the campaign gathers momentum, women's interface with administration at the district and block level has improved. Women are more vocal, more assertive and more articulate than before.
- Literacy has produced a positive impact on alcoholism. Women's groups are spearheading agitation against addiction to alcoholism by men.
- Even though the pace & progress of learning of tribal learners is comparatively not so encouraging as in the case of other learners, there are several tribal women trying to mobilise women for teaching learning process.
- The campaign has not only generated but reinforced the culture of voluntarism. The volunteers (60,000 in number) have not started asking for awards or rewards or incentives either monetary or non-monetary. They are doing their job with lot of pride & distinction, patriotism and excitement.
- This sense of pride, excitement & joy has created a new cultural renaissance in the district which has been a seat of art, literature & culture (it has given birth to eminent poets & luminaries like Kavi Samrat Upendra Bhanja, Kabisurjya Baladev Rath). The campaign has evoked widespread admiration for reviving memories of a rich & illustrious literary & cultural tradition prevailing in the district for centuries.
- Devoted and dedicated work for literacy has been suitably rewarded by the people.

Several volunteers, master trainers and GP Coordinators have got elected in the recent GP election as Sarpanches. Even after election, they continue to work for literacy with the same energy & enthusiasm as before.

- Literacy has helped fighting against the caste factor and the stratification caused on account of caste factor. Response from members of the SC community is on the increase. Literacy has also helped liberation of oppressed groups from the clutches of money-lenders.

Other plus points emanating from the TLC experience

- The Control Room for the TLC, Ganjam continues to function from the residence of DM. This is just not a control room to fight the war against illiteracy in the mechanical sense of the term, but a real confluence of creative forces and energies. Members of the Executive Committee, members of the Sub-committees and district level coordinators hold their meetings and interactions from time to time from the Control Room.
- A good beginning has been made in documenting several exciting and interesting events of the TLC. All the press clippings which appeared in different local and national newspapers have been collected and compiled and brought out in 4 volumes. This will be an important milestone of informations on TLC for the posterity.
- The Bhanja Saksharata Parishad has prepared a separate project report on documentation of TLC activities seeking financial assistance of the NLMA amounting to Rs. 43.05 lakhs. This is a well-for-

mulated proposal covering the programme, data, literature and audio-visual documentation covering all aspects of the campaign in its proper perspective.

- Lists of KRPs, RPs and Coordinators at district, block and panchayat level have been documented which will be yet another useful reference guide for posterity. It may be desirable if public recognition could be accorded to these functionaries for the outstanding contribution made by them to the campaign.
- The Chief Minister, Orissa has visited the district four times to closely familiarise himself with the activities in the TLC, to meet the learners, volunteers and other functionaries and to address the people of the district to keep up the tempo of the campaign. On 11.2.92, he declared one NAC and two panchayats as fully literate. On 18.1.92, the CM also flagged-off a "Saksharata Chariot" as a part of rejuvenating the environment building activity. Other district level Ministers are also participating in similar programmes of total literacy declaration of villages & panchayats. These visits have been source of tremendous inspiration and strength for the District Administration, for the Bhanja Saksharata Parishad and for all other functionaries of the campaign.
- The 6 full-time Project Coordinators at the district level, 22 Block Coordinators, 66 Sub Project Coordinators, 580 GP Coordinators, 3187 Village convenors (coordinators), 18 Municipality level Coordinators and 23 Mobile Teams have been working almost round the clock for intensive supervision, monitoring & coordination.

- The involvement of senior members of the faculty of Berhampur University is encouraging. A monthly newsletter captioned “Bhanja Jyoti” is being edited by Prof. Saubhagya Kumar Mishra, Head of the Department of English, Berhampur University. Prof. P. Panda, Deptt. of Economics and Prof. P.K. Sahu, Deptt. of Commerce have volunteered to go round for the purpose of evaluation of the project.
- Several voluntary agencies have come forward to join the TLC and work under the umbrella of TLC. They have helped in mobilisation of volunteers and have also made available the Resource Persons. The campaign has generated thousands of literacy songs, slogans and other forms of motivational communication such as two lakh leaflets, 5,000 literacy flags, 16,000 literacy badges and one lakh posters conveying a host of messages related to literacy & women’s equality & empowerment, literacy as a gateway to knowledge and information, literacy & national development, literacy in the making of a complete man, literacy a matter of pride & distinction for the people of the district, etc.
- The 7 blocks in Parlakhendi Sub-division which were left out of the purview of the TLC have now been brought under the purview of TLC and a concrete action plan for total literacy in these 7 blocks is being formulated, which is awaiting the consideration & approval of the EC, NLMA.

An analysis of the Post-Literacy proposal

Objectives

- The objectives of the Post-literacy

campaign are in conformity with the guidelines laid down by the NLMA for such activities, namely mopping-up operations for those who have been left out of the campaign, orientation exercise for those who were enrolled initially but dropped out later in the campaign, reinforcement, upgradation & retention of the skills acquired by the neo-literates and their application.

- The Post-literacy plan does speak of an important objective namely organising neo-literates for their participation in the decision making process at the local level but this needs to be spelt out with greater clarity and thoroughness.
- Even though the Post-literacy plan speaks in terms of opening NFE centres to accommodate the neo-literates who are children and who have been enrolled in the first phase of the campaign, it does not speak out the number of such children, number of NFE centres which will be required for them and the organisation of these centres. In concrete operational terms, this would possibly require a separate action plan.

Survey

- In conformity with the outline indicated in the action plan, a survey has already been conducted in June '92, the results of which are under compilation. This will give an idea of the left-outs, drop-outs, number of neo-literates who have successfully completed the three primers, number of learners who are still at the level of primer I, II & III. Since these informations were not available at the time of discussion with the members of the joint team, the Collector & Chairman, Bhanja Saksharata Parishad has been advised to

bring them along with him when he comes to Delhi for presentation of the salient features of the PLC Action Plan.

Organisational Structure & Management

— In terms of organisational structure & management, the post-literacy plan appears to have been well-formulated. The following are the broad principles which have been kept in view in deciding the strategy of organisation :

- decentralisation
- flexibility and autonomy
- participatory character of the structures at all levels.

— Broadly speaking, the action plan envisages to organise the target group of 8 lakh neo-literates (the actual number will be made known after the findings of the survey are compiled) into smaller groups of 30. These groups will be called “Gana Chetna Samiti” or GCS. The total number of Samitis will be around 26,600. The GCS will function under a body called “Gana Chetna Kendra” (GCK). Since every literacy centre has approximately 10 learners, 3 literacy centres with 30 learners will form one GCK. Each GCK will be managed by a GCK Committee comprising of 3 voluntary instructors of the 3 centres, 3 learners with proven leadership quality and organisational ability whose progress in learning has been satisfactory and 3 well-wishers of the locality. The most active voluntary instructor will act as the GCK Guide while the other 2 volunteers will be Associate Guides.

— The GCS, GCK, GCK Committee etc. are all in line with the experiment which is already under implementation in Chittoor

and Nellore and it is hoped that this will impart a totally debureaucratized, decentralized and participatory character to the post-literacy programme. Since, however, different learners are at different stages of learning and only very few learners are at the Primer-III as of date, GCKs can be formed only at a stage when sizeable number of learners are at level 3 of learning. The pace of learning being different with different learners in different centres in different blocks, GCKs cannot be formed on one uniform date in respect of all the blocks. The Bhanja Saksharata Parishad should examine as to how quickly at least 50% of the learners could be brought to the level 3 stage and could be enabled to complete that stage satisfactorily so that the formation of GCKs could be meaningful.

— The activities of the GCKs have been well-perceived and well-formulated. The GCKs will impart basic awareness and functionality to the neo-literates in matters pertaining to developmental activities of their village related to agriculture, animal husbandry, veterinary, soil conservation, forest, fisheries, health & family welfare, immunisation, nutrition, etc. These would enable them to avail of the benefits of all development programmes such as land for the landless, asset for the assetless, access to credit, seeds, fertilisers, pesticides, ICDS, TRYSEM, DWACRA, old age pension, etc.

— With a view to managing the affairs of all GCKs in a village, a Village Literacy Committee will be formed considering of all active learners/volunteers/MTs. The village School Headmaster would be the convenor of the Committee, which would meet once a fortnight to discuss the

activities of the GCKs.

- At the panchayat level, a Chetna Samiti (a forum of awareness) comprising of active KRPs of the TLC, convenors of each GCS and 2 to 3 village elders shall be formed. It will be headed by the Sarpanch of the GP with one of the teachers residing in the GP to act as the convenor. Like the GCS, this would also meet once a fortnight to discuss the activities of each GCK.
- Similar participatory structures have been envisaged at the block/NAC/municipality level to be headed by the concerned BDO/Executive Officer and with one of the enthusiastic KRPs of the TLC as convenor.
- At the apex level, the Bhanja Saksharata Parishad with its Executive Committee will look after the planning, execution, monitoring & supervision of the post-literacy campaign. It will have a materials committee comprising of creative thinkers, writers, artists, scientists, technologists, etc. for preparation of post-literacy materials. 5 Full-time Programme Coordinators shall be identified on the basis of their organising ability, communication skills, creativity and effectiveness and shall be appointed on a fixed honorarium per month to work in the district Control Room. They shall look after a variety of functions pertaining to office management, environment building & publicity, finance, monitoring & supervision, materials production, constitution of editorial board for wall posters, periodicals, newspapers, etc. Additionally 10 committed literacy activists shall be employed on full-time basis to obtain informations and feed-back.

Monitoring & Coordination

- This will be decentralised but as stringent and rigorous as at the basic literacy stage. A Village Coordinator would be appointed for 10 GCKs and would be fully responsible for supervision, monitoring & coordination of the activities of these bodies. He/she shall convene the Village Action Committee meetings on a fortnightly basis and shall report to the Block Coordinator once a fortnight.
- A Coordinator at the block/NAC/municipality level would be appointed to supervise, monitor and coordinate the activities of the PLC at the block/NAC/municipality level. He/she will be assisted by 5 KRPs who will constitute a core committee, each one of them would be entrusted with the responsibility of overseeing the work in respect of 4 to 5 GPs. All reports submitted by the Coordinator at the block/NAC/municipality level would be analysed by 5 full-time coordinators of the Bhanja Saksharata Parishad and corrective action to be taken on the basis of the results of such analysis.

Environment Building

- As has been observed earlier, the district has more or less reached a stage of saturation in terms of environment building activity and generation of a positive demand for literacy. Thousands of songs, slogans, skits, plays, playlets etc. have been composed and apart from creating a positive climate for literacy have provided a rich outlet for creative forces & energies. These efforts and initiatives, both in shape of print as well as non-print medium, would be continued and reinforced at the post-literacy phase.

The additional feature of the environment building activity at the post-literacy stage will be following :

- Hanging of printed & non-printed newspapers at every GCK.
- Circulation of hand-written magazines to be prepared by the neo-literates.
- Meeting of neo-literates once every fortnight to have free and easy interface with Govt officials and local leaders.
- Taking neo-literates to post offices, police stations, health centres for close interaction (this aspect has been shown in the film “Kerala Cares” made by Ms. Nalini Singh).
- Organising static and mobile exhibitions with the help of local school students with the participation of neo-literates, health workers, and others.
- Developing one act plays and drama skits.

In essence the purpose of environment building activity would be to promote creativity in thinking and communication & innovativeness.

Post-Literacy Reading Materials

- The Bhanja Saksharata Parishad, which has already prepared its own IPCL primer with the help of BGVS, would also design the PL Primer-I with the help of BGVS and other creative writers. Additionally, a number of supplementary reading materials such as newspapers, neo-literate newspapers, periodicals & neo-literate books will also be designed. Some of the materials which have already been designed under the Population Education Project like “Sukhi Sansar” and which has been found by the team to be highly

perceptive, well-visualised and well-illustrated, would also be used.

Training

- The post-literacy action plan has taken adequate care of training of all functionaries such as GCK Guides, Associate Guides, PLC volunteers as also Coordinators at the village, panchayat, block/NAC/municipality levels. Like the basic literacy stage, the curriculum and course content of training will be primer-specific but unlike the basic literacy stage, it will transcend the limited content of PL-I Primer and will introduce several new areas centering round functionality and awareness.

Strengthening Primary Education

- The Post-literacy action plan has well-conceptualised a movement for strengthening primary education. The objectives have been well-listed as also the strategy in terms of teachers’ motivation and training. This, however, is a complex area and considering the size of the district and the magnitude of the problem, it is desirable that this be segregated from the Post-literacy plan and be submitted in shape of a fresh proposal to the Elementary Education Bureau for their consideration. Similarly, the proposal for opening NFE centres for children in 9-14 age-group, who have completed the first phase of the campaign, needs to be segregated from the Post-literacy plan and a separate proposal for opening of NFE centres to cover these children in the remaining 3 units/semesters of NFE be prepared and submitted to the Elementary Education Bureau for their consideration.

Conclusion

As has been observed, the need for Post-

literacy & continuing education in the district like Ganjam where the TLC is already on the ground for more than a year is imperative. Since, however, the spread and effect of the total literacy campaign in all the 22 blocks (which were taken up in the first phase) is not uniform nor is the pace and progress of learning, it is desirable to segregate the learners on the basis of the levels which they have reached/acquired at present and draw up different action plans for different categories of learners in the following manner :

- PL-I Primer for those learners who have successfully completed the 3 primers and who have also successfully cleared the 9 tests.
- Continuing the learning activity in respect of those learners who are still struggling with Primer-I or II or III.
- Remediation exercise for those learners who were enrolled at the initial stage of campaign but who dropped-out subsequently due to economic compulsions.
- Mopping-up operations for those learners who were potential learners according to the survey conducted but who could not be enrolled as they migrated from the district (According to a rough estimation about 70,000 persons have migrated from the district — from Kodala, Polsara & Khallikote areas).
- Instead of putting all the learners into one category, as has been done in the action plan as also in the budget, it may be desirable to dissegregate them into different categories, identify their learning needs, provide learning opportunities and revise the action plan accordingly. This would mean revision of the Calendar of Operations as also the

budget.

- To enable the Bhanja Saksharata Parishad to go in for preparation of PL-I Primer, to organise couple of workshops for designing posters, other publicity materials and to organise training, it may be appropriate if some amount (to be fixed in consultation with the Collector & Chairman, BSP) could be advanced to the Parishad to enable it to start these activities.
- Simultaneously, it is also necessary that the balance share on account of TLC due to Bhanja Saksharata Parishad is released by both the Central as well as State Govt. Of the total estimated cost of Rs. 5.17 crores of the TLC, Ganjam, the Central share was Rs. 3.45 crores and the State Govt's share was Rs. 1.72 crores. The Central Govt has released Rs. 2.22 crores and the State Govt has released Rs. 39 lakhs. It will be appropriate if the balance amount of Rs. 2.54 crores could be released by the Central and State Govts after due proportionment so that the TLC could be carried to its logical conclusion without too much of a delay.

LITERACY CAMPAIGN IN DHENKANAL DISTRICT OF ORISSA

Impressions of Shri L. Mishra, JS (AE) & DG (NLM) on his visit to Dhenkanal and discussion with the Collector & Chairman, Zilla Saksharata Samiti (ZSS), Dhenkanal, ADM Angul & Secretary of ZSS, other senior officials at the district level and non-governmental organisations like BGVS as also representatives of the people like MPs, MLAs, Sarvodaya organisations, etc.

Evolution of a Government programme to a movement — How to make it fully participative and people-oriented.

An impression seems to be gaining ground that the campaign for total literacy in Dhenkanal is not very much different from a Govt-funded and a Govt-controlled programme and if it continues to be conducted in the present fashion, it will lose the sympathy and goodwill of people's representatives and other non-officials and will cease to be a degovernmentalised people's campaign. Such an impression appears to have emanated and subsequently gained ground partly on account of the structure of the Council and Executive Committee of the ZSS and partly on account of the manner in which various activities of the campaign are being conducted.

The NLMA has already issued a set of guidelines regarding constitution of the General Body as well as Executive Committee of the ZSS in a manner which will make these bodies truly representative and people-

oriented. The Collector & Chairman, ZSS may look at the existing composition of the General Body and the Executive Committee and consider the need for reconstitution of these bodies within the framework of the Memorandum & Articles of Association so that they could be made more representative and people-oriented to meet the expectations of the NLMA guidelines. Dhenkanal has 7 Sub-divisions, 16 blocks and about 350 gram panchayats and it will be appropriate if good, well-meaning and experienced people, who are also committed to literacy as a tool of social action, are taken to the extent possible and feasible from all over the district instead of confining the representation only to few pockets. This aspect is being specifically mentioned on the basis of impressions which arose on the day of rehearsal for the cultural programme (evening of 5th July '92) in course of which there was an open outburst of regional and local feelings in regard to representation.

This aspect will also have to be carefully kept in view while constituting the people's committees at the sub-divisional, block, panchayat and village levels as also in selection of full-time coordinators, Key Resource Persons (KRPs), Resource Persons (RPs) and Master Trainers (MTs). In course of discussion, it had been clearly emphasised that people's committees should emerge naturally through the conventions organised at village, panchayat and block levels. If such conventions have been held properly, it would have facilitated emergence of good, well-

meaning and committed individuals willing to take responsibility for the campaign at various levels, the need for repeating conventions at certain levels may be considered.

Selection of KRPs, RPs and MTs as also full-time Coordinators is essentially a search for talent and one cannot do justice to this process without consulting number of individuals and institutions. The Collector & Chairman, ZSS may, therefore, like to take the help of all SDOs, BDOs, newly elected Chairman, Panchayat Samitis, Sarpanches, eminent people from Dhenkanal, who have established themselves in various walks of life either in Dhenkanal or outside, so that we have in our hands a longer list comprising of men and women who will be willing to take responsibility for certain specific components/ sub-components of the campaign and who would inspire our confidence.

II. Survey

In course of my interaction with number of non-officials and non-governmental organisation & activists gave an impression door-to-door survey has not been properly conducted. This, however, is only an impression which needs to be either confirmed or contradicted. In case the impression is confirmed, there may be need for repeating the survey in certain areas where it does not appear to have been conducted properly only after organising appropriate orientation programme for the volunteers. There are two important aspects to be taken note in a survey — (a) it is not an exercise for head count but a tool of planning, tool of mobilisation and tool of promoting societal participation and, therefore, it should be conducted in such a manner which would bring in people from all sections of the society

to participate in the survey and (b) the findings have to be as accurate as possible so that number of decisions can rest on the findings of the survey. Survey can be accurate if (a) the format has been designed correctly; (b) the orientation of the workers has been conducted properly and (c) the answers which are given by the householders in response to certain questions could be listened to patiently and recorded faithfully. I presume that the Collector & Chairman, ZSS would have taken care to ensure the desired accuracy and authenticity of the survey by all possible means. If not, I would request the Collector & Chairman, ZSS to have a percentage of the findings of the survey cross-checked (the sample could range from 1% to 5%) at his level with the involvement of functionaries at the district and block level. In case there is slightest doubt about the lack of accuracy and authenticity in the survey, it will have to be repeated regardless of the consequences.

In case the Collector & Chairman, ZSS is satisfied fully about the accuracy and authenticity of the survey, the findings should be collected and compiled as early as possible and the precise village-wise, panchayat-wise and block-wise break-up of the number of potential learners and volunteers should be available as early as possible. The findings of the survey will have to be sent to the concerned quarters, such as people's committees at the village, panchayat and block levels. These committees will be the custodians of the findings of the survey and will also make use of them, particularly at the village level for doing the matching & batching, for establishing contact between potential learners and volunteers and for deciding the location, space, timing and duration of teaching-learning process in

respect of literacy centres to be opened in every village.

III. Preparation of teaching-learning material

As already discussed, a workshop of creative writers, thinkers and artists should be immediately organised to discuss the content of the primer developed by the SRC. The workshop could be of 3 days' duration. It should be a small and compact gathering so that the deliberations are purposeful and result-oriented. Dr. M.M. Pradhan, Treasurer, State Branch of BGVS, Bhubaneswar, who was also instrumental in designing the primers for TLC, Ganjam and TLC, Keonjhar, has agreed to extend necessary cooperation, support and help for the workshop. He should be demi-officially invited to attend the workshop after the date, time and venue have been decided. Additionally, Shri Niranjana Barik, who was closely involved with the process of designing the proto-type of primers for Keonjhar TLC may also be invited to attend the workshop. The Collector, Keonjhar may be demi-officially addressed to spare Shri Barik for a few days which will be immensely useful.

As no training of any campaign functionary, particularly the RPs, MTs and VTs could be conducted without the primer being ready, a time schedule should be fixed by which the entire process of designing the proto-type should be completed (preferably by 3rd week of July '92).

One of the important points to be noted in revision of the SRC primer to make it area-specific or culture-specific is to collect certain key words which are used by the people of the district and to introduce these words at appropriate places. The process of collection of key words should begin in right earnest

from now with the help of number of individuals and institutions within the governmental system as also outside so that a sizeable number of key words are ready by the time the workshop is held. Similarly, to make every lesson illustrious and attractive, photographs of people, their food, dress, manners, habitat, etc. should be taken and an artist be asked to convert them into graphics. This will help in making the lessons lively and appealing.

The content of the lessons should be appropriately chosen so that they are of direct interest and relevance to the day-to-day lives of the people (both men and women, SC & ST and other disadvantaged sections of the society). The content, therefore, will have to be very carefully selected before it is discussed in the workshop and finally adopted.

The Director, SRC and the Programme Coordinator, Incharge of material production should be fully involved in the workshop so that only such modifications which are absolutely necessary are carried out with the knowledge and concurrence of the SRC.

After the proto-type is ready, it should be pre-tested and should be sent to the Central IPCL Review Committee, C/o Directorate of Adult Education, 10 Jamnagar House Hutments, New Delhi-110 011 with a suitable English translation. Such a person, who is well-versed with the content and process of primer construction and had participated in the workshop fully, should be deputed with a copy of the proto-type so that he/she is able to make an effective presentation before the Central IPCL Review Committee so that the primer can be cleared early.

IV. Training

It had already been pointed out that the names of 44 Key Resource Persons require to undergo change to make it more representative. The entire process of identification and selection of KRPs should be over within a week's time. After this has been done, the first round of workshop for training of the KRPs could be organised either at Dhenkanal or a nearby place, preferably Kapilas. The training duration could be minimum 3 days in the first phase. The SRC primer could be used during the training of the KRPs and during the workshop, possible modifications could also be suggested by the KRPs. Additionally, the first round of training of KRPs should also impart them certain informations about the basics of the TLC so that they in turn are able to train the RPs. In course of training, the help of KRPs should also be taken for identifying suitable RPs. Each KRP should be asked to suggest names of atleast 2 to 5 persons who are known to KRP and who are otherwise suitable for training as RP.

The proceedings of the workshop on training organised by BGVS at Delhi should be sent to the Control Room of ZSS by the State Branch of BGVS without further delay.

V. Environment Building

It was reported that one cultural troupe consisting of 18 members has started visiting different parts of the district to disseminate the message of literacy and to create a positive climate for literacy. While this may be OK to start with, in a large district like Dhenkanal with far-flung areas in certain Sub-divisions like Hindol, Pallahara and Kamakshanagar, the outreach of one cultural troupe may be somewhat limited. It is necessary, therefore, to identify few more

cultural troupes comprising of one master artist and about 10 to 15 artists and organise a workshop of 10-15 days' duration in a centralised or decentralised mode, as may be convenient to the ZSS and to the artists, so that large number of songs, slogans, skits, role-plays, simulation exercises, nukkad natak, etc. can be composed and rehearsed before they are actually staged. The size and itinerary of each troupe should be carefully drawn up keeping in view the geography and topography of an area to be covered as also the facilities of transport and communication available in a particular area. The help of master artists, who had performed at the time of Bharat Gyan Vigyan Jatha in October - November, 1990, may be appropriately taken so that there is a proper leadership and direction to this workshop and the activities are conducted in a systematic and methodical manner to make them result-oriented.

VI. Few Additional Points

i) Appointment of a Secretary, ZSS in place of Shri K.C. Mohapatra, ADM, Angul

It was understood that Shri K.C. Mohapatra, ADM Angul and Secretary, Zilla Saksharata Samiti is under order of transfer and that further directions have also been received about his relief. An effort was made during my stay at Dhenkanal for retention of Shri Mohapatra though it was unsuccessful. In the event of Shri Mohapatra being relieved we have to think in terms of appointment of a young and energetic person who is also fully committed to literacy as a tool of social action and who is fully alive to the needs and responsibilities of the TLC.

During my last visit to Dhenkanal from 31st December, 1991 to 2nd January, 1992, I had identified the following 3 officials who

were working closely together as a team with requisite will, determination and commitment to literacy :

1. Shri Parag Gupta, Sub-Collector, Dhenkanal
2. Shri Khagendra Kumar Padi, Additional Tehsildar, Dhenkanal (Sadar)
3. Shri Nirmal Chandra Mishra, Executive Officer, Dhenkanal Municipality

Of the three, Shri Gupta has since been transferred and posted to Balasor as ADM while the persons at Sl. No. 2 and 3 are still available at Dhenkanal. Their suitability as Secretary, Zilla Saksharata Samiti may be considered by the Chairman and early necessary decision be taken.

(ii) Securing close collaboration and support of BGVS officials both at Bhubaneswar and Dhenkanal

In course of interaction with the BGVS activists at Bhubaneswar as well as at Dhenkanal, they had expressed their total willingness and commitment before me to work for the TLC, Dhenkanal. The functionaries of BGVS who are stationed at

Bhubaneswar and are willing to work for the TLC are:

1. Shri Sudhir Patnaik
2. Shri Madan Mohan Pradhan
3. Shri Madan Mohan Sahu

They are available at the following address and could be contacted on telephone indicated below :

A-9 HIG, Housing Board Colony, Baramunda, Bhubaneswar-751 003. (Tel. No. 400891)

Additionally the following 14 activists of BGVS who are stationed at Dhenkanal are also willing to work for the TLC. They are :

1. Subhasini Mahakud
2. Laxmidhar Satpathy, Kunjkant
3. Basant Kumar Mohapatra
4. Banesywar Pattnaik
5. Himansu Sekhar Panda
6. Sisir Kumar Pradhan
7. Kishore Kumar Rout
8. Nirod Kumar Acharya
9. Rajendra Kumar Pati
10. Jagannath Pattnaik
11. Satreeghna Mati
12. S.K. Amzad
13. Saroj Kumar Dash
14. Naranjan Kumar Rout

LITERACY CAMPAIGN IN BOLANGIR DISTRICT OF ORISSA

The proposal to launch a total literacy campaign in Bolangir District has been submitted by the Collector and District Magistrate, Bolangir.

District Profile

Total Population	17,03,755
Male	8,60,254
Female	8,43,501

Literacy Rate

Total	33.09%
Male	47.71%
Female	18.19%

Educational Profile

Schools	2,567
Middle Schools	447
Higher Schools	226
Colleges	34
Number of RFLP	2(600 AECs)
NFE Centres	706
No. of learners to be covered the age group	7.60 lakhs in 945

Target Group : The focus will be in the age group of 9-45. The estimated number of the illiterates in this age group is 7,60,000.

Mobilisation & Motivation

In order to generate enthusiasm and active participation of the people with the literacy campaign the District has already organised a district level convention on 30.12.1991 followed by sub-divisional and block level conventions. Response during these conventions has been extremely good and this will further be strengthened through organisations of village and Gram Panchayat

level campaigns to generate and sustain mass movement. To actively associate the women, a separate convention is being organised for women at the district level associating active women organisations and devoted female workers. During the earlier conventions, use of folk arts highlighting the idea of complete literacy were made. While continuing the process of environment building already commenced, it is proposed to involve people in massive scale. One significant approach in mobilisation will be to reduce the communication gap between government official and the people, with all meetings to be conducted informally. The goal of literacy will be emphasised in a fora at all levels. Particulars stress will be given to involve women in the campaign of environment building as the female illiterates are 53.4% more than male illiterates. It is planned that women will be able to come out of their initial hesitation right at this stage so that they will be uninhibited during the actual teaching and learning. A series of existing voluntary agencies, political parties, professional associations, trade unions will be involved in mustering support of different groups.

Identification of learners & Volunteers

One immediate outcome of the environment building process will be identification of persons with ability and aptitude who can be effective teachers. The Village Saksharata Samiti and Gram Panchayat Saksharata

Committee will identify volunteers who will be listed and involved in the household survey. The services of NSS and NCC volunteers, primary school teachers will be utilised right from this stage. The survey will require about 35,000 enumerators. They will visit all the households in the district on one day tentatively fixed as 1.11.92.

The survey will be conducted at each one of the 3,50,000 households of the district. The survey squad will familiarise themselves with and convey the message of total literacy campaign from the beginning of the survey. The survey process itself will be yet another aspect of environment building. The survey will also identify prospective master trainers and instructors. Each squad would consist of 4 to 5 members with a squad leader identified by the block level Saksharata Samiti. Each squad will cover around 40 to 50 houses.

As far as possible, the volunteers or the members of the Saksharata Samiti would be identified from the same community and profession. Each volunteer would be tagged to 8 to 10 learners on mutual acceptability. Where sufficient number of women volunteers are not available, retired persons and school students can be taken as volunteers to educate the women. For the purpose of matching and batching, ward-wise illiteracy match will be prepared, after total survey is done and a survey data is consolidated. Using the map, the instructors and learners would be matched.

Training

The campaign requires about 85,000 VIs, 3000 MTs and 110 RPs including about 10% margin to take care of dropouts. Each resource person will be trained at district level for 7 days and will impart 7 days' training to 25-30 master trainers at block

level. Each MT will impart training in turn to 25-30 VIs at Gram Panchayat level planning a total of 7 days. All 3 level of training will be imparted in 2 phases each. The training will be primer specific.

Development and Distribution of learning materials :

Before preparing the learning materials a workshop will be organised where the Academic Committee members invited writers, artists and other will participate. The State Resource Centre will also participate. The State Resource Centre will also be requested to send Key Resource Persons for the workshop.

Learning material containing the subject matter to be taught will be developed in Oriya/Sambalpuri so that the material itself can be closely identified and imbibed by the target group.

The following procedure will be undertaken while developing the learning materials:

1. Scrutinising the existing materials by experts to ensure that they conform in content and level to NLM norm.
2. Whether it can reduce the duration of learning as per IPCL approach.
3. Whether contents are relevant to the working and living environment.

In the workshop, the training curricula will also be prepared keeping in view the needs to incorporate the following aspects which are vital for a volunteer :

1. The inherent and primary task of a volunteer.
2. Motivation and learning requirements for adult learners.
3. Measurement of learning/literacy.

Apart from the primers, the learning materials include a Master Trainers' Guide and a Volunteers' Guide. A learners' diary also will be designed by the Academic Committee.

Distribution :

The distribution of materials will be time-bound. From the district level, it will go to Block Level through Sub-Divisional level. Each village will procure materials from the Block.

Management :

At the district level, Zilla Saksharata Abhiyan Samiti has been constituted for all policy formation. Its Executive Committee consisting of 16 Members will oversee the different Committees proposed for day-to-day supervision of work allotted to each. The different Committees for monitoring and coordination; publicity and cultural programme development; finance; academic committee; production and distribution of learning materials and organisational affairs; training and evaluation will be set up. Each Committee will draw out detailed action plan and modality for implementation.

Next to the Executive Committee of the ZSAS and its functional committees, there will be sub-divisional and block urban local body level monitoring and coordination committees with full time paid workers. There will be Gram Panchayat/ Ward and village/Pada level committees. In this level, active involvement of the village community, village elders, women activists, volunteer workers will be driven.

Network for Monitoring & Evaluation :

A district literacy campaign network is proposed. The most critical aspect of this network is the formation and active involvement

of the village committees, the village elders, women activists, volunteer workers and persons who are expected to benefit from the literacy programme. These Members would ensure that each volunteer maintains a correct attendance register, diary and that mid-course problems relating to dropping out or low level of learners are effectively countered. At the village committee level, a literacy Counsellor would coordinate with individual volunteers on a weekly basis by holding meetings and discussions. Based on her/his interaction with the VIs the literacy Counsellor would give a weekly report to an area coordinating team. This team may include among others the master trainers involved in the training programme, who would be able to provide adequate technical support to the teaching learning programme. At the district level, the Executive Committee would oversee the functions of the different committees. The monitoring and coordination committee will be the nodal committee for all the functional committees and also function as the Sectt. for the organisation of the campaign. This committee will also function at the sub-divisional, block/ urban local body and Gram Panchayat/Ward levels. The different level monitoring and coordination committees will largely be responsible for the flow of information in the campaign.

Evaluation of the programme :

From the very beginning, the District Level Executive Committee will be vigilant to assess

— Whether the aspired outcome is being achieved?

So in order to meet this end, an exclusive committee for survey and evaluation will be set up whose responsibility will be to make necessary arrangements to look into the

following aspects of the programme :

(a) Physical targets — Whether being achieved?

- How many learners are under coverage against the target number during first phase and second phase?
- Whether funds allocation is adequate?
- Whether learning materials have reached in time?

(b) Non-Physical targets — Whether being achieved?

- Whether each learner to be declared 'Literate' is nearing to the level prescribed by NLM?
- Whether the claim (of declaration) attaches genuineness?

So keeping all these queries in mind, the evaluation of the programme will be conducted in the following manner:

First Step :

The learners' Evaluation : Intermittent evaluation will be conducted in each village in the second and the fourth month in each stage, simultaneously by each village/ pada level committee as a part of total literacy campaign.

However, the aim of this mid-term evaluation will be an exercise towards promoting self-evaluation by learners and it becomes an instrument in itself for enabling the learners to perceive their own achievements and deficiencies and thus, the learners are expected to be motivated towards further learning.

The Block/GP level monitoring and coordination committees will thus be made vigilant to see to

- Easy management of learner - Evaluation - Component.
- Reasonable degree of credibility that learners are learning and moving towards a self-reliant level of literacy.
- Adoption of IPCL materials.

This survey and Evaluation Committee will, of course, do random check as part of data-audit function.

Second Step :

The impact evaluation, i.e. summative evaluation will be external in nature and will be entrusted to external bodies competent to determine the effectiveness and impact of the campaign. Evaluation teams will be appointed with meticulous care by the District Executive Committee sufficiently ahead.

Third Step :

Feedback and consolidation of evaluation :

The District Executive Committee will accumulate all the evaluation sheets and consolidate the statements blockwise for further deliberation and further action.

Budget

A budget of Rs. 4.42 crores has been proposed. The per learner cost is Rs. 71.32 p. (Attached at Annexure - I)

Calander : Annexure - II.

Total Literacy Campaign in Bolangir

ANNEXURE-I

FINANCIAL ESTIMATE

1. SURVEY :	(in Rs.)
(a) Printing of Survey Forms	6,00,000.00
(b) Meeting, Training, Enumeration expenses and consolidating and other charges	<u>4,00,000.00</u>
Total :	<u>10,00,000.00</u>
2. MOTIVATION & MOBILISATION :	
I. Environment building etc.	
(a) Posters, Charts, Banners etc.	5,20,000.00
(b) Wall writings	1,20,000.00
(c) Rallies & Seminars	3,25,000.00
(d) Meetings, Workshops & Jathas	10,20,000.00
(e) Display of Street Play, Cultural Programme, Folk Dances etc.	4,20,000.00
(f) Publicity :	
(Including purchase of film unit & van, Video Cassettes, magic lanterns, Puppets, Training of Artists, Cinema Slides etc.	15,75,000.00
(g) Competition & Prizes	2,20,000.00
(h) Organisation of Convocation & awards of certificates	<u>15,00,000.00</u>
	<u>57,00,000.00</u>
II. Co-ordination Personnel (Full time and paid)	
(a) (i) District Co-ordinator @ Rs. 5000/- per month for 18 months (5000 × 18)	90,000.00
(ii) 7 Deputy Co-ordinators @ Rs. 2,000/- per month each for 18 months (2000 x 18) + (36000 x 7)	2,52,000.00
(b) Sub-divisional Deputy Co-ordinators @ Rs. 2000/- per month for 10 D.Cs. for 18 months for 5 Sub-divisions @ 2 per Sub-division (2000 x 10 x 18)	3,60,000.00
(c) Block Assistant Co-ordinators @ Rs. 1000/- P.M. for 20 Blocks for 18 months (1000 x 40 x 18) @ 2 per Block	7,20,000.00
(d) Municipalities/ NAC Assistant Co-ordinators @ Rs. 1,000/- P.M. for 16 Co-ordinators for 18 months 4 for Bolangir Municipality @ 2 each for other 6 ULBs (Rs. 1000 x 16 x 18)	2,88,000.00
(e) G.P. Co-ordinators @ Rs. 500/- per month for 3000 Co-ordinators for 18 months (Rs. 500 x 3000 x 18)	<u>27,00,000.00</u>
Total :	<u>44,10,000.00</u>
GRAND TOTAL (I + II)	<u>1,01,10,000.00</u>

3. TRAINING :

(a) Training of 550 core trainers for 7 days in two phases : 1st phase 4 days & 2nd phase 3 days - 550 core trainers x 7 days x Rs. 50/- per core trainer per day	1,92,500.00
(b) Training of 5500 Master Trainers for 7 days in two phases : 1st phase 4 days and 2nd phase 3 days — 5500 x Rs. 35/- x 7 (Rs. 35/- per master trainer per day for 7 days)	13,47,500.00
(c) Training of 1,09,000 Volunteers for 7 days in two phases : 1st phase 4 days and 2nd phase 3 days — 1,09,000 x Rs. 15/- x 7 (Rs. 15/- per volunteer per day)	1,14,45,000.00
(d) Training Kit for volunteers @ Rs. 20/- each (1,09,000 x 20)	21,80,000.00
(e) Training Kit for Master Trainers @ Rs. 20/- each (5500 x 20)	1,10,000.00
(f) Training Kit for core trainer @ Rs. 20/- each (550 x 20)	11,000.00
(g) Training of Block/Municipality level functionaries (20 Blocks 7 ULBs for 3 days for 570 persons (20 Blocks x 25 persons + 7 ULBs x 10 persons) x Rs. 35/- per person per day x 3 days) Rs. 59,050 or say	60,000.00
(h) Incidental charges	1,54,000.00
Total	<u>1,55,00,000.00</u>

4. LEARNING MATERIALS :

Literacy Kits @ Rs. 30/- per Learners for 7,60,000 leanres (Rs. 30/- x 7,60,000)	2,28,00,000.00
(Each Kit contains one Salte, three Primers, Slate Pencils, exercise khata, one dot pen and one identity card)	
Total	<u>2,28,00,000.00</u>

5. STATIONERIES & CONTINGENCIES :

I. Monitoring & Evaluation :

(a) Expenses of D.R.U.	50,000.00
(b) Conducting writers workshops and development of materials	1,50,000.00
(c) Evaluation, Monitoring & Feedback	1,60,000.00
Total	<u>3,60,000.00</u>

II. Stationeries & Contingencies :

(a) District Level (10000 x 18)	1,80,000.00
(b) Sub-divisional levels (Rs. 2000 x 5 x 18)	1,80,000.00
(c) Block Levels (Rs. 500 x 20 x 18)	1,80,000.00
(d) ULBs Level (Rs. 500/- each for 6 ULBs + Rs. 1000/- for Bolangir	

Municipality) (500 x 6 x 18 + 1000 x 18)	72,000.00
(e) G.P. Level (Rs. 100 x 300 x 18)	5,40,000.00
(f) Village level (Rs. 50 x 2766 x 18)	24,89,400.00
Total	<u>36,41,400.00</u>

III. Other Contingencies :

(a) One Accountant-cum-Store Keeper, one Clerk-cum-typist and one helper on daily wages (Rs. 1500 + 1200 + 750 = 3450 x 18)	62,100.00
(b) One Electronic Typewriter	40,000.00
(c) One Heavy Duty Xerox machine	2,75,000.00
(d) Audio Visual Equipments	2,00,000.00
(e) Miscellaneous	2,00,000.00
Total	<u>7,77,100.00</u>

(GRAND TOTAL : I + II + III) 47,78,500.00

ANALYSIS

	(In Rs.)
1. Survey	10,00,000.00
2. Motivation	57,00,000.00
3. Training	1,55,00,000.00
4. Learning materials	2,28,00,000.00
5. Stationeries & Contingencies + Mobility	92,00,000.00
Total	<u>5,42,00,000.00</u>

(@ Rs. 71.32 per learner)

FOLLOW-UP PROGRAMME :

1st Phase	
300 JSN @ Rs. 14,000/- per JSN	42,00,000.00
2nd Phase	
300 JSN @ Rs. 7,000/- per JSN	21,00,000.00
Total	<u>63,00,000.00</u>
GRAND TOTAL	<u>6,05,00,000.00</u>

ANNEXURE-II
TENTATIVE CALENDAR OF ACTIVITIES
AUGUST, 1992

1. Convening of first meeting of the District Executive Committee and its various functional Committees.
2. Formation of Sub-divisional Monitoring and Co-ordination Committee and its convening.
3. Drafting of Action Plan by the various functional Committees at the District level.
4. Formation of Monitoring & Co-ordination Committee at Block & Urban Local Body level and convening its meeting.
5. Identification of folk/amateur artists.

SEPTEMBER, 1992

1. Formation of Monitoring and Co-ordination Committee at G.P./Ward level and at village/para level and convening of its meeting.
2. Identification of Core and Master Trainers and Training Venues.
3. Implementation of the Action Plan to be drawn up by the functional Committees at the District Level.
4. Convention of Writers, Artists, Media Persons, Educationists and Social Workers etc. under the aegis of the Academic Committee and development of IPCL compatible Primer Grade-I.
5. Sustenance of environment building activities.
6. Printing of Survey forms.
7. Finalisation of list of Block Level and G.P. Level Co-ordination.

OCTOBER, 1992

1. Printing of IPCL Compatible Primer Grade-I.
2. Meeting of all Block & G.P. Level Co-ordinators at District Headquarters.
3. Training of Core Trainers (Phase-I) (Both Stage I and Stage II areas), in collaboration with SRC and BGVS.
4. Preparation of hand-outs and Pamphlets, Posters & Charts etc. and their Printing.
5. Listing of Enumerators
6. Sustenance of environment building by organisation of Workshops for activists at Block/GP Level and its Urban counterparts.
7. Development of Primer Grade-II by the Academic Committee in collaboration with SRC and BGVS and as per IPCL methodology.
8. One day Orientation of Enumerators.

9. Identification of Master Trainers & Volunteers both for Block and G.P. level (Stage-I areas).
10. Publication of first campaign bulletin.

NOVEMBER, 1992

1. Conducting of survey on 1st November, 1992.
2. Reinforcement of environment building by intensive campaign conducting Jathas, Street-plays, Folk-dance/Song Performances by amateur Artists.
3. Dissemination of hand-outs, Pamphlets, Posters, Charts, Screening of Pictures and Documentaries.
4. Training of Master Trainers (Phase-I) (Stage-I areas).
5. Consolidation of survey data.
6. Tagging of volunteers (Stage-I areas).
7. Printing of IPCL compatible Primer Grade-II.
8. Workshops for activists at village, GP & Block level and its Urban Counterparts.
9. Development of IPCL compatible Primer Grade-III.
10. Training of Block & ULB Level functionaries in Stage-I areas.

DECEMBER, 1992

1. Training of volunteers (Phase-I) (Stage-I areas)
2. Meeting of all Block & GP Co-ordinators at District Headquarters.
3. Distribution of IPCL Primers Grade-I and Kits to learning centres through volunteers.
4. Beginning of teaching at learning Centres/(Stage-I areas).
5. Continuation of Workshops at Block/GP/Village/Para levels and its Urban counterparts for literacy activities.
6. Continuation of environment sustenance activities.
7. Printing of IPCL Compatible Primers Grade-II and Grade-III.
8. Bringing out 2nd issue of Literacy Bulletin.

JANUARY, 1993

1. Training of Core trainers (Phase-II) (Both Stage-I and Stage-II areas) and Master Trainers (Phase-II) (Stage-I areas) in collaboration with SRC & BGVS.
2. Continuation of environment sustenance activities.
3. Continuation of Workshops/Seminars/Meetings etc. at Block/G.P. and Village Levels and its Urban counterparts for Literacy activists and its sustenance through intensive campaign of environment building activities.
4. Formation of 'human-chain' on 26.1.93 at each Village and Para where teaching is in progress and also in areas of the district to be taken up in second stage.

. Teaching continued (Stage-I areas).

FEBRUARY, 1993

. Formation of 'human-chain' on 28.2.93 at each Village/Para where teaching is continuing and also in the areas to be taken up in 2nd Stage.

. Teaching continued (Stage-I areas).

. Environment sustenance activities continued.

. Workshops, Seminars etc. of Literacy activists continued.

. Movement of Primer Grade-II and Grade-III to all Centres in Stage-I areas.

. First Mid-term Evaluation.

. Training of volunteers Phase-II (Stage-I areas).

. Distribution of Primer Grade-II and Grade-III in Stage-I areas to learners through volunteers.

. Bringing out of 3rd issue of Literacy Bulletin.

MARCH, 1993

. Starting of teaching of IPCL compatible Primer Grade-II taking into account the feedback of first round of mid-term evaluation.

. Organisation of visits by groups of volunteers from Stage-II areas to be taken up from June/July, 1993 to Stage-I areas where teaching is in progress.

. Starting of Literacy Ratha on 15th March, 93 for touching each and every Block/GP of Stage-I areas (and urban counterparts) with mobile exhibition, Video display unit and cultural troupes.

. Identification of Master Trainers and Volunteers both for Block and G.P. level (Stage-II areas).

. Continuation of environment sustenance activities.

. Workshops, Seminars, Literacy Activities continued.

APRIL, 1993

. Movement of Literacy Ratha in Stage-I areas continued.

. Training of Master Trainers and Volunteers for Stage-II areas (Phase-I) and distribution of Primers Grade-I and kits to Volunteers and its despatch to learning Centres of Stage-II areas.

. Second Mid-term Evaluation in Stage-I areas.

. Continuation of environment sustenance activities.

. Workshops, Seminars, Literacy activities continued.

MAY, 1993

. Training of Block and ULB Level functionaries, in Stage-II areas.

2. Tagging of volunteers and learners in Stage-II areas.
3. Bringing out of 4th Issue of Literacy Bulletin.
4. Meeting of all Block Level and GP Level Co-ordinators at District Headquarters.

JUNE, 1993

1. Commencement of teaching in Stage-II areas with Primer Grade-I.
2. Commencement of teaching in Stage-I areas with Primer Grade-III taking into account the results of the Second Mid-term Evaluation.
3. Formation of 'human-chain' on 5.6.1993 in all Villages/Paras of Stage-I and Stage-II areas.
4. Continuation of environment sustenance activities.
5. Workshops, Seminars, Literacy activities continued.
6. Training of Master Trainers in Stage-II areas (Phase-II).

JULY, 1993

1. Continuation of teaching with Primer Grade-III in Stage-I areas and final evaluation.
2. Continuation of teaching in Primer Grade-I in Stage-II areas.
3. Continuation of environment building activities.
4. Workshops, Seminars, Literacy activities continued.
5. Training of Volunteers in Stage-II areas (Phase-II) and distribution of Primers Grade-II and Grade-III to learning centres and volunteers in Stage-II areas.
6. Identification of location of JSNs and Volunteers (Preraka) in the Stage-I areas.
7. Supply of Post Literacy Materials to JSNs in Stage-I areas.
8. Brining out of 5th Issue of Literacy Bulletin.

AUGUST, 1993

1. Declaration of Stage-I areas as fully literate and Convocation.
2. Commencement of Post Literacy activities in Stage-I areas.
3. Commencement of teaching of Primer Grade-II in Stage-II areas.
4. Visit by representative groups of volunteers and learners from Stage-II areas to the Convocation Ceremonies in Stage-I areas.
5. First Mid-term Evaluation in Stage-II areas.
6. Commencement of teaching of Primer Grade-II in Stage-II areas taking into account the feedback from Mid-term evaluation.
7. Environment sustenance activities continued.
8. Workshops, Seminars, Literacy activities continued.
9. Formation of 'human-chain' on 15.8.1993.

SEPTEMBER, 1993

1. Continuation of Post Literacy Activities in Stage-I areas.
2. Continuation teaching with IPCL Compatible Primer Grade-II in Stage-II areas.
3. Continuation of environment sustenance activities.
4. Continuation of Workshops/Seminars/Meetings etc. at Block/GP and Village Levels and its urban counterparts for Literacy activists.
5. Bringing out of 6th issue of Literacy Bulletin.
6. Formation of 'human-chain' on 5.9.1993 (Teachers' Day).

OCTOBER, 1993

1. Second Mid-term evaluation in Stage-II areas.
2. Continuation of environment sustenance activities.
3. Continuation of Workshops/Seminars/Meetings etc. at Block/GP and Village Level and its urban counterparts for literacy activists.
4. Continuation of Post Literacy activities in Stage-I areas.
5. Commencement of teaching of IPCL compatible Primer Grade-II in Stage-II areas taking into account the conclusion of 2nd Mid-Term Evaluation.

NOVEMBER, 1993

1. Continuation of Post Literacy activities in Stage-I areas.
2. Continuation of environment sustenance activities.
3. Continuation of Workshops/Seminars/Meetings etc. at Block/GP and Village Level and its urban counterparts for Literacy activists.
4. Publication of 7th Issue of Literacy Bulletin.
5. Continuation of teaching with IPCL compatible Primer Grade-III in Stage-II areas.
6. Formation of 'human-chain' on 14.11.93 (Children's Day).

DECEMBER, 1993

1. Final Evaluation in Stage-II areas.
2. Continuation of Post Literacy activities in Stage-I areas.
3. Continuation of Workshops/Seminars/Meetings etc. at Block/GP and Village Level and its urban counterparts for Literacy activists.
4. Continuation of environment sustenance activities.
5. Identification of location of JSNs and Volunteers for Post Literacy activities in Stage-II areas.
6. Supply of Post Literacy materials to JSNs in Stage-II areas.

JANUARY, 1994

1. Convocation and declaration of total Literacy in Stage-II areas.
2. Continuation of Post Literacy activities in Stage-I and Stage-II areas.
3. Continuation of environment sustenance activities.
4. Continuation of Workshops/Seminars/Meetings etc. at Village levels and its urban counterparts for Literacy activists.
5. Continuation of environment sustenance activities.
6. Publication of 8th Issue of Literacy Bulletin.

FEBRUARY, 1994

1. Continuation of environment sustenance activities.
2. Continuation of Workshops/Seminars/Meetings etc. at District/Sub-division and Block/GP and village level and its urban counterparts for Literacy activists.
3. Continuation of environment sustenance activities.
4. Continuation of Post Literacy activities in Stage-I and coverage of teaching in left out areas as brought out in Evaluation.

MARCH, 1994

1. Continuation of Environment sustenance activities.
2. Continuation of Workshops/Seminars/Meetings etc. at District/sub-division and Block/GP and Village level and its urban counterparts for Literacy activists.
3. Continuance of Post Literacy activities in Stage-I and Stage-II areas — continuation of teaching in areas left out.
4. Bringing out of Final Issue of District Literacy Campaign.

APRIL 1st, 1994

ORISSA FOUNDATION DAY

DECLARATION OF BOLANGIR DISTRICT AS FULLY LITERATE

List of Impressions and Observations at the time of visit of the Joint Team to the Rural and Urban areas of Bolangir District in connection with taking up a Campaign for Total Literacy in that District

Plus Points

- The district has a strong tradition of respect for voluntary action and voluntary culture. A good number of voluntary agencies (15) are engaged in the work of adult literacy as a tool of social action and social transformation for more than 10 years.

- There is a network of libraries in the rural and urban areas and some of these libraries are run by the VAs. These will be a positive asset for the neo-literates who will be completing the first phase of basic literacy and entering the post-literacy phase within a year's time.

- There are atleast 450 youth clubs in the district which appear to be quite active. These youth clubs have two wings, namely — (a) cultural wing and (b) social service wing. The cultural wing takes care of performing nukkad natak, street theatres, etc. for creating a positive environment prior to introduction of a programme and the social service wing implements a variety of social action programmes either with the grant-in-aid from the Govt or otherwise. All these youth clubs can be effectively harnessed for the work of TLC.

- There are number of non-governmental organisations different from voluntary agencies and yuvak sanghas such as Divya Jeevan Sanghas, Aurobindo Path Chakras, Sathyasa Seva Samiti, Jug

Nirman Yojana Branches, Rotary and Lion Clubs, teachers and students' associations/unions. All these organisations with suitable orientation can also be effectively harnessed for literacy work.

- There are a number of creative writers such as poets, playwrights, novelists and artists in the district who are positive and constructive to the campaign. Many of them have general publications in the field of education, orientation and training to their credit and are willing to make positive contribution towards the TLC by composing songs, slogans, plays, playlets, role-plays, skits etc. Some of them, like the present Principal, Sonapur College, are quite conversant with the pedagogy of adult learning and are adept in the art of construction of primers for adults.
- The district is rich in folk culture and folk tradition. There are several folk forms for communicating with the people which can be harnessed to create the desired climate for literacy in the district and for spreading the message of literacy.
- In the rural areas, majority of the people who will come in the category of potential learners are simple, honest, free of guile and hospitable. They have an urge for a clean and congenial existence; they believe in the dignity of human labour and are otherwise extremely hardworking, sincere and committed to social cause. Amongst the teachers, students, women and youth as also amongst the rank and file, there are specimens of good, well-meaning and committed individuals who are willing to make available their time, energy and resources and provide the leadership and direction to the campaign. They, however, need to be properly

identified, given timely & proper orientation so that the right man/woman can be identified and put at the right place.

- There are several student and non-student youth activists amongst the general population as well as SC/ST population who are good, well-meaning, honest and committed and given the opportunity would rise to the occasion to work wholeheartedly and unitedly for the campaign to make the district fully literate within the prescribed time-span.

General deficiencies and shortcomings observed in course of field visit and discussions

- The urban areas present a picture which is distinctly different from the picture of simplicity, natural and spontaneous urge for doing good things for the people. The general attitude or approach to problems in urban areas is one of cynicism and scepticism. Even in course of the small district level convention which was addressed by the members of the joint team, many doubts, reservations and misgivings were raised even though preparations for launching a TLC are on the ground for the last 6 months or so. No major efforts seem to have been made to remove these doubts, reservations and misgivings and create a positive attitude and positive value association of the people with literacy.
- While there is a network of voluntary agencies and many of whom have a good track record of social work including literacy, there is lot of rancour, jealousy and infighting. This was evident from the manner in which the VAs were indulging in mutual character assassination and recrimination.
- While some Govt functionaries, both at the senior and junior level, appear to be quite energetic and committed to the idea of literacy as a tool of social action, the members of the team did not get this impression on an overwhelming scale amongst the Govt officials. Many of them are still in need of proper orientation and attitudinal change in support of literacy.
- Even though the members of the joint team had expressed a desire to meet the representatives of the people and the political parties, they were conspicuous by their absence in the district level convention as also in the meetings attended by the team in the rural areas. The panchayat elections have been recently concluded and the elected Chairmen, Panchayat Samitis and Sarpanches as also ward members are yet to assume the charge of their respective offices. The overall political environment in the wake of panchayat elections in general and in the Patnagarh subdivision in particular appear to be surcharged with tension and not very conducive to a TLC. This, however, is a temporary phenomenon and it is expected that the recrimination and infighting will disappear soon giving way to a climate of peace, goodwill, good neighbourliness and peaceful co-existence.
- In an educationally backward district like Bolangir with a very low rate of literacy (33%) and a deplorable low rate of female literacy, a lot of support and help will have to be solicited from the officers of the Department of Education as also from various development departments, such as agriculture, animal husbandry, forest fisheries, sericulture, health, hygiene

family welfare, immunisation, nutrition, etc. Regretfully, however, due to the backwardness of the district, several sanctioned posts have remained unfilled for a long time giving rise to lot of dislocation in the day-to-day work. In terms of educational and developmental infrastructure and logistic support, therefore, the district does not appear to be particularly well-endowed for taking up a massive campaign for total literacy unless timely steps are taken to make good this deficiency and to have all functionaries in education as well as other departments in position so that their services can be requisitioned for the campaign work.

- On account of general backwardness of the district coupled with absence of avenues of durable employment, a large number of people migrate outside Bolangir and some even outside the State. They usually migrate after the harvesting operations and come back before the kharif operations. This inevitably creates problems in fixing a realistic target of universal coverage of all potential learners in 9-45 age-group in a campaign for total literacy. The migrant population evidently cannot be left out of the purview of the campaign but their meaningful coverage would mean revision of the time schedule to take care of the time when they are available for participation in the teaching-learning process and in the process of evaluation of learning outcome.

Deficiencies and shortcomings in the draft Action Plan for total literacy in Bolangir (1991-92 and 92-93)

- While the district profile in Chapter I has brought out very briefly the geography,

opography, socio-economic and agro-climatic characteristics though rather insufficiently, there is a mix up of cultural and ethnic characteristics with demographic characteristics. This needs to be clarified and the demographic characteristics need to be stated in somewhat greater detail. These are caste, community, language/ religion and cultural group compositions, age of marriage, IMR, crude birth rate, crude death rate, fertility rate, etc.

- Even though the action plan has projected a target of 7.60 lakhs to be made literate, there is no analysis of the percentage of population in a particular age-group and the break-up of the illiterate population in that age-group and the break-up of the illiterate population in 9-14, 15-35 and 35+ age-groups. In the absence of this analysis, it is very difficult to accept the accuracy or even near accuracy of the figure of 7.60 lakhs, which has been projected as the total illiterate population of the district.
- Chapter II on literacy scenario appears to be more statistics oriented and less analysis oriented. There is no analysis of the factors or forces which have contributed to the massive illiteracy phenomenon both in terms of low rate of literacy as well as in terms of large number of illiterates in the district. Such an analysis is absolutely essential to come to a conclusion on adoption of the right strategy and methodology for dealing with the problem of illiteracy.
- The position in regard to enrolment and drop-out at the formal school system has been very cursorily introduced without any analysis of the total school going

Specific Suggestions

- The action plan should be completely re-written keeping in view the various deficiencies and shortcomings which have been pointed out earlier.
- A clear line needs to be drawn between the cultural characteristics and demographic characteristics of the district which seems to have been mixed up in the Action Plan. There is need for little more elaboration of the demographic, ethnic and cultural characteristics in the first chapter of the Action Plan.
- There is a need for a scientific estimation of the number of potential learners in different age-groups on the basis of the Census data which will undergo change after the door-to-door survey has been taken up. The target population could be divided into 3 age-groups namely, 9-14, 15-35 and 36-45.
- There is need for clear, logical and coherent analysis of the factors which have contributed to the phenomenon of illiteracy instead of presenting a simple statistical outline of the rate of literacy, number of literates and illiterates.
- There is need for clearly spelling-out the strategy which will be adopted in the TLC in Chapter III.
- A number of issues which have been mixed up under Chapter IV, such as strategy for motivation and mobilisation, identification of learners and volunteers, training plan, learning materials, network for coordination/monitoring, evaluation, post-literacy & continuing education, etc. need to be dissegregated and each of the issues should come under an independent chapter with an appropriate narration. The chapter on Post-literacy & Continuing Education should make a clear analysis of the learning needs, learning opportunities and the socio-economic and cultural stimuli for a learning environment instead of just going in for one model of PL & CE (i.e. JSN) in a rather simplistic and stereo-typed manner.
- Chapter V should be renamed as Environment Building — Motivation of potential learners and mobilisation of volunteers and should indicate the following :
 - Objectives of environment building
 - Forms of environment building
 - Modality of environment building
- To be recurrent and to continue instead of being a one time operation to sustain the motivation of learners, volunteers and all functionaries till the desired object has been achieved.
- Continuous assessment of the impact of environment building by members of people's committees, full-time coordinators, Govt functionaries, literacy consultants, to be deputed by NLMA, etc.
- Chapter VI should be renamed as Survey — Objective, Strategy, Methodology & actual use of the findings. While the findings of the survey may be collected and compiled village-wise, panchayat-wise, block-wise and district-wise, the findings may be made after conclusion of the survey so that the matching and batching between the potential learners and volunteers can take place alongwith identification of location, duration, timing, etc of the entire teaching-learning process.
- Chapter VII on Training should be renamed with the caption — Training — Objective, Strategy & Methodology. It

should start with the levels of training, as has been done, but should go beyond to a description of multi-phase training, business to be transacted in each phase i.e. curriculum and course content of training, involvement of SRC and other resource institutions and individuals in training, the methodology of training (dialogue and discussion oriented and not lecture oriented), evaluation of the impact of training in the real classroom situation, etc.

- Training should not merely imply training of members of the Academic Core Group such as KRPs, RPs, MTs and VTs but should also enable orientation of members of various people's committees, full-time coordinators, district, block and panchayat level functionaries. The curriculum and course content, duration and methodology of such orientation should also be clearly reflected as a sub-chapter of Chapter VII or it may be appropriately numbered as a separate chapter.

The manner in which the services of KRPs, RPs and MTs should be utilised after the training operation should be clearly indicated. On no account, their services should be dispensed with after training.

- While a decision should be taken regarding the mode of preparation of the teaching-learning materials by adopting one out of the 3 alternatives, as listed earlier, the pre-testing of the materials and their approval by the Central IPCL Review Committee at Delhi should also be

clearly reflected.

- The organisational framework of the campaign starting with district convention which forms a part of Chapter VIII should be delinked and should appropriately come under the Environment Building Activity which should deal with the various people's committees, full-time coordinators to be known as Coordinators and Govt Functionaries at the district, block and panchayat level in that chapter.
- The present Management Structure appears to be heavily weighed in favour of Govt functionaries. There is need for making a departure from this usual trend and striking a balance between the Govt functionaries and functionaries to be drawn from NGOs and VAs.
- The Chapter on Organisation & Management and the Management Structure should be an independent one and should deal with the objective, strategy and methodology of forming various committees at various levels as also for identifying clearly the requirement of full-time functionaries and the manner of drawing them from different organisations/institutions etc.
- The calendar of operations will have to be revised as certain activities which were scheduled to take place in April-May '92 did not appear to have been taken place while the time for these activities has already been over and hence the need for a minor adjustment.

PROPOSAL FOR TOTAL LITERACY CAMPAIGN IN NAGAPATTINAM QUAID-E-MILLETH DISTRICT, TAMIL NADU

Tour Report (9.7.92) of Shri T.S. Sundara Rajan, Under Secretary

Introduction

The project proposal for TLC in district Nagapattinam was received in Apr '92 from Shri K. Skandan, IAS, District Collector; whereupon the DG NLM wrote to the Special Secy (Edn), Govt of Tamil Nadu, on 4.5.92 for the State Government recommendation, its consent to bear one-third of the budget as may be approved, and also for a report on the preparations made on the ground for launching of the TLC. In its letter dt. 13.5.92, the State Edn Dept conveyed its recommendation and consent to bear the State share limited to Rs. 60/- as the per learner cost. I was informed at Nagapattinam that the State Government has sought from the Collector a report on preparations for TLC.

There are on-going TLCs in districts North Arcot, Pudukkottai, PMT Sivagangai, Madurai, Kamarajar Virudunagar, Tirunelveli Kattabomman, Kanyakumari and Ramanathapuram. Thus, the Tamil Nadu TLC map accounts for a beginning in the north of the State, and a near coverage of the south. Nagapattinam could be the entry point in Tamil midland.

Tour Report

Shri C.V. Ramachandran, Project Officer, Tamil Nadu Directorate of NF&AE, joined me at Nagapattinam. He was deputed by Shri R. Theivamani, DAE, who was busy with his

additional charge as Director of Examinations. I had requested Shri Venkateshan of BGVS (and Tamil Nadu Science Forum at Madras), to accompany me but he sent a message about another engagement. I had, however, an opportunity at Nagapattinam to interact with 2 local BGVS workers, Shri Aazhi Rama Rangarajan and Shri R. Easudoss.

On my visit, the Collector spoke of the high enthusiasm generated during the Bharat Gyan Vigyan Jattha (Oct-Nov '90), but this was not availed of during the subsequent 2 years. He, however, emphasised that there was still a visible zeal among the people in the district to take up the TLC.

The Arivoli Iyakkam Society for the district, the prospective implementing agency, is yet to be registered. Answering the Collector's queries, I counselled that the committees at each level — district, revenue division, municipality, panchayat union, Block, village — were to be constituted in a participative manner to be truly representative of all sections of the society and all walks of life. The individuals identified for inclusion in the committees are to 'emerge' from popular literacy conventions at all levels, and identified for their abilities, social commitment and background of social service. While constituting the committees,

the Collector would be guided by these considerations alone and accordingly no 'nominations' are to be made *suo motu* by the Central Government or the State Government or the District Administration. What mattered was the single objective of enlisting the right individuals to work for the success of the noble societal cause of Total Literacy.

A considerable mobilisation and environment building activity has been organised since Apr'92 in the district, thanks to the universally admitted initiative of the sub-Collector, Shri Irai Annbu. Shri Annbu is awaiting relief to join his posting as ADM in South Arcot District. The Collector is one with others in the district in emphasising that the popular awareness treated by Shri Annbu would not be allowed to flag this time and that the people at large have readied themselves to start the TLC.

Preparations for Environment Building

The Press had extensively reported on the popular conventions and other environment building events organised in the district since Apr'92. The cultural performances have been entrusted to two troupes, named after Mahakavi Subramania Bharati, and his disciple, Paavendar Bharatidaasan. According to a report carried in *Dinamani* (18 May), the function held at Mannargudi on May 19'92 was addressed *inter alia* by

- Shri P. Kuppusamy, CPI (Marxist)
- Shri Ratnam, DMK
- Shri A.D. Madhavan, AIADMK
- Shri V. Arunachalam, Janata Dal
- Shri Mohandas, Cong (I)
- Shri N. Narayanaswami, DK
- Shri Tanga Kumaresan, CPI, etc.

This is just one instance to demonstrate that the TLC in the district has been adopted as a common cause cutting across party lines.

The preparations had started off with a meeting of key persons held on 31.3.92. The meeting was termed 'Project Explanatory Meeting', and had a participation of all District officials, besides the representatives of BGVS, TNSF, NYK etc. This meeting was addressed by Dr. Venkatesh B. Athreya, the State Coordinator for BGVS.

The first district level convention was held on 9.4.92. As many as 2500 invitations had issued for this meeting which was attended by the workers of all the political parties, besides representatives of women, writers, students, cine-fans, farmers, Consumer Protection, agricultural labourers, government employees, teachers, religious, organisations. Every one of them spoke to pledge support for the TLC and offered suggestions for its success.

The 'proclamation jattha' was inaugurated by the Collector on 13 Apr (coinciding with the Tamil New Year). The two cultural troupes, Bharati and Bharatidaasan, followed up the inauguration with their jathas covering 124 centres and concluded by 5 May. A total of 4891 volunteer instructors were identified through the jathas.

The conduct of the **kala jathas** was preceded by the identification of 30 performing artistes, 22 men and 8 women, (a list was given to me), and training imparted to them (6/15.4.92) by artistes from other TLC districts of Tamil Nadu who had already put up performance. The training venue was the Kumaran Marriage Hall which was offered free for the purpose. Thanks to contacts built up by the government officials and voluntary agencies, the local citizens at every centre provided to the visiting troupes everything free - food, shelter, stage arrangements, wall

writings/ posters, pamphlets and banners.

Conventions and Committees

Popular literacy conventions have already been held at the District, 6 Municipalities and all the 20 Blocks between 6 Apr and 5 May '92. The Committees at these levels would be constituted by mid-July '92.

Contact persons have been identified in half of the 1185 Revenue villages in the district during the course of the jatthas.

Identification of volunteers, and training

The fall-out of the BGVJ '90, conducted in 132 centres, had been considerable and the recent districtwide jatthas held in Apr/ May '92 could easily make for identification of quite a number of VIs to begin with.

The SRC had recently organised training camps at Madras and Tiruchirapalli. Other workers identified were those who had participated in the BGVS camp on 11/15.12.91 at Madurai, and at Kodaikanal on 16/19.5.92. There are others drawn from NYK and allied organisations, besides employees of government departments.

About 20 persons have already been identified as Key Resource Persons and they will be trained by the end of July '92 by 4 Trainers who have already participated in the BGVS workshops.

Full-time Coordinators

A list of 35 identified full-time coordinators is available at the following levels :

District	7
Revenue Divisions	3
Municipalities	5 (One more needed).
Blocks	20

Of these, 28 are government employees. The District Administration has already

approached the concerned departments for their release for the TLC, and 4 have been secured so far.

On 31.3.92 an orientation camp was held for district officials and other government staff and another 3-day camp is planned in the last week of July '92.

A public meeting

Shri Irai Annbu, Sub-Collector, had organised a public meeting on the day of my visit in the Kadambadi Municipal Office. Some of the participants were

- Shri Po. Munirasu, Municipal Commissioner, Nagapattinam.
- Shri S. Natarajan, Principal, Valivalam Polytechnic.
- Ms K. Vedavalli, NSS Programme Officer, Women's Polytechnic.
- Smt Ida Arul, DAEO Tanjavur (& also Nagapattinam).
- Shri P.N. Shanmukha Sundaram, Dist. Ednl. Officer.
- Shri R. Sundara Varadan, Dist. Dev. Officer; Mannargudi.
- Shri A. Sampat, BDO Nagapattinam.
- Shri P. Rangan, BDO Sirkali.
- Smt. G. Jayalakshmi, Municipal Girls Hr Sec School, Nagapattinam.
- Shri RMK Dhanasekharan, Dist. Admn. Employees Association.
- Shri Guru. Chandrasekharan, Tamil Nadu Govt Employees Union.
- Shri M. Uthirapathy, Deputy Tahsildar, Nagapattinam.
- 18 NSS girl volunteers from MG High School.
- Shri Aazhi Rama Arangarajan, BGVS (and a District Arivoli Coordinator).

Each one of them spoke with a palpable enthusiasm about the on-coming TLC in the district and pledged to mobilise volunteers in numbers. Quite a few quoted from the Tamil classic **Tirukkural**, and from Mahakavi Bharati, about Why Literacy? and Literacy and Women's development. This was proof of a common awareness about the intrinsic value of literacy.

Speaking to the gathering, I pointed out that while Tamil Nadu was relatively a late entrant to TLC, the ongoing TLCs in the State's districts were by and large doing very well, under the committed leadership of the district collectors and their equally committed team of coordinators and volunteers. While the formal initiative for TLCs was a matter of partnership of the State and the Central Governments, the several facets of **Arivoli** in Tamil Nadu pointed to the fact that it has indeed become a spontaneous people's movement.

Addressing specifically the Representatives of State Government and District Administration employees present, I remarked that I was myself a public servant like them. There was a lot that public servants could do for the TLC. One was to develop an empathy with the literacy campaign and such empathy could in turn develop an alertness in one's work-situation to eliminate delays in processing of decisions and papers relating to the TLC. There was also the need to overcome a common pessimism about imparting of literacy in an organised manner. The cliched slogan, This Will Not Work, should not work any longer in the literacy context.

Winding up, the Sub-Collector, Shri Irai Annbu, quipped that both pessimism and optimism in proper measure would be in

place, except that pessimism should not ultimately prevail. The optimist, he said, designed the aircraft while the pessimist provided for the parachute! Well taken.

Conclusion

What to-day constitutes the **new district** of Nagapattinam forms the Chola heartland and has a long tradition of Vaishnava, Saiva and Buddhistic cultures and an established polity going back to the days of the Tamil classics. The Christian shrine at Velankanni and the Muslim shrine at Nagoor are popular pilgrim centres. The district has rich verdure and a primarily agricultural economy. With oil struck recently at Narimanam (where the Madras Refineries Ltd has set up) and the commissioning of the 10 MW gas turbine (the first of its kind in the State) by the Tamil Nadu Electricity Board, the district is on its way to rapid industrialisation. Even the old 'sleeping' port at Nagapattinam could get reactivated in the process.

In Nagapattinam, the District Administration headed by the Collector is visibly committed to the TLC. Positive vibrations have been picked up in the district from the other TLC districts of the State. The people at large as well as the organised sectors of the economy have already responded to the on-coming TLC by offering support in kind to the environment-building efforts. The officials of the District Administration (who attended the meeting on 9.7.92 in force) have started viewing themselves as the district's Literacy Corps, thanks to the initiatives taken by the Collector, Shri Skandan, and the Sub-Collector, Shri Irai Annbu. The two of them have gone to town in building up popular motivation, but have **not** stopped at the emotional aspects of TLC alone. They have simultaneously proceeded with systematic

planning for identifying the core-teams at all levels and the troupes of artistes, the key persons and even VIs (so much in advance of launching of the TCL), organising training and actual **kala jattha** performances. The Collector and his team understand that they are not to work **for** the illiterates as **with**

them.

Taking together the present preparations made by the Collector for the TLC, and the rich fund of historic sentiments available, it is evident that the necessary circumstances exist for the successful implementation of TLC in Nagapattinam.

PROPOSAL FOR TOTAL LITERACY CAMPAIGN IN DINDIGUL ANNA DISTRICT (TAMIL NADU)

REPORT OF VISITING TEAM (August 17, 1992)

The visiting team consisted of

- Shri T.S. Sundara Rajan,
Under Secretary, Dept of Education,
Ministry of HRD, New Delhi.
- Shri N.L. Tirumala Rao, Deputy Director
(NF & AE), Govt of Tamil Nadu, Madras.
- Shri S. Tamizh Selvan, Central Prog-
ramme Coordinator, Tirunelveli District
Arivoli Iyakkam, Tirunelveli.

INTRODUCTION

The Government of Tamil Nadu had, in its letter of 8.6.92, recommended the project proposal and had stated that the State Government would bear one-third of the project cost limited to per learner cost at Rs. 60/-.

The proposal has a projected coverage of 5,11,920 learners in the age-group 9-45 and a revised time-span of May '92 - Aug '92. The implementing agency, DINDIGUL ANNA DISTRICT ARIVOLI IYAKKAM, was registered on 9.6.92. The Society's EC is headed by the District Collector. The Collector was counselled by the Team to ensure that the EC remained truly representative and participative in character.

The district has a literacy rate of 50.4% which is well below the State average of 63.72% as per the 1991 census. The project document states that the district had "shown no progress on the literacy front between 1981 and 1991" despite the fact that it has a large

number of diverse educational institutions and as many as 20 well established NGOs.

THE REPORT

Before starting on visits, the Team had a preliminary discussion with the following district officials :

- Shri Ashok Ranjan Mohanty,
Addl Collector (Dev), and Proj Officer
DRDA, and Secretary, Dindigul Arivoli
Iyakkam.
- Shri R. Palaniswamy, Ch. Ednl Officer,
Dindigul.
- Shri P. Rengasamy, DAEO, Dindigul (and
Member EC).
- Shri S. Velayuthan, PA to Collector (&
Addl Secy EC),
- Shri K.A. Karalan, Divisional Dev Officer
(& Member EC).
- Shri V. Palani Vel Rajan, Divisional Dev
Officer (Trg).
- Shri M. Manickam, BDO (Athoor at Sem-
pally).

The Team was impressed with the high degree of involvement in the proposed TLC on the part of Shri Mohanty, the Additional Collector, and the group of officials present. Every one present assured us that the district administration was fully committed to see the TLC through to successful conclusion.

After the preliminary discussions, the Team was taken to the Gandhigram Rural Institute (10 km from Dindigul) to meet a

group of officials led by (i) Dr R. Balasubramaniam, Registrar; (ii) Shri P.K. Kodandapani, Dir (A&CE) Gandhigram; and (iii) Shri Sundaresan, Secretary to the Vice-Chancellor.

Shri Kodandapani made a presentation of the Dindigul TLC proposal through transparencies. In the discussion that followed, he spoke of the Gandhigram's wide outreach through the Krishi Vigyan Kendra, IDARA, creches etc. Shri Sundaresan pointed out that the GRI was very strong in terms of training and rural extension programmes. As many as 64 mahila mandals were handling the afforestation programme. The Damien Leprosy Centre had a good track record and had succeeded in reducing the incidence of leprosy from 23/1000 to just 4/1000. This made for its high standing in the community.

The Gandhigram Rural Institute had been started in 1956 with a commitment to Mahatma Gandhi's **Nai Talim**, and has since been accorded the status of a 'Deemed University'. The GRI has developed courses in

- * Rural Development
- * Rural Economics and Extn. Education
- * Rural Oriented Sciences
- * Cooperation
- * Development Administration
- * Rural Sociology and Panchayati Raj
- * Communicative English, Tamil and Indian languages.

The Institute awards doctoral, master and bachelor degrees, besides diplomas/ certificates. It has about 1000 students on the rolls and 135 teaching and 145 non-teaching staff. The students who pass out of GRI meet the felt need of personnel required for rural development under various governmental and non-governmental schemes. The GRI has a culture 'academy' to develop programmes of performing arts, and manned by persons trained in Shantiniketan. One of the objects

of the academy is to make documentation of folk-art forms and to encourage folk artistes. This could come in handy for the development of environment-building and **kalaa-jattha** programmes of the proposed TLC.

From Gandhigram, the Team proceeded to village Vilaampatti to participate in a public convention on literacy organised there. Nearly 500 school children had marched in procession to assemble at the convention site and they looked excited with a feeling that they were centre-stage of something very important happening around them. Shri Sundara Rajan spoke to some of the children to ask what brought them together in the convention. The children invariably answered with a grin that their mothers and even grandmothers were going to learn from books like themselves. Both Shri Sundara Rajan and Shri Tamizh Selvan addressed the gathering which consisted of a large number of women of all age groups, and emphasised that there was no alternative to acquiring literacy and that there was just no question of 'doing it later'. There was just only one way and just one opportunity before them to become literate and that was through the TLC, and that would be right now. There was no other means by which our women could secure their rightful place in private life and public affairs. This call addressed to the womenfolk present appeared to be well received.

After this, two 'street plays' were put up by a very talented group of young men (especially Shri Muthiah and Venkaiyan) under the direction of Shri S.P. Srinivasan, who had spent time in Shantiniketan. One could read the keen response to the plays on the faces of the several village women as they watched the performance. They knew that through the TLC they were approaching their

finest hour.

The meeting at 5 p.m. in the convention hall of the Collectorate was very largely attended, with the Collector, Shri Ramesh Ram Mishra, in the chair. Some of the identified participants were

- Shri Gopalakrishnan, Tamil Nadu Science Forum
- Shri Arunandi, a Lecturer —do—
- Shri P.A.P. Nathan —do—
- Smt. Mohana, a Lecturer —do—
- Smt. Santana Mary, Bharata Mata Makalir Munnetra Sangham
- Dr Ravishankar, Programme Coordinator, TLC Sivaganaga
- Dr Marisamy, NSS Coordr, Palani Andavar Arts College

Shri Tamizh Selvan spoke to the gathering to say that 'Arivoli' (which stands for the Light of Learning) is the open sesame for entering through any door of public authority. He detailed the various stages of organising the TLC and remarked that "once you start on the TLC, the work comes cascading in; so, right in the beginning, do please organise for monitoring and evaluation." He advised great care in selecting full-time coordinators who should be those who would accept any role and any responsibility. The full-timers cannot afford to take things in the ordinary course. "You would not spare yourself if you are a full-time coordinator."

Training, said Shri Selvan, should be given with the objective of enabling the voluntary instructors to learn to teach in a joyful manner. The training programme is very important, as can be judged from experience elsewhere which showed that wherever training is weak, the drop-out starts on a large scale.

One Shri K.S. Perumal, a social worker

(Meyyanivalayam, Ammapatti, Acchana-patti P.O. - 624702, Eriyurpatti Veda sandu Taluq), stood up and said that he was observing a kind of personal discipline of doing at least one significant act of charity every day of his life. He said that the TLC would engage him fully on his discipline.

A speaker from the Society for Integrated Development of Tribals urged that the oncoming Arivoli campaign should devote special care for the tribals, Paliar, in Kodaikanal. This was supported by the woman representative of the Kodaikanal Social Service Society. The representatives of both the Tamil Nadu Science Forum and the Bharata Mata Sangham offered the services of their entire corps of volunteers to the TLC. The organiser of the Sanmaarga Gurukulam likewise pledged his services to the TLC, saying that the Gurukulam had a record of 40 years of service and had shaped the lives of 6000 Harijan orphans. The Nagakanyaka, a VA of Balakrishnapuram, had been taking care of the abandoned women.

There were others from the audience who put specific questions about the role expected of them in the TLC. One was Prof Ramakrishnan of JDN Arts College, Dindigul. Shri Amarnath of the Christian Hospital, Oddanchatram, was another representing a VA. "How is the bureaucracy going to work with the VAs in the TLC?" he asked.

Shri Sundara Rajan responded to these queries by pointing out that the voluntary agencies, by and large, were the staple of the TLC with the only difference that their role would be purely voluntary in raising and providing volunteer instructors in the areas where they had been working, without payment of honorarium. This was a mission and they would no doubt give of their best to the TLC. Some of the VAs could be included

in one or the other of the committees of the TLC at the district or the other levels. As for bureaucracy, no one should consider them as bureaucracy but as fellow-functionaries in the literacy campaign. The TLC is not to be viewed as the District Collector's programme which, indeed, it was not. It was truly the people's programme and the Collector would function merely as the leader of the literacy campaign. Even the well-established Gandhigram Rural Institute would be regarded as one of the voluntary agencies in the TLC context and there was no question of parcelling out any areas to one or the other of VAs. They would all work under the single umbrella of the Arivoli Iyakkam as a single cohesive corps.

The Collector, Shri Ramesh Ram Mishra, had attended the Seventh NLM Workshop (7/8 August 1992) for District Collectors held in New Delhi. Speaking at the conclusion of the discussions, Shri Mishra described himself as fully sensitised to the cause of literacy and was confident that the people of the district would give him their full support in seeing the campaign through.

Formation of Committees

The District Arivoli Iyakkam society has been registered, with a Governing Council of 32 members and Executive Committee of 15. The GC is headed by the DC and includes the VC GRI as Consultant/ Adviser, and the Addl Collector as the Secretary. The GC has representation for district officials, the police, social workers, philanthropists and VAs.

Block Level Committees (17 in all) have been formed (with the BDOs as the Secretaries) to cover the 14 Blocks, 2 municipalities and the Kodaikanal township. These committees consist of education and other officials, bank staff, doctors, retired

teachers, and members of VAs. The full composition of each of these committees has been given to the visiting team.

Contact persons

Contact persons have been identified in the villages with the help of the GRI Adult & Extn Education Resource Centre, the ASSEFA, the NYK, TN Science Forum, Nutrition/ health staff, and other VAs and Panchayat staff.

Academic staff

About 30 Key Resource Persons have been identified, to begin with, and their training was planned for the first week of Sep '92.

Literacy materials

The SRC primers have been adopted for Dindigul TLC also.

Environment building

The public convention at village Vilaampatti, which was attended by the Visiting Team, was a welcome stir in the countryside. Going by the success of this event, which was made possible with the active participation of the GRI cultural outfit, the environment-building activity promises to have a head-on start in the district.

Trained cultural groups of **kalaa jathas** trainees, with ready scripts, have been identified through

- * the Cultural wing of GRI
- * TN Science Forum, Dindigul
- * DAMIEN, Nilakottai
- * Cultural group of AIR Tiruchirapalli

These groups have the capacity to train the entirety of the Block and village level groups.

The International Literacy Day on 8 Sep '92 would mark the holding of the district and block level conventions.

Orientation for officials

Orientation training was organised on

14.8.92 for the senior district officials, the Education officials, other government staff, Principals of educational institutions, NSS Coordinators and VAs. Video cassettes of other Arivoli Iyakkams were shown and all the trainees expressed themselves enthusiastically and pledged their cooperation.

Sources of support on the ground

The district has quite a number of educational institutions of different kind and at different levels as under :

1. Rural University (GRI)	1
2. Medical College (Siddha system)	1
3. Engineering colleges	2
4. Arts Colleges	4
5. Teacher Training college	1
6. Polytechnics	4
7. Industrial Trg Institutes	4
8. Training schools	5
9. Higher Secondary schools	45
10. High schools	68
11. Middle schools	196
12. Primary schools	909
	1240

In addition, the Team received the following list of NGOs :

1. ASSEFA (Assn of Sarva Seva Farms), Nattham & Nilakottai.
2. Madurai Maavatta Grama Nirmana Sangham, Siluvathur.
3. Dindigul Multipurpose Social Service Society, Dindigul.
4. Gandhigram Trust, Gandhigram.
5. Kasturba Hospital, Gandhigram.
6. Gandhigram Instt of Rural Health & FW Trust, Ambaturali.
7. Christian Fellowship Hospital, Ambiligal.
8. Damien Leprosy Control Centre, Nilakkottai.
9. Leonard Hospital, Batlagundu.

10. Boys Village, Ganguvarpatti.
11. Makkal Sakti Iyakkam, Dindigul.
12. Rotary Club.
13. Lions Club.
14. Reaching the Unreached (RTU), Ganguvarpatti.
15. Gandhi Seva Sangam, Chatrapatti.
16. Nehru Yuva Kendra, Dindigul.
17. Tamil Nadu Science Forum — Dindigul Chapter.
18. Madurai Multipurpose Social Service Society (MMSSS).
19. Palani Hills Conservation Council.
20. Family Planning Association of India, at Dindigul.

All of these institutions/ organisations taken together would be mobilised for the TLC and would provide the necessary technical and manpower resource support.

Conclusion

The TLC in district Dindigul bids fair to succeed in view of the following positive indicators :

- The two key officials, the District Collector and the Additional Collector, are visibly enthusiastic about and fully committed to the cause of literacy. The district officials reporting to the Collector appear to be equally sensitised about the oncoming campaign.
- The social workers, NGOs and other opinion-makers of the district have pledged full support to the TLC. The district population as a whole has become quite aware of the ongoing TLCs in their adjacent districts in the State, and there is a consensus for demand for a TLC in their own district as well.
- The large number of educational institutions and reputed NGOs taken together

could **per se** provide diverse and material support for the TLC.

— The Government of Tamil Nadu has recommended the proposal and has also committed its financial support.

— Considerable extent of preparatory activities have already taken place on the ground.

The Visiting Team accordingly recommends the TLC proposal from district DINDIGUL (Tamil Nadu) for NLMA EC approval.

The proposed budget of Rs. 3,81,86,302/- yields a per learner cost of Rs. 69.42 which is on the high side. There is a considerable scope for reducing it to Rs. 60/- per learner as desired by the State Government.

PROPOSAL FOR TOTAL LITERACY CAMPAIGN IN DISTRICT PERIYAR (ERODE) TAMIL NADU

Report of the Visiting Team (18 August 1992)

The visiting team consisted of

—Shri T.S. Sundara Rajan, Under Secretary, Dept of Education, New Delhi.

—Shri N.L. Tirumala Rao, Deputy Dir (NF & AE), Government of Tamil Nadu, Madras.

—Dr. R. Ramanujam, Institute of Mathematical Sciences, C.I.T. Campus, Madras-600113.

—Shri S. Tamizh Selvan, Central Progr. Cdr., Tirunelveli Dist. Arivoli Iyakkam, Tirunelveli.

INTRODUCTION

The TLC proposal was first received in Oct 91 from the District Collector, Shri R. Kannan (IAS), following his participation in the NLM Workshop for district collectors held in Aug 91. The first proposal envisaged a learner coverage of 8.0 lakhs and a budget of Rs. 9,78,03,000/-working out to a per learner cost of Rs. 122.25. Subsequently, the Special Secretary to Govt of Tamil Nadu sent up a **revised proposal** with a learner coverage of 4.0 lakhs and a budget of Rs. 297.507 lakhs working out to a per learner cost of Rs. 74.00. This was the document which was discussed by the Visiting Team.

On 28.1.92, the DG NLM wrote to the Special Secretary to the State Govt inquiring about the specific preparations made in the district for launching of the TLC. In its reply of 13.5.92, the State Government conveyed its

recommendation of the proposal and its commitment to bear one-third of the project cost limited to per learner cost of Rs. 60/-.

The following are the bare details of the proposal:

Area of coverage :

District Periyar, Erode.

Learner coverage : 4.0 lakhs in age-group 15-40.

Time-span : Sep '92 - Dec '93.

Meeting of Sr Coordinators	8.9.92
Survey & environment-building	1.10.92- 31.12.92
Procuring learning material	-do-
Trg of volunteers	16.11.92- 31.12.92
Actual teaching	1.1.93- 30.6.93
Post-literacy campaign	1.7.93- 31.12.93

Implementing Agency :

Periyar District Arivoli Iyakkam.
Regn. No. 132 of 1991, dated 6 Dec 1991 under Tamil Nadu Societies Regn Act 1975.

Office-bearers of implementing agency :

President : District Collector,
Periyar District, Erode

Secretary : Personal Assistant (PD) to
Collector.

Population (1991) : 23,22,851.

Literacy rate (over-all) : 40% for the district, which is far below the State average

of 63.72%.

Academic personnel to be mobilised

Volunteer instructors	40000
Master Trainers	2250
Resource Persons	150
Key Resource Persons	10
The ratio works out as under —	
RP	1
MT	15
VI	300
Learners	3000
Asstt. Project Coordinators	135
Block/Municipal Coordinators	26
District Coordinators	5

District organisation

Periyar district extends over a geographic area ranging from severe drought-hit pockets to regions irrigated by perennial river flow. The massive hilly belt in the north covers the reserve forest area of Talavady, Kadambur and Burgur.

Taluqs	7
Dev. Blocks	20
Township	1
Municipalities	5
Panchayats	342
Town Panchayats	61
Revenue villages	510
Habitations	5421

Strategy for involvement of personnel

It is proposed to build into the campaign

- official and non-official cooperation which is absolutely essential;
- the need for intense supervision and constant motivation to move the learners and volunteers forward.

It is to be ensured that to the extent officials are involved, their regular work must not be affected.

TLC management structure

The District Arivoli Iyakkam, the official implementing agency, has two tiers, the Governing Council and the Executive Committee, both headed by the District Collector. There would be 5 sub-committees of the District EC, to handle the tasks of mobilisation and environment-building, training, materials procurement and distribution, monitoring and evaluation, and administration and finance. Senior district officers, 10 in number, would function (on voluntary basis) as Senior Coordinators and would be placed each in charge of 2 blocks. They would be vested with authority by the Collector to secure assistance from the field level staff of various departments such as Agriculture, Cooperation, Forestry, Revenue, Panchayat Development, Education, and of the Municipalities.

Apart from the district office, there will be 26 offices in all, in the sub-formations, to cover 20 Panchayat Unions, 5 Municipalities and 1 Township, each under the charge of one full-time coordinator.

For every 3000 learners, there would be one Assistant Project Coordinator (making a total of 135 APCs) who will be trained by the District level coordinators. The APCs will be appointed gradually and on the basis of their motivational levels. The APCs will function under the supervision of the 26 coordinators.

Literacy Survey

The district-wide survey covering each of the 4 lakh households of the district would be conducted **on a single day** by 10000 squads on a simple questionnaire format. The survey teams will mainly comprise school and college students, each squad of 4 persons covering 50 households. The survey information will be consolidated at the Panchayat

level. Various field officers in the Revenue and Development Departments, besides headmasters, will be in charge of coordinating the survey at village level. A one-day decentralised training would be organised.

Literacy material

The 3-graded primer of the State Resource Centre would be used, and the learners would also be supplied with slates and lead pencils.

Training

Organisational training. The coordinators at the district level and the sub-formations and the key officials would receive 16 days of residential training in 4 camps. These camps would be held throughout the project period. The number of man-days would be, 16 persons x 16 days = 960.

The 135 APCs would receive 12 days of training in 3-4 phases, at 135 persons x 12 days = 1620 man-days.

Non-residential one-day camps would be organised from time to time for hamlet/village convenors in decentralised manner.

Academic training. The 10 KRPs would be trained, residentially, for 5 days. They in turn would train the 135 RPs, in residential camps, in 4 phases of 4+2+3+3 = 12 days.

The MTs would be trained at the block and municipal levels. Prior to the campaign, the training would be for 4+2 days and, during the campaign for 3+3 days.

The 40000 VIs would be trained for 12 days in non-residential camps in 4 phases of 4+2+2+2 days.

Mobilisation and participation of VAs

The non-jatha publicity will be through handbills, posters, advertisements etc., and this would be directed towards the literate population and its responsibility towards the

illiterate. The pamphlets (indicating the contact address) will be distributed together with the morning newspapers throughout the district.

The jatha publicity will be simultaneously organised, with a key role for the BGVS in coordinating with the various voluntary agencies.

The entire campaign being one of voluntary effort, would ensure the centre-stage for the VAs. The campaign would rely on the following VAs who would also be represented on the Executive Committee:

Harijan Sevak Sangh, Gobichettipalayam.
Rural Extension Service Trust, Erutipalayam.

Kasturiba Gandhi National Memorial Trust, Modakkurichi.

Rural Instt for Community Education, Kundadam.

Bharat Gyan Vigyan Samiti.

Youth Coordinator, NYK, Erode.

NSS in all colleges & schools.

MYRADA, Talavadi.

Consumer Protection Forum, Trade people, Lions, Rotary, Jaycees Clubs etc.

600 **Maadar Sanghams** (Women's groups), some of them defunct.

600 DW CRA groups which are to be centres of learning.

Special mobilisation and provisions are needed for the hill areas where there is no scope of identifying a volunteer at walking distance of learning centres. Accordingly, special provisions are to be made for meeting the out of pocket expenses of volunteers to be brought to these places.

Teaching and Evaluation

The teaching schedule during the

campaign is to be for 2 hours every day for 6 days a week, 48 hours for the week and 288 hours in all for 6 months. There would be 'informal' festivals at Block HQ during the campaign period to sustain the enthusiasm of the learners and volunteers.

After 6 months of the campaign, there would be an evaluation so as to identify poor learners and give them concentrated attention.

Post Literacy Phase

The PL follow-up would consist of

- Reading rooms at village level in panchayat buildings,
- Occasional literacy festivals at Block level, and
- Contact classes once in a week to consolidate literacy.

REPORT OF VISITING TEAM

The team participated in a largely attended meeting held in the convention hall of the Collectorate. The Collector, Shri R. Kannan, commenced the meeting by informing the Team that a convention had been held in October 1991 with district and block officials and representatives of the voluntary agencies. The atmosphere was building up 'nicely' since then and through December 1991, but there was a touch of disappointment in that the project proposal was not coming up for consideration. The district literacy society was also got registered in Dec '91. The exercise was on to constitute committees at the lower levels. A meeting was organised on 27.10.91 to give orientation to senior district officials in the concept of TLC.

The BGVS, MYRADA and the Nehru Yuva Kendra have together identified contact persons in as many as 150 villages during the International Literacy Year. These organisa-

tions are continuing with identifying more and more contact persons.

The Kala Jattha troupes of the district presented cultural programmes on the theme of 'Crusade against Illiteracy' in the schools, thereby generating an awareness in favour of literacy. There are two cultural troupes in the district and these could train the required number of performing artistes for the TLC. The scripts are already available with the district.

District Periyar, added the Collector, was leading in rural development. "We were the first in Asia to undertake the Intensive Sanitation Programme. In respect of biogas, we are the second in the country, after Muzaffarnagar. Our birth-rate is 15/1000 as against the All India rate of 30/1000." The entire district had been put on computerised MIS.

The local MLA, Shri Manickam, observed that they in district Periyar were 'inspired' by the success of the TLC project implemented in district PMT Sivaganga. The Joint Director of the Intensive Sanitation Programme pointed out that the social awareness was of a high order in the district, for which reason several Centrally-sponsored schemes had been sanctioned in the district.

Some of the participants in the meeting seemed to be insufficiently attuned to the philosophy and strategic implications of the TLC. The lady teacher in charge of NSS in the Velaalar College made the weak claim of adopting the village Tindal for making 23 persons literate. This was no exemplary showing, and Shri Sundara Rajan pointed out to her that he had earlier discussed with another teacher in the same college about the literacy campaign and it turned out that the other teacher was entirely unaware of it. The

NSS was evidently functioning in the given College in a routine manner.

Likewise, Miss Veena Krishnamurti of MYRADA mentioned that she had adopted 3 villages for a programme of mass literacy, on the honorarium-based approach. The 'success' rate was 25%. She went on to ask, how do we exactly come out of the earlier assumptions on the AE programme? Can pure voluntarism work?

Shri Tamizh Selvan of the Visiting Team responded to this by pointing out that voluntarism had demonstrably worked in quite a few districts of Tamil Nadu, and he was himself deep into the TLC in district Tirunelveli. What was needed was a surge of natural patriotism to volunteer for literacy work, and a positive faith that it would work. One had just to come out of the earlier assumptions related to payment of honorarium if only because such assumptions had visibly failed to deliver the goods.

Miss Veena went on to ask, How do you prevent accretion to the given number of illiterates? Shri Sundara Rajan explained that it called for a two-pronged strategy. Firstly, you captured the identified number of illiterates in the target group and imparted literacy over the quick span of six months. Simultaneously, you campaign for full enrolment of children of school-going age in the formal system. The NFE needed to be strengthened as a supportive sub-system of schooling for the young ones.

A question was asked as to whether it was possible to reduce the duration of teaching under the TLC? The questioner also spoke about the 'complexity of grammar' of the curriculum. Shri Sundara Rajan observed that while a long duration of teaching would affect the enthusiasm of the learner, too much

of 'packed' duration would cause an adverse tension in the learner and erode his faith in himself to learn. As for the 'grammar', he pointed out that the IPCL technique took care of teaching through unobtrusive grammar. This had been arrived at through serious pedagogic exercises and there have been no complaints in this regard from any of the ongoing Tamil TLC districts.

The Chief Education Officer of the district, Shri R. Munusami, suggested that the organisers of Periyar district TLC should be apprised of the shortcomings noticed in the TLCs in the other districts. Shri Sundara Rajan responded by suggesting that one could not think of issuing a Manual of Errors & Omissions, but the Periyar district could certainly send a team around to visit the other districts, or could invite, say, two Resource Persons from the other districts to a workshop in the district HQ to talk to them about their experiences.

A demand was made by a VA representative for clarifying the differences between the former NAEP and the prevailing TLC concept. Shri Sundara Rajan said that this had only an academic value at the moment as the present gathering was concerned with TLC. The contrast, he said, was like this. The NAEP was honorarium-based, limited in outreach, and had no perceived deadline. On the other hand, the TLC was one of campaign mode, through mass mobilisation, with a structured planning and a definite and short time-span, and above all promoting and availing the spirit of voluntarism and service.

The NYK Coordinator mentioned that there were as many as 350 Youth organisations in the district. The services of the numerous dedicated young persons who were with these organisations could be readily

made available for the on-coming TLC.

The Chief Manager of the State Bank of India promised to provide 'a high number of volunteers' for the TLC. This was also endorsed by the Manager of the Canara Bank. Major Ravindran of the NCC likewise offered to place all of 1800 NCC cadets at the disposal of the TLC, while NSS Programme Officer indicated his figure at 200 volunteers. Dr Ramamurthy, Joint Director (Health), assured the visiting team that there was "no dearth of manpower" for the TLC.

Shri S.K.M. Mayilsami Gounder reported that he had organised kala jathas on his own and found that the slum-dwellers responded actively, and the school enrolment improved.

Prof Thangavelu of the District Consumer Association said that he had worked with the old NAEP. He had worked for the children employed on dyeing of yarn. His numerous branches, **Nugarvoar Iyakkam Kilai Kuzhukkal**, had a good outreach for mobilising people. "The Periyar people have a record of positively responding to public programmes, and we guarantee our ability to execute this programme by a deadline."

Dr Ramanujam from the Visiting Team spoke about 'getting on to the task ahead'. It is quite exciting to get started on the TLC with the initial phase of environment-building, but it is quite demanding, and quite an exertion, to see the campaign through. Quite a few people are skeptical in the beginning, assuming it would not work, this task of teaching the millions to read and to write. But then one takes a decision, one obeys an impulse, and takes the plunge and one finds it is on. How many of us present here, he asked, know cycling? Quite a few hands went up. When you decide to learn

cycling, when you **have to learn**, you find it requires just a day of attentive practice and there you are, riding the bicycle freely. The literacy drill, he said, is like this.

The Visiting Team was agreeably surprised not only at the presence of the members of the Press in the meeting, but at the fact that the Press itself spoke on the preparations made in this district, and the expectations roused. The representative of **Indian Express** called out to say, Start the TLC while the enthusiasm is still there. Shri Sundaram of the **Hindu** reported that even the hill areas registered a high spirit for the TLC. The representatives of the Tamil dailies offered that the Press was willing to provide volunteers and "now is the time to start".

Shri C.K. Gandhirajan, Superintendent of Police, has established himself in the community for his interest in several kinds of social service and mobilisation. He summed up the spirit of those gathered in the meeting when he said, we promise to execute the TLC on a strictly time-bound basis. We will turn our **Kaaval Nilayangal** (Police posts) into **Kalvi Nilayangal** (Centres of learning).

At the conclusion of the meeting in the Collectorate, the Visiting Team met a core group of officials to discuss the budget. It was pointed out to them that the project document contained the following statement:

"Voluntary agencies will also be allotted Blocks subject to their willingness, or parts of Blocks otherwise."

While the VAs would admittedly have a crucial role, both on the Executive Committee, and in terms of mobilisation of volunteers through their well-established contacts and areas of influence, it was necessary that the entire TLC was executed under the single

umbrella of the Arivoli Iyakkam society alone. There would therefore be no question of 'parcelling out' of any area in favour of one or the other of VAs.

Also, it was necessary to do some extensive thinking on the post-literacy phase of the programme right from now.

Conclusion

Further to the discussions at Periyar district HQ (Erode), the Collector has forwarded the (further) **revised** project proposal, reducing the budget from Rs. 297.507 lakhs (per learner Rs. 74.38) to Rs. 279.52 lakhs (per learner Rs. 69.85). This budget is commended for reasons of the problems of hill areas as well as the low overall literacy rate of the district, subject to the concurrence of the State Government.

While no extensive ground preparations for the TLC have been reported to the Visiting Team, it is evident that the levels of awareness and expectation and determination in respect of TLC are quite high. Considering that the original proposal submitted as early as October 1991 could not be processed earlier was itself a negative factor against any planned preparation on the ground. The mood in the district, as the Visiting Team sensed it, is of keenness to take up the TLC if there is a positive indication from the NLMA. The District Collector admittedly enjoys the support of all sections of the society to see the TLC through. Considering these factors and that TLCs are 'on' in several districts of the State, the Team recommends the PERIYAR DISTRICT TLC proposal for the consideration of the NLMA EC.

**TOTAL LITERACY CAMPAIGN
—DISTRICT PERIYAR (ERODE), TAMIL NADU**

BUDGET

		Rs. in lakhs
1.	Salaries and Administrations	
1.1	District Co-ordinators (5) at Rs. 3500 P.M. for 12 months	2.10
1.2	Block and Municipal Co-ordinators (26) and Asst. Project Co-ordinators (135) at Rs. 1500/- P.M. for 12 months	28.98
2.	2.1 Office Expenses	
	Head Assistant @	Rs. 1,500/- P.M.
	One Accountant @	Rs. 1,200/- P.M.
	6 Typists-cum-clerk	Rs. 6,000/- P.M.
	4 Office Assistant and 1 Watchman @ Rs. 700/- each	Rs. 3,500/- P.M.
	Telephone charges and stationery & contingencies	Rs. 6,000/- P.M.
	Total	18,200x12 2.18

2.2	Sub Project Offices at Rs. 1,500/- P.M. 26 Offices for 12 months	4.68	
2.3	T.E. for Project Staffs District Co- ordinators & Block Coordinators @ Rs. 500/- P.M. for 12 months	1.86	
2.4	Asst. Project Co-ordinators Rs. 300/- P.M. for 12 months	4.86	
	Sub-Total		44.66
3.	Teaching, Learning materials Books from S.R.C.—to be supplied by Arivoli Iyakkam:		
3.1	Cost of primer @ Rs. 20' per person (4,00,000 learners + 40,000 volunteers)	88.00	
3.2	Basic materials @ Rs. 6 per learner (4,00,000x6) Slates, work books, etc.	24.00	
3.3	Teaching materials @ Rs. 10/- per instructor, 40,000x10	4.00	
	Sub-Total		116.00
4.	Centre level expenses Rs. 10/- per centre per month for 6 months, (i.e. Rs. 10 x 40,000 x 6)	24.00	
	Sub-Total		24.00
5.	Training expenses		
5.1	Key persons training : 31 District, Block, Municipality & Township Project coordinators + 29 Key officials = 60 persons 4 camps x 4 days x 60 persons = 960 person days @ Rs. 40/- per day : i.e. 960 x 40	0.384	
5.2	Asst. Project coordinators : (135) Training period 12 days 12 x 135 = 1620 person days		

	@ Rs. 40/- per day : 1620 x 40	0.648
5.3	Non-residential 1 day camp : for convenors (5421 — 1 for each habitation in the district) Training period—5 days. 5421 x 5 = 20000 camp days (approx.) @ Rs. 10 per day = 200000	2.00
5.4	Key resource persons camp : 10 K.R.P. x 5 days = 50 camp days @ Rs. 40/- per day	0.02
5.5	Resource persons 150 + 10 K.R.P.s 160 persons x 12 residential days @ Rs. 40/- per day	0.768
5.6	Master Trainers (2250) + 150 Asst. Project coordinators Training for 12 non-residential days @ Rs. 10/-per day (i.e. 2250+150 x 10 x 12)	2.88
5.7	Volunteers/ Instructors (40000): Training for 10 non-residential days 6250 extra staff/K.R.P.s, etc. 46250 persons x 10 x 10	46.25
	Sub-Total	52.95
6.	Motivation and Mobilisation	
6.1	Jatha Publicity 2 Jathas per block and 2 Jathas for Erode municipality (2x20)+2=42 @ Rs. 30000/- per Jatha	12.60
6.2	Non-Jatha Publicity Posters, Handbills, Advertisements, slides, booklets, videos, Audio cassettes @ Rs. 3.50 per learner	14.00
6.3	Survey @ Re. 0.50 per learner	2.00
	Sub-Total	28.60
	Grand Total	266.21

BUDGET SUMMARY

1.	Salaries, Administration & Office expenses	=	44.66
2.	Teaching - Learning materials	=	116.00
3.	Centre level expenses	=	24.00
4.	Training expenses	=	52.95
5.	Motivation and mobilisation	=	28.60
	Sub-Total		<u>266.21</u>
	Contingencies @ 5% of the expenditure	=	13.31
	Grand Total		<u>279.52</u>
	Cost per learner	=	Rs. 69.85 (or) Rs. 70.00

(Rupees Seventy only)

TOTAL LITERACY CAMPAIGN IN DISTRICT MEERUT (U.P.) — A STATUS REPORT

The TLC proposal was sent by Shri Tulsi Gaur, Collector & District Magistrate, Meerut, in Sep '91. This was considered by the NLMA EC on 13/14.10.91, but no Central grant could however be released so far.

On receipt of the proposal, the DG NLM wrote to the UP Edn Secy on 18.9.91 inquiring about the State Govt recommendation and commitment to bear its share at 1/3 of the total budget as may be approved. The State Govt sent a positive reply in this regard on 9.10.91.

The proposal envisaged a coverage of 8.0 lakh learners in the 15-45 age group, with the time-frame of Oct 2 '91 - June 30 '92. A budget of Rs. 492.00 lakhs was proposed and later revised down by the Collector to Rs. 416.00 lakhs with a per-learner cost of Rs. 52/-.

The DG NLM had visited the district on 25.9.91 and made a report to the NLMA EC in its meeting held on 13/14.10.91. He pointed out that the common people had suffered during the communal riots and were looking for a healing touch in the shape of the TLC which could provide for an outflow of the energies of young men in positive and constructive channels. The DM had built up an excellent rapport with all sections of the population, particularly the minorities. The DG NLM however cautioned that "it would not be proper to avail of any material or financial aid from private parties for a cause like literacy, as such aid may not be without strings. We do not wish to circumscribe a people's programme like TLC" with such

strings.

After the Collector's presentation and observations by members of the EC, the chairman observed that there were reasons to believe that necessary conditions for launching of the campaign existed. There was however a need to have satisfaction on the following aspects :

- adequacy of environment building activities for launching the campaign;
- adequacy of the number of volunteers proposed to be deployed;
- a reasonably well-drawn calendar of events;
- arrangements for training;
- management structure at various levels;
- strategy for coverage of illiterates in the age-group of 9-14.

For this purpose, the chairman proposed a visit to the district by a team headed by the DG NLM. In the meantime the EC authorised (an ad hoc) grant of Rs. 2.00 crores — to be shared by the Centre and the State in the ratio of 2:1 - so that the momentum already generated was sustained and activities planned for the campaign could continue as scheduled.

The team visited Meerut on 3.11.91. The team comprised Shri Lakshmidhar Mishra (DG NLM), Shri Mashtaq Ahmed (Member NLMA EC), Shri K.K. Krishna Kumar (BGVS New Delhi), and the Director AE UP. The team had discussions with the DM and other district officials and paid some field visits and had intensive interaction with

people from a fair large cross-section of the society.

The team was informed that 3 rounds of literacy survey had been conducted. Through the survey 18169 VIs had been identified and 30000 additional VIs were being trained as reserve. The chief issues motivating the people towards literacy were - Land Owners' and Farmers' issues, prospect of acquiring ability to read the religious texts, and the need for functional economic skills on the part of even the prosperous farmers. The team made suggestions about the management structure for TLC, computerised MIS, training and teaching/learning materials, revising the calendar of events etc. The team had emphasised the need for sustaining the initial interest generated amongst the VIs and learners, by identifying professional and amateur artistes and folk troupes.

The team had recorded some conclusions **sotto voce**. The entire initiative for conceptualising, planning and launching the TLC appeared to have emanated from the DM himself who had emphasised that the people looked up to the Collector as their **maa baap** for all guidance and help. In the process, whatever instructions were issued by him were instantly carried out, but the dangers inherent in summoning the people to action in a highly personalised mode could not altogether be overlooked. In the long run, this could stifle people's initiative and discourage the formation of a second line of leadership. If the present incumbent were shifted from "the pivotal position occupied by him to-day, there could be a vacuum which could not be easily filled in."

The visiting team finally recommended that all possible support and help should be given to the TLC Meerut.

The registration papers of the implementing agency, the Akshar Jyoti Prajvalan Samiti of Meerut were sent by the Collector on 23.11.91. On examination, it was noticed that the Rules of the Samiti did **not** provide for a proper devolution and sharing of powers as would promote a participative functioning. True to the Visiting Team's findings about the personalised style of functioning, Rule 8(2), to cite just an instance, gave to the DM as **ex officio** Chairman the power "to appoint, suspend or remove member-Secretary, Treasurer and other members of Akshar Jyoti Prajvalan Samiti, Meerut".

Accordingly, at our request, the DM visited the Ministry on 9.12.91 and had discussions with

- Shri Lakshmidhar Mishra, DG NLM
- Smt Anita Kaul, DS in charge of TLCs
- Shri T.S. Sundara Rajan, US (TLC).

On the DM's acceptance of the need to make modifications in the rules in order to enhance the participative character of the Samiti which was essential for the successful implementation of the TLC, the DG NLM forwarded to him for his consideration on 12.12.91 a draft of the rules reflecting the consensus reached in the discussion. The draft retained all the powers in the registered rules as listed for the DM, but instead proposed that any or all of these powers would be exercised by the DM 'as may be delegated to him under these rules'. The draft rules separately proposed that the **Executive Committee** "shall be competent to delegate specific administrative and financial powers to the Chairman in the interest of achieving the aims and objects of the Samiti".

The registered rules provided for as many as 8 Vice-Chairmen whereas our draft suggested only one. The rules further

provided for EC meeting once in 3 months while our draft suggested a monthly meeting. Apart from these, the draft was merely an attempt to streamline and make a sequential arrangement of the rules.

The DM replied to this on 22.1.92 disfavoured any modification in the rules. He stated as follows:

“I had an occasion to meet you in Delhi where I was asked to make only one modification in the laws/bylaws of the Samiti. This modification was basically that all administrative and financial rights should/will remain under the jurisdiction of the Samiti and if Samiti wishes or deems proper, the same may be delegated to the Chairman.” **(Original in Hindi)**

“Until and unless altogether a new Samiti is constituted, these new laws/bylaws introduced by you in the letter are not possible to include in the Samiti or implement.” **(Comment :** This is evidently not correct since the Rule 14 as registered relating to Amendment, can be availed of to modify the rules.)

“I hereby express my inability to run the literacy programme in the district under

these new laws/bylaws sent to us by you.” He had gone on to cite a resolution of the Board to the effect that “the Chairman is directed not to have any correspondence with Government of India asking them for the financial assistance for the programme.” He also claimed that under the Meerut FLK the per capita expenditure would be Rs. 10/- only.

The position was reported to Edn Secy who desired to speak to the DM Meerut but all attempts to contact him failed. The proposed financial sanction for the authorised ad hoc grant had accordingly to be withheld.

The DM Meerut later visited the DG NLM on 26.3.92 and reported that in view of the reduction in the coverage of the target group from 8 lakhs to 6 lakhs, “it should be possible for him to manage the entire campaign with a total financial outlay of Rs. 2.00 crores” to be shared by the Centre and the State in the ratio of 2:1. He agreed to work out the revised estimates of cost and send a detailed proposal to this effect. The revised proposal has not been received so far—as of 23.7.92.

The foregoing is reported to the NLMA EC.

TOUR NOTE ON VISIT TO AGRA DISTRICT FOR PRE-APPRAISAL OF TLC ON 28TH SEPTEMBER, 1992

I visited Agra on 28th September, 1992 as a part of pre-appraisal exercise. I met the Commissioner, Agra Division, Shri B.K. Chaturvedi, District Magistrate, Shri Alok Ranjan, Chief Development Officer, ADM, Project, ADM, Civil Defence, SDM, Sadar, Members of Core Groups identified by the DM, People's representatives, Members of Voluntary Agencies, Educationists and Social Activists.

Based on the discussions with them, the Status Report of activities carried out in the district are placed below:

Demographic Profile

No. of Teh. (Sub-Division)	6
No. of Blocks	15
No. of Nyay Panchayats	114
No. of Gram Sabhas	797
No. of Maha Palikas	1
No. of Nagar Palikas	4
No. of Town Areas	8
No. of Notified Areas	—
No. of Industrial Complexes	586

Population (1991 Census)

	Total	Urban	Rural
1. Total	2753070	1118606	1634464
2. Male	1503615	605995	897620
3. Female	1249455	512611	736844

Literacy Rate (percentage)

	Total	Urban	Rural
1. Total	39.03	49.50	31.87
2. Male	50.62	56.84	46.42
3. Female	25.9	40.83	14.14

No. of Literates

1. Total	1074639	553749	520890
2. Male	761150	344439	416711
3. Female	313489	209310	104179

No. of Illiterates

	Male	Female	Total
Urban	261556	303301	564857
Rural	480909	632665	1113574
Total	742465	935966	1678431

Target Group (15-40)

Urban	75033	112543	187582
Rural	92201	203540	295741
Total	167240	316083	483323

No. of Phases — One

Plan of Coverage — All will be covered within six months.

Educational Infrastructure

No. of Primary Schools	1453
No. of Upper Primary Schools	233
No. of Higher Secondary Schools	126
No. of Degree Colleges	8
No. of Teacher Training Schools	1
No. of D.I.E.T.	1
No. of I.T.I.	2
No. of other Institutes	10
No. of J.S.N.	26
No. of Ex-Servicemen	23532
No. of State Employees	20771
No. of Primary Teachers	3856
No. of Secondary Teachers	2825
No. of Retired Personnel	12000
No. of Voluntary Organisations	25

No. of Social Service Organisations 34

Objective of the Mission

1. To motivate parents to send their children to school. To carry out a drive for enrolment of drop-outs at primary school level.

2. To provide facilities for educating illiterates for the target age group of 15-40 years.

3. To spread the message of small family through adoption of family planning.

4. To educate the women and other weaker sections about their legal rights and entitlements and to promote development of sample skills for economic improvement.

Status of preparatory activities

i) Registration of Society:

The District Literacy Society has been registered.

ii) Primer :

The primer of the SRC, Lucknow 'Nai Kiran' will be used.

iii) Environment building:

The process was initiated during the Bharat Gyan Vigyan Jattha in 1990. After Shri Alok Ranjan assumed the charge of District Magistrate, Agra in July, a new impetus to environment building activities has been given. He has organised meetings with all the senior officers and sensitised them to the need and requirement for implementing the total literacy campaign. He initiated a large number of rallies, padyatras, prabhat pheries, mashal jalloos in the villages. Debate and seminars as well as poster competitions and slogan competitions have been organised with the help of voluntary agencies like Rotary Club. Between

2nd September, 1992 to 8th September, 1992 'literacy awareness week' was celebrated in the entire district from the village to the district level.

Village level educational committees were constituted in each Gramsabha. The village educational committees took out procession and carried out enrolment drive for drop-outs. Two resource persons from the district visited each Gram Panchayat to explain the necessity of literacy and the strategy for the TLC. The objective of the survey, methodology of identification of illiterates and volunteers and creation of a proper environment for literacy were explained to the village committees. Meetings were held at Nyay Panchayat level on 3rd Sept., 1992 in which all the Pradhans and Teachers coming under the Nyay Panchayat were called to launch mobilisation efforts, for the literacy campaign.

On 5th Sept., 1992 block level conventions were held and block educational committees were framed. Six camps were held at Tehsil level to motivate the Pradhans. The meetings were addressed by the District Magistrate, C.D.O., all A.D.Ms., concerned S.D.M and District Panchayat Raj Officer.

On 7th Sept., 1992 a huge rally was organised at the district headquarters. More than 10,000 persons participated in the Saksharta Rally. The rally concluded at Sursadan where a district level seminar was held under the chairmanship of the Mayor. It was addressed by the Commissioner, Agra Division, Secretary, Adult Education, U.P. Government, Director, S.R.C. (Literacy House), Lucknow etc. On 8th Sept., 1992 International Literacy Day was observed in the entire district, Prabhat Pheries were

conducted by school students. Since then on every Monday school students are conducting Street Plays, singing literacy songs and...

v) Survey :

Door to door survey has been started in the town area with the help of Civil Defence Organisation from 7th Sept., 1992. 800 Sector Wardens are supervising the work of Mohalla Samities which have been formed from amongst the residents of the localities. Earlier Civil Defence Organisation has rendered yeomen service in identifying two lakh bogus ration card holders. Initially this created apprehension in the minds of the residents about the ultimate objectives of the survey. At the same time there is no doubt that the organisation has gained a name for itself for just and impartial conduct and for furthering the cause of bonafide claims of the people. With the help of Mohalla level meetings the objectives of the survey are being explained. It is expected that the survey will be completed by 8th October, 1992. During survey it has also come to the notice that there are large number of illiterates who have not been enrolled during census as they are staying in unauthorised colonies. Like in all urban areas there is a mass influx of migrant population into the city.

v) Constitution of Committees at various levels :

Committees have been constituted at the district, tehsil, block, and village levels. At the district level committees for each important activity have also been constituted.

vi) Support of State Government :

The State Government has pledged to support the TLC in Agra District and has agreed to bear one-third expenditure.

vii) Training :

A team of 10 key resource persons has left for residential training at SRC, Lucknow on 29th September, 1992. 200 resource persons will be trained by the SRC at Mooradabad in the second week of October, 1992.

The master trainers have been identified from amongst Headmasters and teachers of Primary/Secondary Schools, NFE Institutions and workers of Child Development Department officials and the Health Department. Selections have been made on the basis of voluntarism. The Master Trainers will be trained for seven days in the third week of October, 1992. The Master Trainers will organise training for volunteers at the village level. The volunteers, training will be of eight days in three phases. It will be ensured that the teaching learning material is made available before the commencement of the volunteers, training. I explained the necessity of launching the teaching learning phase immediately after the volunteers, training so that the enthusiasm and expertise gained from such training is not lost. The necessity for a good training programme at all levels was explained to the core team, it was decided that atleast two resource persons should be present on each day of volunteers, training to ensure that it is conducted properly and systematically.

viii) Monitoring and evaluation :

The monitoring mechanism suggested is as follows:

Reporting level	Periodicity	Reported level
Volunteers	Weekly	Village level Committee
Village level Committee	Weekly	Master Trainers

Master Trainers	Weekly	Block level
Block level	Weekly	Tehsil level
Tehsil level	Weekly	District level
District level	Fortnightly	State Govt.
State Govt.	Monthly	Central Govt.

No provision has been made for engagement of full time staff at the district, block and centre level. The necessity of making this provision was explained especially in relation to monitoring. Without a cadre of full time officials, it will be difficult to ensure that the reports are prepared at the village level and placed before the village level committee in time. The comments of the village level committee along with the reports would have to be communicated to the block level officials committee as well as the block level people's committee. The District Magistrate has agreed to work out the system of putting some officials and staff on full time basis by deputing willing workers from amongst State Government employees and voluntary organisations. The village level committee would also ensure that the evaluation test (T-1 to T-9) are conducted and compiled at the village level under the supervision of school teachers.

On-going evaluation will be entrusted to a Social Science Institution which will carry out the evaluation from very beginning of the programme so that it can suggest corrective measures during the implementation of the programme. This body will also make recommendations for giving prizes to the various villages for their performance.

ix) Assessment :

In my interaction with the core group of 11 officers, I could perceive the interest generated by the personal commitment of the District Magistrate. All the officers are totally committed to support the implementa-

tion of the total literacy campaign. They have understood the various facets of the implementation strategy. My meeting with the people's representatives, voluntary agencies, academicians also presented a similar scenario. Dr. Rajendra Prasad, Director, Institute of Social Sciences Shri Chaturvedi, BGVS Coordinator, Mrs. Asthana, Ex-Vice-Chancellor Gorakhpur University, Dr. Goyal, President, Rotary Club, Agra, President of Voluntary Agencies Associations, President, Secondary Teachers Association, Representative of Dyal Bagh Trust, District MLAs and Pradhans of villages expressed their commitment and support to the programme. Only Shri Rana, Janta Dal MLA, was not fully convinced about the need for giving primacy to adult education programme. The Civil Defence Organisation in Agra is exceptionally good, (unlike in all other cities) and has a strong people's network and will play a crucial role in implementation of the project in the urban area. Shri R.K. Sahu, ADM, Civil Defence and 800 wardens are all looking forward to the literacy campaign to provide them with meaningful programme of awareness building. They have carried out a meticulous survey and I inspected more than 25 registers of various localities. The details of each locality with the name of illiterates and volunteers were available. My interaction with almost 50 Civil Defence Wardens convinced myself about their commitment.

Shri Alok Ranjan had formulated the project report in Ghaziabad and had done excellent work in environment building. He has carried out similar efforts within two months in Agra. His personal commitment to the cause of implementing total literacy campaign is now known to all the officers and Pradhans of the District.

The District Magistrate is assisted by Shri Devashish Panda, IAS, Chief Development Officer, Shri Ramashankar Sahu, ADM, Civil Defence, Shri Ashok Dixit, ADM Projects, Shri Amit Mohan Prasad, IAS, SDM, Agra, Smt. Subhasini Paliwal, District Adult Education Officer and Shri Arvind Kumar, District Panchayatraj Officer.

In view of the environment building activities already taken up and the enthusiasm generated in the villages, the district is ripe for launching total literacy campaign.

The proposed volunteer-learner ratio of 1:5 will have to be revised to 1:10 with 10 to 20%

reserves. Consequently, the budget will need modification. The number of days of training for Master Trainers and volunteers will have to be increased. The savings from reduction in requirement of teaching/learning material will have to be diverted for enhancing the budget for training.

The post literacy proposal framed by the district is not satisfactory as it is heavily dependent upon Jan Shikshan Nilayam. It would be advisable to reformulate the proposal on the basis of experience gained in other districts which will be shared with the Zila Saksharta Samiti.

TIME TABLE

1. MEETING OF DISTRICT LEVEL OFFICERS	5 March, 92, 18 July, 92
2. SURVEY FOR PLANNING	7 Sept., 92 to 30 Sept., 92
3. PUBLICITY AND ENVIRONMENT BUILDING	June, July, August, Sept., 92
4. TRAINING OF CORE GROUP MEMBERS	29, 30 Sept., 92
5. TRAINING OF RESOURCE PERSONS	12th Oct. to 16th Oct., 92
6. IDENTIFICATION OF MASTER TRAINERS	Upto 15th August, 92
7. SEVEN DAYS TRAINING	From 2nd Nov. 92 to 6th Nov., 92
8. ORGANIZATION OF VILLAGE LEVEL EDUCATIONAL COMMITTEES	From 15th Aug. to 31st Aug., 92
9. FIRST MEETING (VILLAGE LEVEL COMMITTEE)	2 Sept. to 7th Sept., 92
10. MATCHING-BATCHING OF VOLUNTEER AND ILLITERATES	From 7th Sept., to 30th Sept., 92
11. 5 DAYS TRAINING OF VOLUNTEERS	From 9th Nov. to 20th Nov., 92
12. ARRANGEMENT OF TEACHING LEARNING MATERIAL	Demand and Estimate upto 30th October, 92
13. INAUGURATION OF LITERACY CAMPAIGN	From 1st Dec., 92 to 31st May, 93
14. REFRESHER TRAINING OF VOLUNTEERS	(TWC DAYS)—March, 93
15. EXTERNAL EVALUATION	In Feb., 93
16. MAIN TIME PERIOD OF LITERACY CAMPAIGN	From 1st Dec., 92 to May, 1993
17. DECLARATION OF TOTAL LITERATE DISTRICT	June, 1993
18. PROPOSAL OF J.S.N.	June, 1993
19. ESTABLISHMENT OF J.S.Ns	1st July, 1993

PROPOSED BUDGET

	(In Lac Rs.)
1. SURVEY, ENVIRONMENT BUILDING AND PUBLICITY	33.45
(A) PROJECT FORMULATION AND SURVEY FORMS	3.00
(B) POSTERS/VENERS/STICKER/HANDBILL, PRINT MEDIA	4.00
(C) SLIDE, DEVELOPMENT OF VIDEO CASSETTE AND VIDEO ON HIRE AND EXPRESS SERVICE ON BLOCK LEVEL	12.00
(D) NUKKAR NATAK, KATHPUTALI, LOK KALA MANDALI, KALA JATTHA AND ARRANGEMENT OF SAMIRITIK PROGRAMMES	2.00
(E) VILLAGE AND WARD LEVEL SOCIETIES MEETINGS AND WALL WRITING	9.45

(F)	LITERACY CONVENTION AT DISTT/ TEHSIL/ BLOCK LEVEL AND MEETINGS		3.00
2.	TEACHING LEARNING MATERIAL :		133.76
(A)	FOR ILLITERATES (48,3323x25/-)		120.83
	PRIMER 1, 2, 3	Rs. 15.00	
	SLATE AND BATTI	Rs. 5.00	
	COPY AND PENCIL	Rs. 3.00	
	PLASTIC BAG	Rs. 2.00	
		<hr/>	
		Rs. 25.00	
(B)	FOR VOLUNTEERS (50,000x25/-)		12.5
	PRIMER 1, 2, 3	Rs. 15.00	
	GUIDE LINES	Rs. 3.00	
	DIARY	Rs. 5.00	
	DOT PEN	Rs. 2.00	
		<hr/>	
		Rs. 25.00	
(C)	FOR MASTER TRAINERS (17,00x25/-)		0.43
	PRIMER 1, 2, 3	Rs. 15.00	
	GUIDELINES	Rs. 3.00	
	DIARY	Rs. 5.00	
	DOT PEN	Rs. 2.00	
		<hr/>	
		Rs. 25.00	
3.	TRAINING :		77.15
1.	EXPENDITURE OF TRAINING OF 10 MEMBERS OF CORE GROUP MEMBERS AT S.R.C. LUCKNOW (150x10)		Rs.1500.00
	EXPENDITURE ON STATIONERY (750x10)		
	EXPENDITURE OF T.A. BILL WILL BE BORNE BY THE OFFICERS CONCERNED DEPARTMENT'S BUDGET		
2.	TRAINING OF RESOURCE PERSONS AT S.R.C. LUCKNOW		
	T.A. EXPENDITURE 50x400/-	20,000.00	
	TRAINING EXPENDITURE 50x50x50	12,500.00	
3.	MASTER TRAINERS TRAINING AT BLOCK LEVEL/URBAN LEVEL		

3.1	TRAINING EXPENDITURE (1700x50x7)	Rs. 5.95	
3.2	T.A. EXPENDITURE (1700x50)	Rs. 0.35	
3.3	TRAINING OF VOLUNTEERS (50,000x40x7)	Rs. 70.00	
4.	PROJECT MANAGEMENT :		Rs. 35.69
1.	STATIONERY & POSTAGE EXPENDITURE	Rs. 3.00	
2.	TELEPHONE	Rs. 1.00	
3.	P.O.L., PURCHASE AND REPAIRS (STAFF CAR AT DISTRICT LEVEL (P.O.L.) DISTRICT COORDINATORS AND MEMBERS OF CORE GROUPS, PURCHASE OF JEEP, GYPSY FOR SECRETARY, LITERACY COMMITTEE	Rs. 4.00	
3.2	P.O.L. PER BLOCK/URBAN AREAS (500x12x15 = 90,000 + 10,000)	Rs. 1.00	
4.	ACCOUNTANT ON DEPUTATION (3000x12x1)	Rs. 0.36	
5.	STENO ON DEPUTATION (2500x12x1)	Rs. 0.30	
6.	SENIOR ASSISTANT ON DEPUTATION (2500x12x1)	Rs. 0.30	
7.	T.A. EXPENDITURE : (FOR GOVT. AND NON GOVT. MASTER TRAINERS, RESOURCE PERSONS, INCHARGE NYAYA PANCHAYAT, BLOCK, TEHSIL, DISTRICT LEVEL)	Rs. 3.00	
8.	CONTINGENCY	Rs. 20.00	
9.	LIGHT ARRANGEMENT	Rs. 3.00	
10.	DRIVER (1200x12x1)	Rs. 0.15	
11.	TWO IVTH CLASS EMPLOYEES (750x12x2)	Rs. 0.18	
5.	MONITORING AND EVALUATION	Rs. 10.00	
(a)	Internal Monitoring	Rs. 4.00	
(b)	External Monitoring	Rs. 6.00	
6.	PRIZES :		Rs. 6.9
(A)	BLOCKWISE FIRST LITERATE GRAMSABHA SHOULD BE GIVEN I, II AND III PRIZES OF Rs. 15,000, Rs. 10,000/- and 5,000/- (30,000x15)	Rs. 4.50	
(B)	I, II, III PRIZES IN URBAN AREAS AT DIVISIONAL LEVEL (15,000/-, 10,000/-, Rs. 5,000/-) (30,000x3)	Rs. 2.4	
	GRAND TOTAL :		Rs. 296.95
	TOTAL ILLITERATES 483,323		
	TOTAL COST PER ILLITERATE Rs. 61.40		

TOUR NOTE OF SHRI P.K. TRIPATHI TO GHAZIABAD ON 29th SEPTEMBER, 1992

DISTRICT PROFILE

Area	: 2590 Sq. Km
No. of Tehsils	: 3
No. of Blocks	: 10
No. of Nyay Panchayats	: 95
No. of Gram Panchayats	: 780
No. of Inhabited villages	: 704
Uninhabited villages	: 76
Nagar Palika	: 9
Town areas	: 6

POPULATION AS PER 1991 CENSUS

Total Population	: 27,95,478
Male	: 15,30,081
Female	: 12,65,397
Total literate population	: 12,26,000
Male	: 8,23,000
Female	: 4,03,000

Total No. of Urban and Rural areas

Total Population			
	Male	Female	Total
Urban	5,12,556	4,27,913	9,40,469
Rural	10,17,525	8,37,404	18,55,009

No. of literates		
	Male	Female
	4,07,000	2,41,000
	4,16,000	1,62,000
	8,23,000	4,03,000

LITERACY PERCENTAGE

Male	: 54.83%
Female	: 32.13%

Rate of decadal increase in population :
49.48%

Male-Female ratio : 1000 : 835

Density of population : 1063 per sq. Km

EDUCATIONAL INFRASTRUCTURE (as per 1990-1991 figures)

Primary schools	: 872
Jr. High School	: 178
Middle Schools	: 120
Degree Colleges	: 13
I.T.I.	: 3
Polytechnics	: 1
Teachers Training Institutes	: 3

OBJECTIVE OF THE MISSION

1. To increase the enrolment of children in 6-9 age-group and prevent drop-out rate through mass campaign for awareness among parents.
2. To educate the illiterates between 15-40 age-group.
3. To promote health and hygiene and thereby reduce infant mortality rate.
4. To promote the awareness of family planning practices and adoption of small family norms.
5. To create awareness among women and weaker sections about their legal rights and entitlements.

REGISTRATION OF SOCIETY

The Zila Saksharta Samiti has been registered.

SUPPORT OF STATE GOVERNMENT

The Government of Uttar Pradesh has conveyed its commitment to support TLC and

provide financial assistance to the extent of 1/3rd of total cost of the project.

CONSTITUTION OF COMMITTEES

- The Zila Saksharta Samitis have been formed at the district, Tehsil, block and village level.
- The Village Education Committees consist of Gram Pradhan, Headmaster of School and 2-3 local representatives selected on the basis of their interest and voluntarism. One female member and one member of the Scheduled Castes have been included in each Education Committee.
- The block level Committee is headed by Block Panchayat and B.D.O., interested teachers of Primary and Middle Schools, NFE and Health Departments alongwith People's Representatives.
- The Tehsil Level Committee consists mainly of officials and is headed by a Sub-Divisional Magistrate.
- The Zila Saksharta Samiti is headed by the concerned area Minister and consists of District officials of elected representatives including MLAs, President Zila Parishad, President Town Area, President Nagar Palika, Chief Administrator of NOIDA and Greater NOIDA, representatives of Voluntary Agencies, Teachers, Academicians and district officials. Under the Zila Saksharta Samiti there are 7 sub-committees.
- The Executive Committee is headed by the District Magistrate.
- The other Committees are for Planning, Administration, Finance, Training, Teaching & Learning Material, Evaluation & Monitoring, Environment Building.

ENVIRONMENT BUILDING

A massive environment building cam

paign had been launched during the months of April to June. District and Block level conventions were held and Village Level Education Committees had been formed in each village. Wall writings, publicity through video van, Nukkar Nataks, folk songs and puppet shows had been staged. Prabhat Pheris and Paidal Jathas were organised. All the village Pradhans and officials were enthused and willing to work for the programme.

During my current visit, I noticed that the environment building efforts put in earlier had faded and it would be necessary to launch the environment building all over again. The change of District Magistrate, which was coupled with a large number of untoward incidents, had created a tense atmosphere in the District. The law and order situation had been very sensitive in the wake of the murder of Janata Dal MLA, Shri Bhatti. The situation is now returning to normalcy. A positive environment building activities have to be initiated all over again. In the last week, District Magistrate has initiated and held discussions with the people's representatives, voluntary agencies, retired officials, officers and Village Pradhans. I also attended a meeting where Member of Parliament (Ghaziabad) and all MLAs, MLCs were present. The MLAs belong to BJP, the Congress as well as Janata Dal. The strategy of the campaign and the operation details were discussed. Member of Parliament, Shri Ramesh Chand Tomer, who is an ex-educationist, pledged his whole-hearted support for the Campaign. Similarly, MLAs belonging to three leading political parties agreed to sink their differences and give their whole-hearted support to the literacy programme. The Principal of the Degree College, who is held in very high

esteem by the teachers, expressed his grievances for the delay in implementation of the programme. He expressed the desire that academicians of the district wanted to come out of ivory towers and join a programme which was mass-based. Similar sentiments were expressed by representatives of Primary, Middle and Senior Secondary School Teachers' Associations. The representatives of the voluntary agencies were equally forceful and were surprised at the discontinuance of the project after a good environment building.

TEACHING/LEARNING MATERIAL

It is proposed to use the IPCL approved material of the State Resource Centre, Lucknow Nai Kiran.

SURVEY

Survey for identification of neo-literates and volunteers was carried out in the month of June and a list of illiterates and volunteers has been prepared and matching and batching has been done. In some cases, matching and batching has been completed. Revised matching and batching is being done on the basis of preferences given both by the illiterates and volunteers. The survey was carried out under the supervision of Village Level Committees.

TRAINING

200 Resource Persons have been identified. It is proposed to give them 3 days' training in two phases. The Master Trainers have also been proposed to give 3 days' training in two phases. Volunteers are to be given 7 days' training in three phases. The training planning needs modifications to provide for at least 5 days' training to the Resource Persons and Master Trainers and minimum 8 days' training of the volunteers.

MONITORING AND EVALUATION

The monitoring mechanism suggested is as follows :

Reporting level	Periodicity	Reported level
Volunteers	Weekly	Village level Committee
Village level Committee	- do -	Master Trainers
Master Trainers	- do -	Block level
Block level	- do -	Tehsil level
Tehsil level	- do -	District level
District level	Fortnightly	State Govt.
State Govt.	Monthly	Central Govt.

No provision has been made for engagement of full-time staff at the district, block and centre level. The necessity of making this provision was explained especially in relation to monitoring. Without a cadre of full-time officials, it will be difficult to ensure that the reports are prepared at the village level and placed before the village level committees in time. The comments of the village level committee along with the reports would have to be communicated to the block level officials' committee as well as the block level people's committee. The District Magistrate has agreed to work out the system of putting some officials and staff on full-time basis by deputing willing workers from amongst State Government employees and voluntary organisations. The village level committee would also ensure that the evaluation tests (T-1 to T-9) are conducted and compiled at the village level under the supervision of school teachers.

On-going evaluation will be entrusted to a Social Science Institution which will carry out the evaluation from the very beginning of the programme so that it can suggest corrective measures during the implementation of the programme. This body will also

make recommendations for giving prizes to the various villages for their performances.

IMPRESSIONS

Very good environment building efforts had been carried out in the District and the work of survey and constitution of committees has also been completed. Due to change of District Magistrate and prevailing violent conditions the environment building activities carried out had been hampered. It is, however, possible to restart the environment building activities at the village level. While the enthusiasm of officers has slightly abated, the District Magistrate has introduced a significant improvement in the implementation strategy by active involvement of the public representatives who have now come forward and accepted the responsibility of taking up the campaign to the villages. The Chairmen of Greater NOIDA and NOIDA are seasoned officers and have agreed to provide all necessary assistance to the District Magistrate in implementing the programme. Shri Yogendra Narain, Chairman, Greater NOIDA is deeply concerned about the social tensions resulting from large scale acquisition of lands of the villages. Such acquisition which is essential for town building results in release of a large amount of money in the area and displacement of people from age-old occupational practices. Literacy would go a long way in

providing them an alternative new occupational skill. It would also defuse the tense atmosphere prevailing in the District due to lack of occupation of easy money. The needs for education have been realised by the people of the area due to proximity to urban settlement. These villagers are not slum dwellers and do not have to work at night and can easily spare time for education. There are adequate number of senior officers at the district level and in Ghaziabad Development Authority who are willing to provide resources for implementing the programme.

In spite of this availability of mass resources and the wonderful ground work done earlier, it would be better not to attempt implementation of the programme in the entire district. The town area will be excluded and only 3-4 blocks should be taken up in the first phase for total literacy campaign. The experience gained and the enthusiasm generated in implementing the programme in this limited area would provide necessary expertise for extending it to the whole district. Given the proximity of Ghaziabad to Delhi, it would not be difficult for the officers to come to the NLMA for extension of the project to the other areas of the district.

Some modifications in the planning are necessary especially to provide for appointment of full-time officials on deputation.

Tour Note on Visit to Mooradabad District for Pre-appraisal of TLC on 3rd October, 1992

I along with Shri Narayanan of BGVS visited Mooradabad on 3rd October, 1992. Director, Adult Education, U.P., Shri Krishan Avtar Pandey and Assistant Director, Adult Education, Shri Upadhyay also joined the team. The team met the Core Group of District Officers, Members of Zila Saksharta Samiti consisting of activities of BGVS, Mahila Mandals, Yuva Mandals, representatives of voluntary organisations, Ex-Servicemen, Social workers, members of clubs, village Pradhans, Teachers and academicians. The team also visited Shahpur village. Based on these inter-actions, the impressions formed by the team are placed before the Executive Committee.

The initiative for formulating and implementing total literacy campaign in Mooradabad District was taken on 10th January, 1992 by constitution of Zila Saksharta Samiti. Since then the District Magistrate has gradually built up a team of officials and non-officials, who are devoted to this cause. As a result of meetings held from District to village level the circle of literacy workers has been widening and programme has gained social acceptance. The project plan as well as selection of members of ZSS has emerged out of the process of deliberations and persuasions. The near total failure of the total literacy campaign in Fatehpur District has convinced the DM, Mooradabad, that the TLC should only be launched after evincing local support and

forming a band of committed local non-official workers.

The District Magistrate spends almost two hours every day at the Saksharta Sadan. All the members of the ZSS and other desirous at joining the Campaign or interested in taking part in its deliberations gathered every day in the evening to discuss the details of the programme. It is planned to convert this office into a control room after launching of the programme. In fact the control room has already started functioning. As a result of deliberations in the Saksharta Sadan, the teaching learning material has been selected i.e. 'Nai Kiran' of Literacy House, Lucknow for Hindi speaking learners, 'Meri Kitab' of Jamia Milia Islamia for Urdu speaking learners and 'Gyan Deep' for N.F.E. learners.

The training curriculum along with the calendar of events has been drawn up. The rules of financial procedure, modality of conducting environment building campaign, the identification of willing artists, writers, dramatists has taken place. Script writing sessions have been conducted and the number of new role plays and songs have been written.

Due to paucity of funds and immense volume of work involved in implementing the TLC in the entire district the ZSS decided to concentrate its efforts on Mooradabad Block and 12 Wards of Mooradabad Town. Without using the resources either of the State Government or procuring contribution from

business houses the ZSS decided to raise contribution from within its members and use the meagre resources for implementing the pilot project in one block. The pilot project would enable them to test the efficacy and veracity of the strategies which had evolved out of their academic deliberations. The pilot project has acted as a field laboratory and provide rich experience for formulating total literacy campaign on a large scale.

The constitution of ZSS reflects its non-Government and democratic nature. Out of the 37 members only 7 are officials and the remaining 30 are non-officials. Out of the 37 members there are 13 female members, which though not-commensurate in relation to their total population is adequate given the educational backwardness and prevalent social restrictions on women in the district. All the female members are active and enthusiastic. This was evident during the discussion held with them in the evening. Similarly the Patron Committee consists of 24 officials and 85 non-officials.

The ZSS have organised a District level convention, two block level conventions and six Nayay Panchayat level conventions. Two Mahila conventions have also been organised. Through these conventions Core Group workers have been identified for Mooradabad Rural Block as well as Mooradabad City. The ZSS meets every day and regular meetings of training, monitoring and environment building committees are being held separately. Block and Nayay Panchayat level meetings are being conducted every fortnight.

As part of the environment building activities the ZSS has organised Pedal Jatha, cycle rallies, wall writings, Kala Jathas, poster and design competitions. In addition, video on wheels toured the block for 40 days

and exhibited film on literacy along with those of family planning in 104 villages.

After meeting the Core Group of officials the team is convinced that the D.M. is ably assisted by a second line of committed officials headed by Dr. Harsharan Das, Chief Development Officer, Shri Rajneesh Gupta, SDM, Sadar, Chief Medical Officer, ADM City, ADM Planning, District Information Officer, Field Publicity Officer, District Statistical Officer (cooped voluntarily only a month back) and District Adult Education Officer.

After meeting the non-Government members, the team is convinced that ZSS is working in a very democratic manner. The representatives of Voluntary Agencies who had met me two months ago in Delhi and wanted to implement a separate project and had expressed their apprehension of the District officials are now enthusiastically taking part in the deliberations of the ZSS and willing to work under its umbrella.

The sixty thousand survey forms have been printed. The strategy of survey proposed to be adopted by the ZSS is slightly different from the normal practice of conducting the survey of one or two days. The ZSS plans to conduct the survey with the help of local volunteers and NSS students who will spend a week in the village interacting and mingling with the people and drawing them out to participate in debates, discussions, role plays and songs. It is felt that this alone will help in proper identification of committed volunteers.

The training plan envisages nine days training at all levels. The training curriculum is exhaustive and adequate. The environment building strategy have been decided but the detailed plan though formulated is not part of

the action plan. D.M. has been requested to bring the environment building plan giving details of number of troupes, identified their itinerary, coverage and schedule for presentation to the Executive Committee. Similarly the financial estimates given in the action plan are sketchy. D.M. has been requested to bring the detailed financial estimates for discussion in the Executive Committee meeting. The calendar of events will have to be revised but the ZSS was adamant that this could only be done after the project has been sanctioned. They have been advised to draw it up on the presumption that the project is sanctioned.

No provision for full time staff has been kept as the ZSS is waiting of the State Government to issue enabling orders for taking up the full timers on secondment

basis. Most of the full timers have already been identified. They have been advised to draw up a plan giving their requirement of full timers and provide for them in the management structure as well as financial estimates.

The details of the district profile are given in the action plan enclosed. Mooradabad is the fourth largest district of U.P. in terms of population, having 23 lakh illiterates above seven years of age. The decadal growth rate of population has been very high. Almost 40 percent of the population consist of minority community and during 1981-1991 the number of illiterates has increased. It would be a herculean task to implement the TLC in the entire district, it is, therefore, recommended that in the first phase not more than 8 blocks should be taken up for implementation.

REPORT OF THE PRE- APPRAISAL MISSION TO NADIA

Date of Visit : 29.8.1992

Name of the Visiting Officer :

Shri L. Mishra,

JS (AE) & DG (NLM)

Deptt. of Education,

Govt of India

Background :

A proposal for taking up a TLC for Nadia district of West Bengal was received by the NLMA on 4.6.1992. The proposal based on the estimates of 1981 Census aimed at making 10 lakh potential learners functionally literate by April, 1993. A pre-appraisal mission comprising of DG (NLM) and Director, Adult & Mass Education, Govt of West Bengal undertook a one day visit to Krishnanagar, headquarters of Nadia district on 29.8.92 to see for itself the pace and progress of preparations prior to launching of the mission and the adequacy of planning therefor. In course of its brief visit, the mission met representatives of political parties, representatives of the people — MPs, MLAs, municipal councillors, Saha Sabhadhipati of the Zilla Parishad (the Sabhadhipati who is a veteran freedom fighter and activist was lying critically ill and, therefore, was not available for interaction), Sabhapatis of panchayat samitis, pradhans of panchayats, sub-divisional and block development officers, other district level officials of Revenue, Panchayat, Education & Development Departments, met municipalities, panchayat samitis and panchayat members and had intensive interaction with

them to find out their perception and extent of interest and commitment to take up a total literacy programme in the district, etc. The members of the mission also joined a torch light procession of students at Batkulla-I GP and spent some time in studying and analysing the findings of the door-to-door survey (24.8.92 to 31.8.92) which was nearing completion and interacting with members of the GP, ex-MPs, ex-MLAs and other prominent members of the locality to have a glimpse of their clear perception and insight into the nature and character of the literacy campaign. They witnessed facets of the rich cultural energy and creativity of the people of the district at Ranaghat town and discussed the role of the University Department of Adult, Continuing Education & Extn. with the Registrar, Kalyani University and Director in the Deptt. of Adult, Continuing Education & Extension before returning to their respective stations. The Collector & DM, Nadia — Shri Hem Pande, the principal driving spirit behind the total literacy campaign, was with the mission throughout and had made very systematic arrangements for interaction with the cross-section of the society and for the field visits. The impressions of the mission are recorded below on the basis of these field visits and discussions.

A brief profile of the district :

Nadia or Navadweep hallowed by the memory of Sri Krishna Chaitanya, the apostle of love, devotion and non-violence,

principle that environment building exercises have to be recurrent and repetitive till the desired impact has been created. It seeks to harness all creative forces & energies — both governmental and non-governmental for the purpose. The Sharadiya Durgapuja in September-October '92 is expected to provide a spurt for the purpose as it was effectively harnessed for the TLC, Durg.

- The action plan envisages active involvement of all mass organisations of men & women, such as political parties, trade unions, krishak sabha, DWACRA groups, teachers and students organisations, etc.
- The survey plan has been well-designed in terms of composition of the survey team, number of households proposed to be covered per day, selection of volunteers, their training, system of compilation of the findings of the survey and its use at various levels.
- The training strategy has been clearly worked out. It has laid down the ratio of training for each category, the manner of selection of KRPs and MTs, the place of training, the overall total duration of training, etc.
- The size of each learning centre, duration of teaching-learning process, printing of primers etc. have also been indicated with sufficient clarity.
- The action plan is fairly detailed in regard to monitoring, supervision and coordination of the entire teaching-learning process as also the process of training, printing & distribution of primers, pace & progress of learning, deficiencies and application of correctives, etc.
- The action plan does speak of evaluation

of learning outcome, ongoing or continuous evaluation, mid-term evaluation and final evaluation, the methodology of evaluation and the incorporation of this methodology in training, diagnosis of deficiencies and corrective treatment.

Few gaps and omissions in the action plan and specific suggestions :

- Survey is the basic instrument of the action plan in terms of identification of potential learners and volunteers. It is quite likely that several components of the action plan, such as number of KRPs, MTs & VTs for training, the requirement of teaching-learning materials, teaching aids and the estimates of cost of the campaign, which are based on the estimates of 1981 Census, will undergo change. This should be recognised and stated clearly in the introduction to the action plan.
- While the composition of the campaign committees is well-stated, it is not clear whether they will emerge through conventions in a natural manner or will be constituted by the Zilla Saksharata Samiti. The ideal step will be that all people's campaign committees emerge through conventions. In any case, the manner of formation of such committees should be clearly indicated.
- There is a mention of 5 Sub-committees under the Executive Committee. The Finance Sub-committee may be renamed as Budget, Finance & Administration Sub-committee and the Monitoring & Evaluation Sub-committee may be renamed as Monitoring, Evaluation & Coordination Sub-committee. Sub-committee for Environment Building & Publicity

may be renamed as Cultural Campaign Sub-committee. Considering the high percentage of learners belonging to women, SC & minority, a Sub-committee may be formed to consider issues which are of interest and relevance to them.

- It has been stated in Chapter V on 'Motivation & Mobilisation' that 'material for publicity will be prepared by the District Literacy Committee for wide circulation among these groups through the panchayat machinery and municipalities'. In any cultural campaign of environment building exercise, we advocate a decentralised approach which can bring out the best of local ingenuity and talent. Under this approach, master artists and artists are identified in every panchayat samiti/block and block level workshops are organised to design songs, slogans, skits, nukkad nataks and street plays and to have them rehearsed before they are performed. If the materials are prepared and circulated in a centralised manner, this may stifle local initiative and creativity. There should, therefore, be utmost flexibility in these areas under centralised coordination.
- The action plan should also indicate the number of cultural troupes, number of artists in each troupe and total number of artists required for an effective cultural campaign. An action plan for holding the workshops for designing the software and for rehearsal and an itinerary or travel plan for the cultural troupes covering the whole district in one or more than one round may also have to be formulated.
- If the survey brings out a specific number of potential learners necessitating a required number of volunteers and in

actuality so many volunteers are not available, the phasing of the action plan may have to be revised (meaning thereby that instead of one single phase, the action plan may be implemented in two phases). There is no indication to this effect.

- The training plan in Chapter VII suffers from the following omissions :
 - training curriculum & course content for each category, who will design them and in what time-frame,
 - no mention that training is primer-specific, and
 - number of phases involved in training, duration of each phase and total duration.
- In Chapter VIII dealing with 'Development, Production & Distribution of Learning Materials', there is no arrangement for distribution of learning materials.
- While raising a doubt about arrangement of blackboard at all literacy centres, the matter has been left to the help of technical experts. A campaign is a short-duration one and in a time-bound campaign, one cannot wait indefinitely till the technical experts are ready with an alternative and viable arrangement in design, production and distribution of a good quality blackboard. It will suffice if the action plan provides for roll-up boards which are fairly inexpensive (compared to blackboard) and we start the classes with the help of these roll-up boards instead of waiting for viable alternatives.
- The monitoring and communication plan in Chapter IX of the action plan has not dealt with the following :
 - How the report will flow upwards from the village level to the panchayat level, from the panchayat to the block level and

from the block level, what interactivity will take place and between whom, who will decide the nature of correctives to be applied and how to ensure a two-way flow of communication (both upward and downward) and sharing of information to ensure that the quality, content and impact of the campaign is maintained intact at all levels.

- Chapter X dealing with 'Evaluation' has perceived the need for evaluation and the methodology of evaluation (both internal and external) but it fails to link evaluation of learning outcome with Post-literacy & continuing education. In our scheme, evaluation is directly and immediately linked to the desired levels to be acquired and the levels are to be co-related to the Post-literacy stage. Illustratively, those learners who have completed 3 IPCL primers and have qualified in the 9 tests are eligible to start with PL-I primer so that they can acquire the stage of complete self-sufficiency in reading, writing & arithmetic and proceed further to PL-II, PL-III, PL-IV and beyond. Those learners who are still struggling with Primer-I have to be enabled to complete Primer-I and to be brought to the stage of Primer-II. Those learners who are still struggling with Primer-II have to be enabled to complete Primer-II and brought to the stage of Primer-III. Thus an accurate and authentic evaluation of learning outcome becomes extremely important: not only for an accurate assessment of the status of the campaign but also in terms of the needs of neo-literates (who have reached that stage on successful completion of 3 primers) and those of half or semi-literates who need to

be converted to neo-literates through intensive remediation exercises.

Interactivity & field visits — Impressions emerging therefrom

Perception of representatives of political parties :

The mission interacted with representatives of CPI (M), CPI, Forward Block, Revolutionary Socialist Party, Congress (I) and Janata Dal. Regardless of party boundaries and ideological differences, they came out clearly and unequivocally and pledged their solidarity and support to the TLC on account of the following reasons :

- This is a common man's programme directed at liberation of the poor, the deprived and the disadvantaged.
- It is a very positive and welcome step which should have been taken up much earlier.
- Eradication of illiteracy goes back to early part of the 19th century when visionaries like Aurobindo had moved resolutions in support of mass literacy; later it was reflected in Bapu's historic statement 'Mass literacy is a matter of India's sin and shame; we have to liberate them' and united (if not sustained) efforts of the Indian National Congress.
- In later years after independence, eradication of illiteracy is a mandate of the people while voting political parties to power.
- There is a total political will and commitment for this programme and lot of spadework has already been done.

While pledging their unconditional and unequivocal support to the campaign, the

representatives of the political parties also highlighted some of the problems, constraints and challenges in the campaign and advocated the following safeguards :

- The pace and progress of the previous programme (National Adult Education Programme) has been slow and tardy. We have to speed up the pace of the programme and proceed with lot of urgency and seriousness if success in the new venture is to be achieved.
- All mass organisations, irrespective of political party affiliation, must be involved in the campaign.
- The campaign must have a foolproof monitoring and evaluation mechanism to keep a close watch on the developments on the ground so that correctives can be applied instantaneously.
- The DM must act as the principal monitor and must ensure timely and expected results through a system of checks and balances.
- We should not lose any time in plugging the loopholes in the formal school system. Today's scenario is such that there are villages without primary schools and primary schools without teachers, libraries and equipments. Such dismal state of affairs cannot be allowed to continue for long if the goal of total literacy is to be achieved.
- Nadia district which has a long border stretching over 265 kms is a geographically sensitive region haunted and afflicted by a continuous flow of immigrants, the population is constantly on the increase apart from the growing tension causing instability in the even tenor of life in the district. This needs to be

handled discretely and with firmness, failing which illiteracy will be on the increase (due to constant flow of illiterate children and adults across the border) and the situation will be intractable.

Perception of the representatives of the people —MPs, MLAs, Municipal Councillors, Saha Sabhadhipati, Chairman, District Primary Council of the Zilla Parishad, Chairmen, Panchayat Samitis, Pradhans of GPs, etc.

- Mass literacy programme is a hard and difficult mission. The multi-lingual situation on the one hand and the economic poverty and backwardness of the people on the other makes it still more difficult. We have to mobilise and organise both volunteers and learners who are not very much different from each other and a sense of pride and patriotism has to be instilled in them. A mission like this can be executed only with missionary zeal, irrespective of political party affiliations and ideological differences.
- Already lot of initial planning and preparations have taken place. Efforts towards mass mobilisation have started in shape of mass meetings, rallies, cycle rallies, torch-light processions, padyatras, etc. Tremendous amount of social & political churning in support of literacy has taken place; all political parties, libraries, clubs and educational institutions are coming forward to own the campaign, contribute to the campaign and participate in the campaign.
- Door-to-door enumeration of households has been completed in most parts of the district and this has thrown open interesting findings. The enumeration itself has been an important tool of

mobilisation of social forces through mass contacts.

- People's campaign committees have been formed at booth, GP, panchayat and municipal ward levels and regular meetings of these bodies taking place, cutting across party affiliations and caste barriers. Several booths, villages/GPs and panchayat samitis are competing with each other.
- The Bangiya Saksharata Samiti, Paschim Banga Vigyan Manch individually and together have played a lead role in arousing the consciousness of the masses in favour of literacy. A large number of creative writers, thinkers and artists are participating in mass mobilisation efforts through the Samiti and Manch.
- Nadia is adjacent to Burdwan which achieved the total literacy status in August '91. There were several silver linings in TLC, Burdwan which have produced an infective effect on many other districts in West Bengal, including Nadia. A tremendous demand for mass literacy has been generated on account of the success stories & stories of immense human interest obtaining in Burdwan.
- The overall socio-economic-cultural scenario in Nadia is not homogeneous but largely heterogeneous. There are jotedars, landless agricultural labourers, fishermen, beedi workers, handloom weavers, migrant workers from Bihar and Orissa and a sizeable section of the population belonging to SC & minorities. Their working and living conditions are widely different. After, however, the success stories of Ernakulam, Midnapore & Burdwan started getting circulated and the mass organisations (Krishak Sabha, teachers'

& students' organisations and trade unions) started spreading the message of literacy, there is only one passion, one concern and one desire of the people i.e. to make Nadia fully literate within a year's time from now.

The mission met in all representatives of 6 political parties, one MP (there are two Lok Sabha seats in Nadia) and one ex-MP, 7 MLAs (there are 15 assembly segments), Chairmen of 14 Panchayat Samitis (there are in all 17 Panchayat Samitis), Chairmen of 3 Municipalities (there are 6 municipalities), a number of Pradhans of GPs, the Sahasabhadhipati, the Chairman, District Primary Council and 2 Karmadhykshas of the Zilla Parishad, Chairman and members of the Navadweep Municipal level Committee and had a very interesting, educative and worthwhile interaction with them. Many of them have visited Midnapore and Burdwan while some have visited Kerala & Tamil Nadu. Many of them are also teachers and happen to be members of Teachers' associations. Many of them have shown lot of personal initiative and have participated in all party meetings, mass meetings, meetings of GP and Panchayat Samiti level people's campaign committees, rallies, padyatras, etc. They are composing and tuning songs and slogans and helping to spread the message of literacy in more ways than one. All of them had one common note to sound, 'this campaign for total literacy has come not a day too soon'. Many of them were under the impression that the project has already been approved but when it was clarified to them that the approval of the project by the EC, NLMA depended on the extent of planning and preparations and this was precisely the purpose for which a pre-appraisal mission was visiting the district, they demonstrated

lot of confidence in stating that a massive environment building activity has been undertaken for almost 6 months and a churning had taken place, the like of which was never seen before. All of them pleaded with one voice, one energy and one conscience that the project should be approved by the EC, NLMA at the earliest.

Perception of the DM, Nadia :

The Collector & DM, Nadia and Executive Vice-Chairman of the Executive Committee of the Zilla Saksharata Samiti — Shri Hem Pande, who has been in the present position for about a year, has a very clear perception and positive commitment to the TLC approach. He as a matter of fact is emotionally sold to this approach. Having been a botanist and teacher, he closely perceives through literacy the need for and relevance of inculcating the message of conservation of environment in the minds of the people. He has an open mind and is amenable to ideas and suggestions and has built up an excellent team of Addl. DMs (6) and SDOs (4) around him. His commitment to literacy and leadership qualities, which have in them a tinge of modesty and humility, were acknowledged by one and all with whom the mission had the occasion to interact.

Perception of Additional DMs & SDOs :

Majority of them are young, bubbling with energy and enthusiasm and have excellent leadership qualities. Some of them (particularly the SDO Navadweep) are first rate communicators are able to articulate and transmit messages to the people in simple and chaste Bengali.

Perception of BDOs & other development functionaries :

Some of them have a natural flair for

working for & with the people and view literacy as a tool of social action; many others have been largely inspired and motivated by the happenings in Midnapore, Burdwan, Hooghly, Birbhum and Bankura as also by the leadership provided by the DM, Sahasabhadhipati, Chairmen, Panchayat Samitis and Chairmen, Municipalities.

Perception of women organisations :

Women are major participants as well as beneficiaries in the campaign (their rate of literacy being as low as 37% according to 1991 Census). Interaction of the mission with one Namita Saha, Manager, Fulbari Handicrafts Cooperative Society Ltd., which was not very encouraging, goes to show that lot more needs to be done towards mobilisation & motivation of women in the campaign. There are, however, several women like the ex-MP, Navadweep (with whom the mission interacted at Batkulla GP-I on 29th evening), the SDO Navadweep whose help needs to be taken for mobilisation of women and their participation in the campaign as learners, volunteers, master trainers, resource persons/key resource persons, members of the people's campaign committees, full-time area coordinators, etc. As a matter of fact, women need to be given adequate representation in the people's committees and much more representation amongst the functionaries than what is obtaining now.

Impressions emanating out of the cultural programme at Ranaghat town :

Nadia district is rich in cultural energy and creativity. There are in all about 250 night clubs, each having about 50 to 60 artists. Amongst these artists are composers, singers, performing artists (like Jahar Ganguly) who are also full of vitality and

committed to performing arts as a medium of direct interpersonal communication with the people. 'Come, let us learn. We could certainly learn something' was one such composition which was rendered soulfully by the Batkulla United Club and artists of the club like Asit Sarkar, Jahar Ganguly and Sunder Biswas, Gopal Adhikari, etc. The performing arts of Nadia district indeed baffle description. They transcend all barriers and could be powerful cementing forces of unity and solidarity of the people. Kavigan, baulgan, kathputli are only few specimen of myriad forms of such art through which the message of literacy can be brought out and widely disseminated tellingly and effectively.

Interaction with officials of Kalyani University & impressions thereof :

The mission had the opportunity of meeting & interacting with the following officials of Kalyani University on 29th night :

- Dr. Ratneswar Bhattacharya
Director
Deptt. of Adult, Continuing Education & Extn., University of Kalyani.
- Shri B.K. Ray,
Registrar, Kalyani University.

Both appeared to be positive, supportive and appreciative of the efforts being made to launch a campaign for total literacy in Nadia district. Dr. Bhattacharya has, as a matter of fact, been closely involved with the process of evaluation of learning outcome in Hooghly district as a member of the External Evaluation Team and he can as well be involved with similar evaluation of learning outcome in Nadia district at the appropriate stage. Additionally, he and his colleagues in the Department of Adult, Continuing Education & Extn. can also act as Key

Resource Persons for training of MTs in a participatory and communicative manner. Such training can be residential and can be arranged for the functionaries of Ranaghat Sub-division, to start with, within the premises of Kalyani University. The Collector & DM, Nadia who are present at the time of discussion was asked to work out the details of both training as well as evaluation of learning outcome for which resource support is available in Kalyani University. The Registrar as well as the Director of the Deptt. of Adult, Continuing Education & Extn. assured to extend full support in both the areas.

An assessment of the manner in which door-to-door survey is being conducted :

The mission undertook an assessment of the manner in which the household survey is being conducted by visiting Batkulla-I block and discussing with few functionaries of the GP who were involved with the survey operation. The survey has been completed but the findings thereof have not yet been fully compiled. On the basis of the findings which were available on the spot, the following picture emerged from the discussion :

- The survey team comprised of 3 to 4 volunteers.
- For an average, 70 to 80 households were covered by the team from 8.00 AM to 5.00 PM.
- The survey was a process of face-to-face direct interaction with the householder and members of the family. Few specimens of the questions which are put to canvas information from the household and the counter-questions which were put by the householder are given below:

Q. Are you all interested to learn?

Ans. We are all interested to learn.

Cross Question : When are you going to open the learning centres? Can the centres be arranged nearby?

The exercise revealed that there is tremendous eagerness and enthusiasm on the part of learners to learn. The exercise further revealed that almost all children in 5-9 age-group in Nadia district go to school and remain in the school for a sufficiently long period to attain the minimum levels of learning and that the incidence of drop-out is minimal. The present day illiteracy could be attributed to the low enrolment and poor retention of children in 5-9 age-group about a generation ago. As of now, all parents, irrespective of their literate or illiterate status, have a natural and spontaneous desire to send their children to school.

At Batkulla-I GP, the mission witnessed a 5 minutes, drama enacted by the GP functionaries on the spot without any preparation. It was natural, spontaneous and vividly telling. It conveyed the following 3 messages :

- Predicament of an illiterate who disposes of 5 bighas of land (instead of 1 bigha) without being aware of the consequences.
- The need for and importance of being literate to understand the existential reality of the situation in which one lives and works.
- The predicament of a large family and the advantages of a small family.

The mission had also the opportunity of studying the working of a GP level literacy

committee, its representative character and the democratic manner of its functioning.

Conclusion :

On the whole, the mission comes to the conclusion after the field visits and intensive interaction with cross-sections of the society that there is a positive and supportive setting for literacy at the moment which can be fully harnessed. The district is large in size with a long border with Bangladesh; the problem of continuous flow of immigrants is adding to lot of tension and in turn leads to several attendant problems of over-population, congestion and law & order. It is a very genuine & serious problem by any count. The magnitude of the problem of illiteracy is also very large and due to the low rate of literacy, it is possible that sufficient number of volunteers and, particularly women volunteers, may not be available which in turn may necessitate taking up the campaign in two phases. Even though the odds are heavy, there are many positive indicators. There are (a) Collective political will and determination to fight illiteracy; (b) Positive perception, initiative and interest of district administration, local self-governing bodies, political parties, representatives of the people and mass organisations; and (c) Cultural energy and creativity in abundance in every nook & corner of the district. Given a reasonable continuity in the tenure of the young, energetic and passionately committed DM and his colleagues in the district administration and given the continuance of political will and determination, the TLC Nadia could be one of the finest examples of mass mobilisation and mass literacy campaign.

TOTAL LITERACY CAMPAIGN IN NADIA DISTRICT

BUDGET ESTIMATE

	Rs.
1. Cost of Survey @ Rs. 1.50 per learner (10,02,023)	15,03,034.50
2. Environment Building @ Rs. 5/- per learner	50,10,115.00
3 (i) Cost of learning materials (2 Primer, 2 ruled exercise books, one pencil etc.) for 10,02,023 learners @ Rs. 20 - per learner	2,00,40,460.00
(ii) Learning materials (Kits) for 1,11,135 VT/MT/KP Panchayat functionary and Govt. Officials @ Rs. 20/- per head	22,22,700.00
4. Cost of training :	
(i) 70 K.P. for 7 days @ Rs. 40/- per diem per K.P.	19,600.00
(ii) 1250 MT for 7 days @ Rs. 20/- per diem per M.T.	1,75,000.00
(iii) 1,09,815 V.T. for 9 days @ Rs. 12/- per diem per V.T.	1,18,60,200.00
(iv) 200 Panchayat Functionary & Govt. officials for 2 days @ Rs. 12/- per diem per head	4,800.00
(v) Incidental Charges for training @ Re. 0.50 per learner	5,01,011.50
5. Cost of monitoring supervision and evaluation @ Rs. 4.5 per learner	45,09,103.50
6. Cost of running the centres including cost of K. Oil and other administrative cost @ Rs. 9.5 per learner	95,19,218.50
Total	5,53,65,063.00

REPORT OF THE PRE- APPRAISAL MISSION ON PURULIA

Date of Visit : 16 & 17 October '92

Members of the team :

1. Shri L. Mishra
JS (AE) & DG (NLM)
Deptt of Education,
Govt of India
2. Shri S.P. Nandi
Director, Adult & Mass Education
Govt of West Bengal

I had been to Purulia alongwith Shri S.P. Nandi, Director, Adult & Mass Education, Govt of West Bengal on a pre-appraisal mission to assess the adequacy of planning and preparations for launching of a campaign for total literacy. Purulia is the 12th district to be taken up for Total Literacy Campaign (TLC) in West Bengal. The 11 districts which have already been covered by TLC are Midnapore, Burdwan, Birbhum, Bankura, North 24-Parganas, South 24-Parganas, Howrah, Hooghly, Cooch Behar, Murshidabad and Nadia. The visit which was scheduled for 23rd September '92 could not take place due to a total bandh in the whole of West Bengal. Subsequently, there were heavy rains (as high as 1400 mm in one day) towards the end of September and first week of October '92 which caused untold damage to human life, cattle and crops, particularly in the southern part of the district. This is what accounts for the delay in undertaking the pre-appraisal mission by about a month.

In course of visit, the joint team had an intensive interaction with members of

General Body and Executive Committee of Sarbik Saksharata Samiti, members of the people's committees at the block- and panchayat level, representatives of Bangiya Saksharata Samiti, Sabhadhipati of Zilla Parishad, Purulia, Chairmen of Municipalities, Sabhapatis of Panchayat Samitis and Pradhans of Panchayats, members of political parties, MP, MLA and representatives from cross-sections of the society. The team visited Kashipur block and had similar interactions with Sabhapati, Pradhans and others for about 2 hours. These meetings helped in assessing the mood of the people at the grass root level, their perception, organising ability and insight & commitment to campaign as a strategy for total literacy and preparedness to launch the campaign.

Purulia is a fairly large district with an area of 6,259 sq. kms. and a total population of 22,17,423 (the average density of population (360 per sq. km.) being lower than that of the State of West Bengal). The surface of the district consists generally of a succession of rolling uplands with intervening hollows along which the drainage runs off to join large streams. The soil is lateritic and not very fertile and cannot retain moisture that it receives from rainfall. The rainfall is scanty and not widespread. Agriculture is the chief source of livelihood of the people, the total number of agricultural workers being of the order of about 5 lakhs of whom nearly 2 lakhs are agricultural labourers, the rest being

small and marginal farmers. The district is characterised by the presence of a largely distributed wasteland (about 20,000 acres) which is rocky, semi-arid, undulating and vulnerable to extensive soil erosion, poor vegetal cover and declining underground water reserves. The yield of cultivated and current fallow lands is very low and the cost of operations very high. This is what makes agriculture a very expensive proposition and the unremunerative character of agriculture has a very depressive effect on the growth of population in the district on the one hand and on rural-urban migration on the other.

Purulia is multi-lingual in character. While an overwhelming percentage of the total population (i.e. about 90%) speak Bengali, about 10% speak Santhali and a much smaller number speak Munderi, Santali, Kurmali, Oraon, Hindi and Urdu spoken by the Santals, Mundas, Kurmis and Oraons.

It is also multi-religious with Hindus (92.76%), Muslims, Christians, Sikhs, Buddhists and Jains co-existing peacefully with each other like flowers in a multi-coloured garden of beauty and fragrance. So is the position in relation to castes (upper castes, Bauris, Mahatos, Rajwars, Hanris, Doms, Chamars, Moiras, Goalas, Bagals, Kumbhars, Dhobas, Karmakars, Lohars, Vaidyas) and tribals (Santals, Bhumij, Munda, Kora and Oraon) co-exist peacefully despite diversity of their language/dialect, occupation & culture making Purulia, 'the epitome of cultural heritage of India'. The educational (including literacy) scenario of the district is not, however, so encouraging as the sociological and ethnic setting. This is evident from the following table :

Year	Literacy Rate		
	Total	Male	Female
1981	29.65%	45.41%	13.25%
1991 (Provisional)	35.76%	50.86%	19.79%

There has not been a very significant increase in the rate of literacy from that of 1901. Within this broad scenario, the rate of female literacy is depressingly low with a large number of women illiterates, despite increase in the number of educational institutions (including institutions for girls & women). There are 2,921 primary schools for 2,452 inhabited villages (meaning almost one school per village) and 293 secondary schools but the position in regard to enrolment at the primary level is quite dismal (the rate of enrolment being of the order of 51% with a drop-out rate as high as 27.3%).

Skewed distribution of land for many years resulting in a status of landlessness for many, unproductive character of land (dry, rocky, undulating and unirrigated), absence of large scale industries and other alternative productive avenues of employment in the tertiary sector, prevalence of drought in successive years resulting in rural-urban migration have led to the present educational scenario characterised lack of equity in access; low retention and high drop-out in the formal school system and eventually adding to the high rate of illiteracy and absolute number of illiterates.

It was encouraging to note that amidst many negative indicators and a difficult setting, the political leadership of the Zilla Parishad has resolved to take up a campaign for total literacy by mobilising people from all sections of the society, by initiating number of activities as a prelude to the formal launching of TLC on its own without any

assistance from the Govt of India or the State Govt and in organising series of activities which would go to contribute to the creation of a positive climate for literacy. This was evident in course of visit of the joint team and the interactions which took place with the Sabhadhipati and members of the Zilla Parishad, Sabhapatis of Panchayat Samitis and Pradhans of Panchayats, members of the Executive Committee, political parties and others. Their perceptions are briefly summarised below :

Perception of the Sabhadhipati of Zilla Parishad, Purulia

The Sabhadhipati, who is in his early 50s, has a very clear perception and vision. He has understood and internalised the ethos and spirit of the campaign fully. He was able to explain with clarity and confidence the various stages of operation in a campaign, the dynamics of a 3-tier organisation and management structure in a campaign and the manner in which the social forces are to be mobilised and made to work for the campaign. He, however, made his statements with lot of modesty and humility. He has, as a matter of fact, gone ahead in organising a number of activities at the Zilla Parishad, Panchayat Samiti and Panchayat level without receipt of any financial assistance and has been able to provide the leadership and direction to these activities. Being a grass root level worker, he appears to have familiarised himself fully with the geography, topography and demography of the district, working & living conditions of the people, the positive as well as negative indicators which could work for and against the campaign. He expressed absolute confidence that despite low rate of literacy, poor infrastructure and logistic support, volunteers can be mobilised

and the project can be implemented in one single phase. He is a firm believer in decentralised training, respects the linguistic preferences of different learning groups and believes in the three important components of functional literacy — Saksharata (literacy), Sakshamta (functionality) and Sachetanta (awareness). He is confident that notwithstanding the negative indicators, the project can and should be implemented in one single phase on account of the following reasons :

- People have been waiting long enough for the TLC to be launched and further waiting could be counter-productive.
- Implementation of the campaign in a phased manner creates gaps in expectations of the people and results in disaffection.
- Single phase implementation facilitates better planning and coordinated implementation.

Perception of the political parties

The team interacted with the 4 political parties, such as Congress (I), CPI, CPI (M) and Forward Block. Even though the representative of the Revolutionary Socialist Party was absent in the meeting, the party appears to be fully committed to the campaign and its feelings were conveyed by others. The outcome emanating from the meeting and the interaction with the representatives of the political parties is indicated below :

Congress (I)

The party has several grass root level functionaries in shape of Kisan Congress, Mahila Congress, Teachers' Cell, Chhatra Parishad, INTUC, etc. Its representative appeared to be confident of mobilising

teachers, students, industrial employees, women, farmers and grass root level party workers for the cause of total literacy. Dr. Sukumar Rai, President of Purulia Congress (I) Committee exuded lot of confidence that more than anything else literacy was a basic need of the people and has to be provided by Govt at any cost. He was of the view that lot of publicity and propaganda has already taken place which, by itself, is quite creditable and the campaign should be launched without any further loss of time. He was also of the view that imparting of literacy should be viewed as a matter of direct social obligation by every student of every educational institution on a compulsory basis and their involvement in literacy should be a matter of State policy.

CPI

It has a number of constituent units, such as **Bengal Teachers' & Employees' Association, Bengal Primary Teachers' Association, Krishak Sabha, Khet Mazdoor Union, All India Trade Union Congress, Students' Front and Yuva Sangh.** Like Congress (I), it is confident of mobilising a number of teachers to work for a campaign as volunteers, master trainers and evaluators. It is similarly confident of mobilising & motivating farmers and agricultural labourers as potential learners and women & youth as potential volunteers for the campaign.

CPI (M)

The party has constituent units in shape of **All India Kisan Sabha** for farmers, **CITU** for industrial workers, **Democratic Youth Federation of India** for youth, **Students' Federation of India** for students, **All India Democratic Organisation** for women, **All Bengal Teachers' Association** and **All Bengal Primary Teachers' Association** for teachers.

The Convenor of the Left Front for the district — **Shri Nukul Mahato**, who attended all the meetings with the team, showed his keenness and excitement for taking up this programme for the district. He seems to have drawn lot of inspiration and encouragement from the experiment of TLC in **Midnapore** and **Burdwan** and was categorical in his statement that people of **Purulia**, regardless of party affiliations, could do it as well and effectively as those of **Midnapore** and **Burdwan**. He was also conscious of the fact that lot of money has been spent in the adult literacy & education programme in the past with very little results. Illiteracy has increased alongwith poverty and backwardness. The success of TLCs in **Midnapore, Burdwan, Birbhum, Hooghly** and **Cooch Behar** has produced a demonstrative effect and it should be possible to mobilise and motivate all sections of the society for the campaign as well as it has been done in other districts.

Forward Block

It has constituent units in shape of **Aragamme Kisan Sabha, Madhyamik Shikshak Sangh, Youth League, Chhatra Block, Agragamme Mahila Samiti, Krishi Sharamik Union, Trade Union Congress Centre**, etc. The representative appeared to be confident of mobilising the support of teachers, students, women, youth, farmers and industrial workers for the success of the campaign.

Perception of the Member of Parliament

Shri Veer Singh Mahato, MP is acutely conscious of the low rate of literacy in general and low rate of female literacy in particular and the damage caused to the district over the years due to high illiteracy phenomenon. He

was able to perceive and internalise the need for literacy as a tool of empowerment and development of the people. He was aware of the preliminary work which has been started on the ground by formation of people's committees and environment building activities through posters and hoardings and rallies of lakhs of people. He was also conscious of the limitations even though people of the district have started something on their own, they could not carry it too long and hence the need for financial assistance from the Central and State Govt. He exuded confidence that the district has to be made fully literate by 1993.

Perception of the MLA

Ms. Mamta Mukherjee, MLA was very clear in her assessment of the ground level situation in the district. She emphatically stated that no priority has been given to the district in selection and execution of development projects in the past. Even though the rate of female literacy in the district is low (there are pockets having female literacy as low as 10%), there was no reason for despair. She indicated that despite low level of literacy, lot of enthusiasm and interest has already been generated and lot of work has already been started as a prelude to the TLC but this could not be sustained for long in the absence of support and help of Central and State Govt.

She put a question mark in regard to motivation and mobilisation of the educated unemployed in the villages to act as volunteers, when primary school teachers getting Rs. 2,000/- per month do not stay and work. There are a number of teacherless schools and posts are lying vacant as a result of issue of injunction order by the High Court. Majority of the schools were single teacher

schools with high teacher-pupil ratio of 1:50. The single teachers in these schools were generally reluctant to handle the heavy workload which is to be discharged by two teachers.

Perception of the Chairmen, Municipalities

Chairmen of two municipalities, namely—Purulia and Jhalda were clear and unequivocal about the need for a TLC for Purulia and were confident that they will be able to launch it and carry it to its logical conclusion.

The Chairman of Jhalda municipality was conscious of the fact that there are large number of Beedi workers in his municipal area, who had problems of leisure and freedom but was confident that he will be able to mobilise sizeable resources within the district due to extreme poverty and backwardness of the people of the district.

Perception of the Sabhapatis

The Sabhapati of Kashipur block as also the Sabhapatis of all other blocks, who assembled at Rabindra Sadan in the afternoon on 17th, were clear, positive and unequivocal about the need for launching a TLC in the district. They indicated that notwithstanding the low rate of literacy (including the low rate of female literacy), lot of work has already been started by the people on their own in the direction of total literacy, such as people's committees have been formed, key resource persons and master trainers have been identified, door-to-door survey has been conducted, publicity and propaganda has been taken up on a large scale by harnessing the folk culture and folk tradition. They appeared to be committed to literacy as a tool of social action but felt diffident in the matter of internal mobili

sation of resources due to poverty and backwardness of the district.

Perceptions of the Pradhans

Listening to as many as 10 Pradhans of village panchayats (which are elected bodies), who had assembled alongwith others at Rabindra Sadan in the afternoon on 17th, was a very refreshing experience. Most of them have a very clear perception of and insight into the nature and character of campaigns and the modalities of operationalisation. Even though some of them referred to the damage caused by the last flash-flood and the pressing need for early relief and rehabilitation of the people as also the limited internal resources of the GP, they did not feel repressed in their enthusiasm and zeal in taking up campaign in their respective panchayats. As a matter of fact, they were proud of the mobilisation of potential learners and volunteers which is taking place at the behest of the panchayat samiti and ZSS, through various youth clubs, mahila mandals and other institutions. They were conscious of the doubts, disputes and misgivings which have been raised in course of such mobilisation but were confident that they have been able to overcome them and will be able to go in for a much larger mobilisation after Diwali and Kali Puja.

Amongst them who spoke, there were Pradhans representing certain tribal GPs who were more enthusiastic than their counterparts in the non-tribal GPs. TLC appeared to be the single most item which they wanted to profess, propagate and practise with consummate passion.

Perception of the President of the Primary School Teachers' Association and Member, District School Board

Shri Kamla Kant Mahato, President of the

Primary School Teachers' Association was confident that he will be able to organise the primary school teachers, even though he admitted that lady teachers may find it somewhat difficult to work for the campaign due to difficult geography & topography, problems of communication & transport, etc.

Perception of the Social Workers

Interaction with two social workers, namely Shri Deenbandhu Banerjee and Shri Haradhan Banerjee, represented in the ZSS, revealed that they were acutely conscious of the various limitations on the part of agricultural labourers, bargadars, pattadars and workers in the unorganised sector in relation to promotion of literacy to pursue literacy as an avocation. They were, however, confident that notwithstanding the problem of less employment and wages, people of Purulia have the basic urge, willingness and determination to learn. They also expressed their confidence that they will be able to mobilise youth as well as workers — the grass root level — both as learners and volunteers and will be able to impart a proper shape and momentum to the literacy campaign.

Perception of the Bangiya Saksharata Samiti

Interaction with two members of the Bangiya Saksharata Samiti at Purulia as well as at Kashipur confirmed that the Samiti will involve itself fully with the work of the TLC at all costs. Even though they were conscious of certain problems of logistic support such as problem of lighting, non-availability of kerosene oil, they were hopeful and confident that the Samiti and its volunteers will be able to play a crucial role in the campaign.

Perception of the representative of the Democratic Youth Federation of India

He was emphatic that the youth have

participated in the survey, in formation of committees, in mobilisation of volunteers and have already generated lot of enthusiasm and confidence that TLC is possible and feasible in Purulia district, notwithstanding many negative indicators.

Perception of the Govt functionaries

Collector & District Magistrate

The Collector & DM — Shri Kathireshan has been in the district for more than 3 years and has familiarised himself well with the people of the district. Even though he was not clear about many specificities of the TLC, he appeared amenable to ideas and suggestions and expressed his willingness to carry out the various changes and improvements in the action plan for total literacy, as suggested by the team.

ADM (Development)

Unlike Nadia where a TLC has been approved by the EC, NLMA in October (which has 6 ADMs), Purulia has two ADMs — one ADM (General) and the other ADM (Development). The team had the opportunity of interacting with Shri Tiwari, ADM (Development), a graduate from IIT, Delhi. He appeared to understand and internalise the dynamics of the campaign and assured total involvement and support of all development departments, agencies and functionaries. Even though vacancies to the extent to 15 to 20% exist in different departments, he was confident that this will not pose a major problem to the success of the campaign as the existing incumbents will be mobilised and involved in the campaign fully. He also referred to the network of libraries in the district and suggested that some of the librarians can act as volunteers and master trainers in the campaign.

DI (Secondary)

He referred to the dialogue which has been started with the Secondary School Teachers' Federation, which has a membership of about 5,000 in August '92 and was confident that 80% of these teachers can be mobilised as volunteers and master trainers, depending on their individual capability and interest. His assessment was corroborated by Prof. Giasuddin from the West Bengal College & School Teachers' Federation.

DI (Primary)

He conceded that there were about 300 to 400 single teacher schools and about 5 to 10% schools which were totally teacherless. There were deficiencies in regard to infrastructure, teachers' training and problems on account of teachers' absenteeism, high teacher-pupil ratio etc. Notwithstanding these deficiencies, however, about 80% primary school teachers (8,000) can be mobilised and involved in the campaign as VTs and MTs.

District Social Welfare Officer

He was clear in his understanding that women represent about 50% of the total work force with a very low rate of literacy. There was, however, one silver lining in as much as there were 1600 Anganwadi workers with a minimum educational qualification of Class VIII who can be mobilised as volunteers. Besides, the Anganwadi centres can also be used as learning centres without any difficulty.

Block Development Officers

Most of the BDOs who attended the conference at Rabindra Sadan on 17th afternoon as also the BDO, Kashipur with whom the team has an exclusive interaction, gave vent to their positive perception and commitment to literacy and affirmed their

confidence that despite poverty and backwardness, they will be able to mobilise people and will be able to implement the campaign in as structured, systematic and methodical manner as in other districts of West Bengal and outside.

Deficiencies and shortcomings in the Action Plan – Correctives

The members of the team had the occasion to discuss various components and sub-components of the action plan at length with the Sabhadhipati, Collector, ADMs, SDOs and few members of the ZSS. The various deficiencies and shortcomings in the action plan were identified and the Collector advised to revise the action plan accordingly. A statement containing Guidelines for revision of the action plan, which also covers some of the deficiencies in number of areas for operationalisation of the campaign, has been formulated and shared with the ZSS, a copy of which is enclosed at Annexure-I.

Possibility of harnessing the folk culture & tradition for environment building

Purulia has a very rich folk culture and tradition in shape of 'Chau', which is a powerful folk form of communication. It is already being used for awareness generation in family planning and can be used with the same effectiveness for literacy as well. The team had the opportunity of observing a performance of this most popular form of folk art and feels confident that this can be identified as an important medium of communication, mobilisation and environment building. There is need for taking recourse to certain steps in environment building by mobilising and harnessing this popular folk form of communication in the following manner :

— Identify master artists and artists (both

professional and amateur).

- Form them into cultural troupes, each troupe comprising of 10 to 15 members. The size of the troupe may depend on the availability of the artists.
- Organise workshops for training of artists under the guidance and leadership of master artists. The workshop can also help in designing songs, slogans, nukkad natak, street theatres etc.
- Intensive rehearsal by the folk artists and getting ready to perform.
- Drawing up of a plan covering the itinerary, the name of the centre village where performance is to be staged (one centre can cater to 8 to 10 villages depending on the compact and contiguous character of these villages) and places of night halt, etc.
- Staging actual performances by the folk cultural troupes.
- Evaluation of the impact of the performances and corrective action.

Organisational Structure and Management

Structurally speaking, the ZSS appears to be strong at the district level. It also appears to be a fairly broad-based and representative body comprising of people practically from all sections of the society. People's committees at the sub-divisional, panchayat and village level has also been formed and many of their members appear to be positive and enthusiastic about the campaign. The action plan on the whole, however, appears to be totally silent about the full-time functionaries who will be used as the second leg of the structure and who will be willing to work for 16 to 18 hours for intensive monitoring, supervision and coordination in the

campaign. The ZSS appears to be generally under the impression that the Govt functionaries at the district, sub-divisional, panchayat samiti and panchayat level can act as the full-time coordinators. While this impression is correct to some extent, there is scope for identifying and tapping the talent outside the Govt departments and functionaries in banks, cooperatives, insurance companies, railways, P&T, transport undertakings (to state only a few), voluntary agencies/NGOs. No serious attention seems to have been paid to this aspect of organisation and management without which intensive monitoring, supervision and

coordination of the activities which may be taking place at various levels would be extremely difficult.

Considering the groundswell which has been created, the initiative, interest and involvement of officials, local self-governing bodies, political parties and the qualities of leadership evinced by the Sabhadhipati of the Zilla Parishad, the team is inclined to recommend Purulia as one of the potential TLC districts for consideration and approval of the EC, NLMA subject to revision of the action plan in conformity with the guidelines issued (including revision of the estimates of cost).

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