

# SUSTAINABILITY OF CONTINUING EDUCATION PROGRAMME

A STUDY REPORT



STATE RESOURCE CENTRE KARNATAKA,  
OLD H.D. KOTE ROAD, MYSORE.

# SUSTAINABILITY OF CONTINUING EDUCATION PROGRAMME

A STUDY REPORT

BY :  
*N. S. Maruthi*

Consultant :  
*G. V. Bhaktapriya*



**RESEARCH UNIT**  
**State Resource Centre-Karnataka**

Old H. D. Kote Road - Mysore - 570 008.  
e-mail : [mysrc@sancharnet.in](mailto:mysrc@sancharnet.in)

**SUSTAINABILITY OF CONTINUING EDUCATION PROGRAMME - A Research Study by N. S. Maruthi** by State Resource Centre, Karnataka, Old H. D. Kote Road, Mysore - 8, Year 2002-03. Pp-VIII + 55.

© : State Resource Centre - Karnataka

First Edition : 2003, March

Page : VIII+55

No. of Copies : 500

Cover design : N. Vedamurthy

Text Design : Prakash Chikkapalya

Printed at : Kamal Impression, Mysore

## PREFACE

Continuing Education Programme conceived in 1982 has metamorphosed itself through various modifications effected in 1992, 1995 and finally in 1999. In its present form it looks much more people friendly, with liberal financial support by National Literacy Mission (NLM).

However, there is a catch. While the Central Government provides financial assistance for the initial establishment and running of Continuing Education Centre (CECs), all of them are expected to become self sustaining after 5 years. This would depend on effectiveness of these institutions and the extent of support enjoyed by them from the community. NLM says that the CECs must be perceived by people as arising from their own initiatives to meet the explicit needs. To meet them, the ZSS will be expected to devise all possible ways to enlist community support and mobilise financial and material resources from the community itself.

The SRC took up a critical study of the CECs at the instance of NLM, as well as out of its own desire to find out what shape these institutions are taking in Karnataka and whether they are moving in the right direction to attain the goal of self sustainability.

The findings are revealing. The CECs have to go a long way to attain the goal. The ZSSs have to see that CECs' effectiveness is vastly improved, activities are expanded to cater to the needs and interests of all the sections of the people in the CEC operational area, people's support is mobilised to raise financial, material and human resources and finally the issue of self sustainability is taken up more seriously.

The report of the study also throws light on certain other administrative, financial and academic aspects of the programme which need to be looked into by the SRC, SLMA and NLM. On the whole it seems to be comprehensive and critical report on each issue.

I thank all ZSS EC members DAEs Secretaries, Districts & Taluk Co-ordinators, Resource persons, G. P. Members, VDC members and all level prearaks.

My special thanks to Research consultant, Mr. G. V. Bhakthapriya, and the Research team Mr. N. S. Maruthi, Programme Associate. Mr. C. K. Umapathi field coordinator Mr. T. Venkatesh, Programme Associate. Mr. Siddaraju, Field investigator Mr. N. Vedamurthy, Artist, Miss Charlotte Dias, data processor, Miss. Manjula for secretarial assistance.

I remain greatfull to Sri Lingadevāru Haleṃ-ane for his help in translating Success Story and Mr. Ksheerasagar for Writing us a Success Story.

I thank Chairman, Dr. H. Sudarshan for his immense support SRC activities.



---

(Kishore Attavar)

Director

March - 2003

### **Research Team**

N. S. Maruthi	-	Research Co-ordinator
C. K. Umapathi	-	Field Co-ordinator
Siddaraju	-	Field Assistant
Miss. Manjula	-	Computer operator
Sri Niranjan	-	Computer operator
Miss Charlotte Dias	-	Computer Analysis

### **Consultant**

G. V. Bhakthapriya, Bangalore

Kishore Attavar

### **Case Study**

Mr. Lingadevaru Halemane, Mysore

Mr. Ksheerasagar , H. D. Kote

## CONTENTS

<b>Sl.No.</b>	<b>Particulars</b>	<b>Page</b>
1.	Preface	III
2.	Research Team	V
3.	Contents	VI
4.	List of Tables	VII
5.	List of Abbreviations	VIII
6.	Executive Summary	1-9
7.	Rational for Study on sustainability of continuing Education Programme	10-11
8.	Study Objective	12
9.	Study design and Methodology	13-15
10.	Analysis of data through questionnaires	16-34
11.	Finding and Recommendations	35-41
<b>Annexures</b>		
12.	1. Success Stories	42-50
13.	2. Study tools	51-55

## List of Tables

<b>Sl. No.</b>	<b>Particulars</b>	<b>Page</b>
1.	District-wise Breakup of Group of Preraks	17
2.	District-wise and Age wise breakup of prearaks	18
3.	District wise and gender wise breakup of preraks	18
4.	Educational Background wise breakup of prearaks	19
5.	District wise data on the prearak Training and the length of their services	20
6.	District wise and designation wise distribution of Functionaries	21
7.	Gender and Age wise Distribution of Functionaries	21
8.	Breakup of Functionaries Educational Level wise	22
9.	Position with regard to training of functionaries	22
10.	Usefulness of the CECs to the villagers	23
11.	Preraks Perception of the scale of usefulness of CEC Activities for the villagers	24
12.	Comparative Rating given to various activities by preraks	25
13.	Comparative rating given to various activities by functionaries	26
14.	District wise variation in the priority	26
15.	Most liked Activities of CEG by Villagers as perceived by preraks and functionaries	27
16.	Ownership of CEC building as told by preraks & functionaries.	27
17.	Sustainability of programmes when grants stop	29
18.	Alternative ways of Financial support	30
19.	Willingness to work as volunteers after 5 years	30
20.	Action being undertaken to mobilise permanent assets	31
21.	Problems faced in building permanent asset by preraks	32
22.	Problem faced in building permanent assets by functionaries.	32
23.	Sources from which collections have been made by preraks & functionaries.	33



## ABBREVIATION

CE	-	Continuing Education
CEP	-	Continuing Education Programme
CEC	-	Continuing Education Centre
NCEC	-	Nodal Continuing Education Centre
TLC	-	Total Literacy Campaign
PLC	-	Post Literacy Campaign
VEC	-	Village Education Committee
NGO	-	Non- Governmental organisation
NLM	-	National Literacy Mission
SHG	-	Self - Help Group
SRC	-	State Resource Centre
ZSS	-	Zilla Saksharatha Samithi
DME	-	Directorate of Mass Education
NLMA	-	National Literacy Mission Authority
SLMA	-	State Literacy Mission Authority
QLIP	-	Quality life Improvement programme
IGP	-	Income Generating programme
EP	-	Equivalency programme
3RS	-	Reading, Writing and Arithmetic
P	-	Prearak
AP	-	Assistant Prearak
NP	-	Nodal Preraks
ANP	-	Assistant Nodal Preark
PUC	-	Pre University
DAEO	-	District Adlt Education Officer
RP's	-	Resource Personnel
EC	-	Executive Committee

## **CHAPTER -I**

### **1.0 EXECUTIVE SUMMARY**

(This chapter intends to briefly narrate why this study was taken up, what were the specific objectives and study design and methodology. It also briefly presents the finding of the study and the recommendations.)

### **1.1 Rationale**

The Continuing Education Programmes (CEPs) in most districts of Karnataka were practically launched in 2001 with the NLM grants. After 5 years of liberal financial support, it was envisaged that people's committees, formed at the grass root levels to run the CECs at present, would take initiatives right from the beginning, to develop their human and financial capabilities and take over the programme management without government support.

NLM was keen to know how far this idea of self-sustainability has found acceptance of the people, what efforts have been on the ground and what gaps, if any, need to be filled up. The SRC on its own, too, desired to know what shape the concept of self-sustainability has taken up and what technical support the ZSSs need to achieve the goal. In order to find out the facts, the SRC constituted a study team of 3 experts, two outsiders and one from the evaluation unit of the SRC.

### **1.2 Design of the Study**

The team evolved a study plan with the help of SRC staff, developed study tools, pre-tested them and made suitable changes in them. These tools were applied over 145 preraks and functionaries as well as around 500 members of the CEC Committees and village panchayats, CEC beneficiaries etc. It took the samples from 12 villages and 4 towns, evenly spread over 8 taluks of 4 districts of Bidar, Udupi, Tumkur and Haveri which were in 4 different geo-climatic and socio-economic zones.

It needs to be stated here that the SRC wanted to make the study cost effective and do a quick appraisal of efforts made to achieve the desired objectives. The ZSSs need to make a detailed study on the basis and pattern of it.

### **1.3. Objectives of the Study**

#### **i) Logic Behind Formulating the Objectives**

Acceptance of the concept of self sustainability of CEP depends on certain conditions. There should be a variety of activities, catering to people of all age-groups and both the genders. They should be organised well and people should feel that they fulfil some of their needs and interests, individually and collectively. It would then bring a new hope to the deprived people. These interesting and joyful experiences tend to develop new habits. When nursed for a few years, men of these cultivated habits, even in the absence of government grant, would like to sustain the useful and interesting facilities.

In view of the above, the objectives were framed to elicit responses on the current state of affairs as well as on issues related to self-sustainability of CECs.

#### **ii) The specific objectives of the study were to find out the following.**

- Do people, associated with the CEP from the district to village/town level, understand its concept?
- Do they know what are the activities proposed to be organised in the CECs?
- Do the CECs provide those activities regularly?
- Do the people find these activities useful?
- Do they like them?
- What is the participation level of the people in the CEC activities?
- Are people aware of the fact that the Government grants for the CECs would come to an end after 5 years?
- Do village/town people know that they have to take over the reins of the CECs and run them with their financial and human resources?
- Are they moving in that direction?
- What concrete steps have they taken so far?

## **1.4 Findings and Recommendations**

The following are the findings and recommendations, formulated on the basis of the field work and general observations in 4 districts (Bidar, Tumkur, Udupi and Haveri) of Karnataka.

- (i) In the order of presenting them, the first place is given to those findings which are directly related to self-sustainability issues of CECs and which need immediate attention of and intervention by ZSSs, SRC, DME/SLMA and NLMA.
- (ii) Second place is given to roles of various institutions vis-a-vis findings.
- (iii) Lastly are given some heartening and encouraging finding contributing to self-management of CEC by the people, which could bring far reaching social changes in the villages.
- (iv) Some interesting case studies have also been given at the end of this chapter.

## **1.5 Findings about Self-Sustainability of CECs after 5 Years**

The findings given in this section are critical in nature. Therefore, the study group considered it necessary to offer some practical solutions in the form of recommendations.

### **Finding (i)**

A large number of functionaries below the ZSS level, CEC samithi members and villagers are blissfully unaware of the fact that government grants would stop after five years.

This is due to a large number of substitute members, coming in place of the dropouts, who could not receive pre service training. The trainers also did not convey the idea of stoppage of grants with a force and definiteness which was needed during the previous trainings.

### **Recommendation**

The issue of stoppage of government grants and self-sustainability should be forcefully and logically presented in the second phase of the training programme. The matter should also be discussed in the CEC samithi and in panchayat meetings.

### **Finding (ii)**

Since the CEC activities were disrupted owing to non-receipt of due share of grants and as full range of activities could not be offered at CECs, there is an apathy among the villagers and not many are willing to run the CECs with their funds.

### **Recommendation**

Preraks and assistant preraks may be trained properly in organising the full range of activities of CECs. In the remaining period of 5 years, QLIP, IGP, EP etc. may be introduced so as to provide need based activities to the people at the CECs.

### **Finding (iii)**

People are baffled as to how would it be possible to generate funds equal to the government grants every year. There are on some occasions natural calamities like draught etc. The farmers are helpless on such occasions.

### **Recommendation**

People could run activities which are non-expensive like reading room, sports, cultural activities, information window, communication through TV etc. They have them in the villages even now. These activities need to be systematised through a CEC samithi, with small collections.

### **Finding (iv)**

Corpus fund is a difficult concept, beyond the capacity of villagers. Fees are taboos.

### **Recommendation**

Corpus funds have to be generated over a few years. Even bit by bit contribution may lead to a sizable sum. The CEC smithi members may be urged to discuss these matters. While celebrating any occasion, festival, sports etc. a small percentage could be set aside for the CEC. There could be many other ways to do this.

### **Finding (v)**

The percentage of beneficiaries is very small at present, about 50-60 at the most per CEC.

### **Recommendation**

The out-reach need to be enlarged by evolving a convergence. Each government programme has an educational component. The village CEC could be a place where such a convergence takes place.

When 25% of village people meet at a place even a rupee per month, from those who can afford, would lead to formation of corpus fund. Convergence could enlarge the out-reach.

### **Finding (vi)**

There is a general demand from the CEC villages, that providing education being a basic developmental issue, the govt. should continue to provide grants to the CECs.

### **Recommendation (a)**

The grants may be reduced to an essential minimum. A scheme may be evolved, to begin with, with a matching grants concept within a fixed ceiling.

### **Recommendation (b)**

CEC could be run, with the consent of the local population, by an able body like NGO, SHG, Yuvak/Yuvathi Mandal or any other organisation in that area. Women SHGs have welcomed this idea. SHGs have expressed their willingness to take over CECs in places where they are very strong.

## **1.6 Institutional Roles vis-à-vis Study Findings**

Besides the findings directly related to self-sustainability of CECs, there are certain findings which have bearing on self-sustainability issue. These have been given below, while suggesting roles of specific institutions.

### **i) Zilla Saksharatha Samithis.**

- a. The findings given at 2.1, highlight the fact that all aspects of the issue of self-sustainability have not percolated down to the grass-root level, clearly and completely.

The ZSSs should get the messages communicated clearly and forcefully to the village panchayats and CEC committees during an in-service orientation.

- b. CEC is attracting very small percentage of villagers and there are also problems of approachability to CECs within the same area

The ZSSs should look into this matter also. The solution could be found as mentioned in NLM document;

- Through convergence of rural development and welfare programmes,
- Extending all the activities that are supposed to be provided by a CEC.
- Promoting SHGs with an eye to make them capable and strong,

- c. Most of the problems of the low-key CEP in the districts seem to be arising out of an absence of a core dedicated team, out of the circle of ZSS, which could function as a think tank, an objective monitoring team and an expert trainers collective.

The ZSS could develop this core team, before the next cycle of training.

- d. There are a number of CECs which are ridden with problems and weakness.

The ZSS can think of adoption of such CECs by individuals, officials, institutions etc., whichever may suit a situation.

## **ii) State Resource Centre**

- a. There is a lack of suitable material which could guide preraks towards problem solving approach.

Hence the SRC should develop readable, comprehensible, prerak guidelines with good visuals and with a problem solving approach.

- b. Most of the members of ZSS, CE and RPs group members have stated that there were no source materials of information for CEC functionaries and its committee members on innovative approaches and development topics which could be applied to CE programme.

Hence, it is suggested that the SRC should bring out a publication of an eight page magazine, containing useful information for CEC samithi members, case studies and other interesting contents, which could be read even by a neo-literate. It could be a means of two way communication and be brought out once in two months initially. In addition SRC should function as a CEP documentation center, where information on all aspects are easily and readily accessible, in print and a web site.

### **iii) State Literacy Mission Authority/Directorate of Mass Education**

- a) It is found that Library books have not been purchased by CEC Samithis, as no list of approved books were given to them by the state level authority.

Hence, it is suggested that SLMA should bring out the approved list of books every year by December. There is a need for new titles each year.

- b) In all the sample districts monitoring of CE activity was very weak.

Hence, DME should impress on ZSSs to have a separate monitoring committee at the district level headed by the district co-ordinator. And, it should work according to the calendar of events prepared by them.

- c) DME should have a dozen of nonofficial persons of the state who could be frequently requested to act as "Eyes & Ears" of SLMA.

### **iv) National Literacy Mission**

The study revealed that the ZSSs had to overhaul and revamp the old structure of TLC/PLC upto the grass-root level, which could take on complete responsibility of running a vastly improved programme. The preparatory work took a much longer time than expected, upsetting the time-table of the programme. Some of the crucial issues involved were as follows.

#### **Permanent Location of CEC**

Public places suitable for CECs, size - and location-wise, were not available in each village. It took time to locate the suitable places and to issue government order.

#### **Formation of CEC Samithi**

CEC Samithi formation was a time consuming process. Mobilization of village people, selection of right kind of president, secretary and preraks was generally not a smooth affair. In some cases, the process was vitiated due to political interference.

#### **Releasing the Grant to the CEC Samithi**

The funds for the CEC were to be released when the CEC samithi had opened bank account, with its own contribution. This process was slow.



## **Planning at the CEC Samithi Level**

The CEC Samithi had to hold its meeting to give approval for spending the funds for purchasing required materials in a transparent manner.

These formalities do take away a large portion of the first year, may be 6-8 months. The NLMA could think of introducing a system of preparatory period. For this purpose, it could (a) release a sum commensurate with the tasks of preparatory work, probably out of administrative cost of the project of the concerned district, or (b) transfer the whole of the 1st year grant to SLMA which could regulate its flow according to the need of the concerned ZSS.

This could ensure continuous flow of money to ZSS on felt need base and would remove the fear of spending 75% of the first instalment in 6 months or waiting for the next 6 months to 1 year.

### **1.7 Some Positive Findings of the Study**

There are certain positive findings deserving appreciation which are as follows:

- \* Selection of preraks, assistant preraks were followed certain well laid down criteria by the DME, except in cases where there were political pressures.
- \* Most of the preraks and functionaries had either worked in earlier literacy programmes or had seen it closely in their places.
- \* Around 45% of preraks and 22% functionaries were females.
- \* Most of the preraks (95%) were provided initial training.
- \* CEC samithis were formed in almost all the CEC villages. The main members i.e. the presidents, secretary and preraks were provided initial training or orientation.
- \* The funds were transferred to the CECs samithi accounts and people felt, for the first time, they had a say in taking decision.
- \* Furniture and sports material were purchased in almost all CECs and newspaper and magazines were regularly subscribed.
- \* TVs were seen in some centres and they were yet to be procured for other centres. The delay in procuring in most cases was due to lack of power connections.

- \* The major activities at the CECs which were praised by local people were reading room, sports and cultural activities. TV watching drew people of all age-groups.
- \* As reported by people, the centres remained open for 8 hours a day and some remained open on Sundays also.
- \* Haveri and Tumkur district have excelled in putting up good information centres.

### **1.8 Some Success Stories**

- a) Hassan ZSS pioneered self help group movement 4 years ago. Now there are over 1600 women SHGs with a total collection of around 9 crores. It closely resembles a women's co-operative bank. The women operators of the movement are bold, courageous and generous. They are willing to run the CEP in Hassan without any government grant. ( Annexure -1).
- b) The president of the Village Development Council of Kottagudda Village, Pavagada Taluk, Tumkur district demonstrated his appreciation for CEP by constructing a building for NCEC. It is a big building, ideally suited for NCEC activities. ( Annexure -1).
- c) In Sadarahalli village of Chikkanayakanahalli taluk in Tumkur district, a lady donated money worth the non-recurring grant of the first year for a CEC. She further said that the non-recurring grant received from the NLM may be deposited in the corpus fund. ( Annexure -1).
- d) In Turuvekere taluk a trading company named Netra Infotech supplied TV sets to all the CECs in Turuvekere taluk. Unfortunately, a TV set sold by them was stolen away by somebody. Out of his generosity and not to get his name sullied, he got TVs and other materials of all the CECs in that taluk insured at his cost. (Annexure -1).
- e) In the same taluk one youth group have collected Rs. 6,000/- through their chit fund. They have decided to donate the interest accruing from the chit fund to the CEC. ( Annexure -1).
- f) In Rayacheralu an admirer of CEP has donated Rs.25,000/- for corpus fund for running a CEC in the memory of his late mother.( Annexure -1).

## **CHAPTER II**

### **2.0 RATIONALE FOR A STUDY ON SUSTAINABILITY OF CONTINUING EDUCATION PROGRAMME**

#### **2.1 National Preparedness to Meet New Challenges.**

Education, science and technology are advancing unimaginably fast. Methodologies of production and trade have changed dramatically. The trade war and cut - throat competition even in agriculture, small scale rural industries have a devastating effect on traditional rural production methods. Information and communication technologies have brought peoples of the world so close that vulnerable, marginalized and weaker sections of the society find themselves amidst an alien culture and unable to carry on with their traditional life style.

These advancements in science and technologies cannot be halted like the inventions of wheel, cycles, tractors, trucks and trains or life saving drugs, pesticides, fertilizers etc. People have to learn to adjust themselves to cope with the new situations, they have to unlearn some of the old systems which shackles them down and prevent them from empowering themselves to play new roles, forming self help groups (SHG's), becoming panchayathleaders, standing on equal footing with so called higher castes and sex.

#### **2.2 Scheme of Continuing Education**

After two decades of deliberations the NLM set in motion, a scheme in the shape of CECs to enable the people in meeting new challenges. In Karnataka CEP was started in a few districts in 2001. Now it is taken up in 23 districts. Once the programme is in full steam, there would be over 15500 CECs and 1550 NCECs. The CECs/NCECs activities over 5 years, would undoubtedly bring changes in the thinking and actions of people, as was abundantly proved after TLC and PLC, as revealed by scores of external evaluation reports.

According to government plans, people should take over the responsibilities of the CECs after 5 years. But would they be willing or able to do this?

### **2.3 Sustainability of Continuing Education Centre**

In the closing down of CECs, the whole thinking, logic and reasoning given above in 2.1 would come to a big zero. There would be -

- ◆ No learning of 3 R's,
- ◆ No library to enrich knowledge or enjoy books,
- ◆ No reading room to get the local and national news,
- ◆ No radio/TV for entertainment,
- ◆ No sports for the youth,
- ◆ No cultural programmes for self development or sustaining the tradition,
- ◆ No vocational development,
- ◆ No training for developing life skills,
- ◆ No self help groups for women's empowerment,
- ◆ And finally no movement for a permanent social change and for gains from advancement in science and technology.

### **2.4 Who should Sustain the CEC and How**

It would like a gloomy situation, an era of no news, no entertainment and no knowledge without the CEC, after getting habituated to them for 5 years under a government sponsored programme. But the big question is who would sustain them, how or for how long. Will the village committee which is now entrusted with the organizational responsibility and financial management take up the responsibility? Can any other organization in the village/town chip in? Can volunteers run the programme with free services? Where would the money come from? Can amounts equal to annual grants of Rs.45,000 or Rs.25,000 could be managed by the villagers? What are the other ways to do it? The government has said no support after 5 years since it does not have the funds to continue CECs indefinitely. It says people should shoulder the responsibility, after having the facilities and enjoying them for 5 years.

Nobody has answers to all these questions. However, as the answers are imperative the SRC, decided to take up a study on the topic. It thought of knowing from the people, involved from the district to village/town level, as to how do they view the whole thing. The methodology of the study is given in Chapter (iv).

## CHAPTER - III

### 3.0 STUDY OBJECTIVES

[This chapter elaborates the specific objectives of the study]

The main objective of the study was to understand the mind and preparedness of CECs beneficiaries, functionaries and managers as to how far they were prepared to sustain the CECs when the government grants would stop. In order to do that it was necessary to know the amount of benefit they were deriving from the CECs and whether they were willing to sustain them, would they be able to do so at the current level, what are the options before them etc. The specific objectives were as follows.

- (i) Are the CECs useful for the local people?
- (ii) Do they cater to the needs and interest of all sections of the people in the locality?
- (iii) Which facilities of CECs are used most by the people?
- (iv) Are people in general, aware of the fact that according to government plans, people should take over the funding of the CECs after 5 years?
- (v) Would people like the CECs to continue even after the government stops funding them?
- (vi) Whether any thought process has begun to see that the centres run smoothly even after grants are stopped?
- (vii) Would people bear the cost of CECs when the grants stop?
- (viii) What are the ways in which funds could be raised for CECs?
- (ix) Has the fund raising process begun?
- (x) If the funds raised by the people are not equal to the government grants, could some of the facilities of the centres be curtailed? If yes, which could be?
- (xi) Will the preraks/assistant preraks be ready to work voluntarily?
- (xii) What is the people's view about government stopping the grants?

## CHAPTER IV

### 4.0 STUDY DESIGN AND METHODOLOGY

#### 4.1 Selection of Respondents and Geographical Areas

##### i) Rationale for Selecting the Sample

CECs are generally established on the population size and they are expected to cater to all sections of the population i.e. children, youth and middle aged of both the sexes. So, it was decided to include all sections of the people in a CEC area in selected districts.

Besides the primary beneficiaries, there are secondary and tertiary beneficiaries like preraks, co-ordinators, resource persons, self-help groups, neo-literate sanghas etc. in the CEC areas. They were also to be included in the sample.

It was thought reasonable to include such districts where CECs had been in operation for over a year, since people of these districts only would have understood its significance and noted its impact and problems.

It was imperative to keep the geographic and literacy profile of the district in mind while selecting the sample respondents.

Lastly, what was also of importance was to keep the sample to a moderate size so that the study does not take more than a couple of months.

##### ii) Study Sample

Keeping the above logic in mind, the following 4 districts were selected for the study.

Haveri - From Maharashtra, Karnataka Area

Bidar - From Hyderabad, Karnataka Area

Udupi - From Coastal Karnataka Area

Tumkur - From Southern Karnataka Area

Further, it was decided that 2 taluks from each district and 2 centres from each taluks would be taken up for the study, which meant 16 CECs in 8 taluks and 4 widely distributed districts as shown in the following chart.

1. CEC	}	Taluk 1	}	District 1
2. CEC				
3. CEC	}	Taluk 2		
4. NCEC				
5. CEC	}	Taluk 3	}	District 2
6. CEC				
7. CEC	}	Taluk 4		
8. NCEC				
9. CEC	}	Taluk 5	}	District 3
10. CEC				
11. CEC	}	Taluk 6		
12. NCEC				
13. CEC	}	Taluk 7	}	District 4
14. CEC				
15. CEC		Taluk 8		
16. NCEC				

It should be mentioned here, out of the 16 centre, 4 were nodal centres. Out of the remaining 12 CECs, 8 were rural CECs and 4 were located in towns

### iii) Grouping of Respondents

There was an understanding that the respondents in each CEC/NCEC area would be divided into two groups for the purpose of discussions, one having the primary beneficiaries, like learners, users of library and reading room, sports materials etc. and another members of panchayat, CEC samithi, self help group(SHG), yuvaka mandal, mahila mandal and NGO etc.

In fact there would also be a third group comprising preraks, nodal preraks, asst. preraks and co-ordinators of nearby areas who were getting financial benefits for their services.

After the discussion with these groups it was proposed that a final discussion would be held with the district level functionaries and others who have interest in the programme.

#### **iv) Tools**

There were mainly 2 kinds of tools.

- a. A list of discussion points to elicit responses from the primary beneficiaries and the rest of the people of CEC area.
- b. A questionnaire for preraks and functionaries with a lot of detailed questions. However, the nature of queries were much the same. (Please see the tools in Annexure-II).

The SRC expert used to initiate the discussions with the groups of respondents, while the other two experts took down notes and made necessary interventions, whenever necessary. A tape-recording of the discussion was also done for the purpose of ready reference while writing up the report. The tapes were in fact reduced to a typed form for easy referencing.

The questionnaires were distributed to functionaries and they were allowed an hour's time to complete them undisturbed. Through these exercises the expert group could secure a total of 145 questionnaires from preraks (96) and functionaries (49). The former included assistant preraks, nodal preraks etc. and the latter co-ordinators, resource persons, officials, members of CEC samithis, village panchayat, etc.



## **CHAPTER - V**

### **5.0 ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRES**

(This Chapter contains analysis of data collected through questionnaires, given to the groups of preraks and functionaries to elicit responses about their background and their views concerning the usefulness of the programme for the villagers and the basic issue of self-sustainability of CECs beyond 5 years.)

#### **5.1 Nature of the questionnaire**

The questionnaire had 3 main portions -

- a) Personal details which could influence the programme's nature and outcome.
- b) Respondents views about the nature and activities of the present programme, leading to positive or negative attitude of their own and of people in general towards the self-sustainability of CECs.
- c) Specific questions on various aspects of self sustainability of CEC Centres, including awareness of the need of self-sustainability the actions contemplated and presently being undertaken to fulfill the need as well as the results so far.

The detailed analysis, comments and observations are given in the following sub sections.

#### **5.2 Personal details of the respondents**

##### **The Groups of Preraks**

Prerak is a broad generic term which includes prerak (P), assistant prerak (AP) model prerak (NP) and assistant nodal prerak (ANP).

- i) The total number of persons in the group of preraks was 49. Their district-wise break-up is given in the following Table.

**TABLE-1****DISTRICT-WISE BREAKUP OF GROUP OF PRERAKS**

<b><u>DISTRICT</u></b>	<b><u>DESIGNATION</u></b>				<b><u>TOTAL</u></b>
	Nodal prerak	Nodal asst. prerak	Prerak	Asst. prerak	
1. Bidar	3 6.1%	1 2.0%	3 6.1%	2 4.1%	9 18.4%
2. Haveri	6 12.2%	3 6.1%	8 16.3%	4 8.2%	21 42.9%
3. Tumkur		1 2.0%	4 8.2%	3 6.1%	8 16.3%
4. Udupi	2 4.1%	1 2.0%	5 10.2%	3 6.1%	11 22.4%
Total	11 22.4%	6 12.2%	20 40.8%	12 24.5%	49 100.5%

It may be noted that preraks and assistant preraks percentage was 65.4 in comparison to 34.6 of nodal preraks and assistant nodal preraks, which was due to the fact that the number of CECs and NCECs in Karnataka is in the proportion of 10:1.

Eventhough, the total number of centres visited in 4 districts was only 16, including 12 CECs and 4 NCECs, the study group could meet more of preraks from the neighbouring centres.

- ii) The factors related to gender, age and educational background, inter alia other factors, do influence the performance of a person. Therefore, the data on them was collected and is given below in the following tables.

The study, however, could not cover the impact of these factors on their performance.

**TABLE-2****District-wise and Age-wise Breakup of Preraks**

District	<b>AGE</b>						Total
	15-20	21-25	26-30	31-35	36-40	41-45	
1. Bidar		1 2.0%	4 8.2%	4 8.2%			9 18.4%
2. Haveri	2 4.1%	7 14.3%	5 10.2%	3 6.1%	3 6.1%	1 2.0%	21 42.9%
3. Tumkur	2 4.1%	5 10.2%	1 2.0%				8 16.3%
4. Udupi	2 4.1%	3 6.1%	3 6.1%	3 6.1%			11 22.4%
Total	6 12.2%	16 32.7%	13 26.5%	10 20.4%	3 6.1%	1 2.0%	49 100.0%

It would be noted that 79.6% of preraks were selected from 21-35 age-group which is a dynamic age group. However, Haveri district shows higher age-group also.

**TABLE-3****District-wise and Gender-wise Breakup of Preraks**

District	Sex		Total
	Male	Female	
1. Bidar	5 10.2%	4 8.2%	9 18.4%
2. Haveri	15 30.6%	6 12.2%	21 42.9%
3. Tumkur	1 2.0%	7 14.3%	8 16.3%
4. Udupi	6 12.2%	5 10.2%	11 22.4%
Total	27 55.1%	22 44.9%	49 100.0%

It could be seen that about 45% of preraks were female which is an appreciable percentage. It could not be ascertained as to, of the 22 females, how many were APs, Ps, NPs or ANPs. However, the general trend observed was that preraks and nodal preraks, who were supposed to go round on monitoring trips after the sun-set, were males and assistant preraks and nodal assistant preraks were females. Tumkur District had the highest percentage of female preraks.

**TABLE-4****Educational Background-wise Breakup of Preraks**

District	Education					Total
	Below SSLC	SSLC	PUC	Graduation	Post- graduation	
<b>1. Bidar</b>	1 2.0%		3 6.1%	5 10.2%		9 18.4%
<b>2. Haveri</b>		3 6.1%	12 24.5%	4 8.2%	2 4.1%	21 42.9%
<b>3. Tumkur</b>		2 4.1%	3 6.1%	3 6.1%		8 16.3%
<b>4. Udupi</b>		3 6.1%	4 8.2%	3 6.1%	1 2.0%	11 22.4%
<b>Total</b>	1 2.0%	8 16.3%	22 44.9%	15 30.6%	3 6.1%	49 100.0%

The table shows that 81.6% of preraks had +PUC educational background and those below PUC were only 18.4%, while the percentage of PUC preraks was around 45%, that of PG preraks was 6.1%.

- iii) Training plays a crucial role in the efficiency of performance. Position with regard to training is given in the following table, which also shows as to how long they have been serving in their position.

**TABLE-5****District-wise data on the preraks training and the length of their services**

District	Training			Duration of service			
	Yes	No	Total	1-6 months	7-12 months	No response	Total
<b>1. Bidar</b>	9 18.4%		9 18.4%	-	9 18.4%	-	9 18.4%
<b>2. Haveri</b>	17 34.7%	4 8.2%	21 42.9%	10 20.4%		1 2.0%	11 22.4%
<b>3. Tumkur</b>	8 16.3%		8 16.3%	1 2.0%	18 36.7%	2 4.1%	21 42.9%
<b>4. Udupi</b>	10 20.4%	1 2.0%	11 22.4%	2 4.0%	6 12.2%	-	8 16.3%
<b>Total</b>	44 89.8%	5 10.2%	49 100.0%	13 26.5%	33 67.3%	3 6.1%	49 100%

The table shows that all the preraks, except 5 (10.2%), were trained. 26.5% of them had worked for 1-6 months and 67.3% for 7 to 12 months. This also shows that training is imparted in all the 4 districts.

Out of the 49 preraks, as per their statements, 65% were associated in the past with yuvak/yuvati mandals, bhajan mandals and festival celebrations. 79% of them had also seen literacy programme closely in their villages.

**Personal details of functionaries**

Functionaries, like preraks, is a broad term comprising district adult education officers (DAEOs) ZSS secretaries, district co-ordinators and taluk co-ordinators, who are on regular payments. For the convenience of this study, in the category of functionaries, executive committee (EC) members, CEC samithi members and resource persons (RPs) were also been included. As in the case of preraks, the data on them includes the important factors like age, gender, educational qualification etc. These have been discussed below.

- i) The total number of functionaries responding to the questionnaires was 96. Their district-wise breakup is given in the following Table.

**TABLE-6****District-wise and Designation-wise Distribution of Functionaries**

District	Designation					
	Karyakari samithi member	DAEO	Secretary of ZSS	Taluk co-ordinator	Zila co-ordinator	Resource person
1. Bidar	6 6.3%		1 1.0%	15 15.6%	5 5.2%	
2. Haveri	4 4.2%	1 1.0%	1 1.0%	12 12.5%	1 1.0%	
3. Tumkur	5 5.2%	1 1.0%	1 5.2%	8 8.3%	5 5.2%	4 4.2%
4. Udupi	8 8.3%	1 3.1%	1 2.1%	5 5.2%		4 4.2%
Total	23 24.0%	3 5.2%	4 9.4%	40 41.75%	11 11.5%	6 6.3%

The table shows a fair percentage of selection of all the important functionaries. Inclusion of 23 EC members and 6 RPs is gratifying as their views could be taken as 'objective'. Besides them, concerned DCs also expressed their views orally on the CEP in their districts. It should be noted here that among the 23 members of EC, there were CEC grama samithi members also who wanted to express their views through the questionnaires.

**TABLE-7****Gender- and Age-wise Distribution of Functionaries.**

District	Gender			Age Group				
	Male	Female	Total	25-35	36-45	46-55	56 Above	Total
Bidar	23 24.0%	5 5.2%	28 29.2%	11 11.5%	9 9.4%	8 8.3%	-	28 29.2%
Haveri	14 14.6%	5 5.2%	19 19.8%	7 7.3%	7 7.3%	4 4.2%	1 1.0%	19 19.8%
Tumkur	23 24.0%	3 3.1%	26 27.1%	9 9.4%	11 11.5%	6 6.3%	-	26 27.1%
Udupi	15 15.6%	8 8.3%	23 24.0%	8 8.3%	9 9.4%	6 6.3%	-	23 24.0%
Total	75 78.1%	21 21.9%	96 100.0%	35 36.5%	36 37.5%	24 25.0%	1 1.0%	96 100.0%

This table shows that out of 96 respondents, 95 were in the age-group of 26 to 55; 35 in 25-35 age group, and another 36 in 36-45 age-group. Since the functionaries generally include teachers, RPs, EC members, etc. it was natural they were in higher

age-groups in comparison to preraks. The gender-wise distribution shows 78% of the functionaries were males. This must be due to the fact they find it easy to move from place to place, be it day or night.

**TABLE-8****Breakup of Functionaries Educational Levelwise.**

District	EDUCATION					TOTAL
	Non-SSLC	SSLC	PUC	Graduation	No response	
1. Bidar	7 7.3%	5 5.2%	5 5.2%	11 11.5%		28 29.2%
2. Haveri	2 2.1%	1 1.0%	4 4.2%	10 10.4%	2 2.1%	19 19.8%
3. Tumkur	8 8.3%	1 1.0%	2 2.1%	15 15.6%		26 27.1%
4. Udupi	8 8.3%	6 6.3%	3 3.1%	6 6.3%		23 24.0%
Total	25 26.0%	13 13.5%	14 14.6%	42 43.8%	2 2.1%	96 100.0%

56 persons constituting 58.4% of respondents had done PUC or graduation. There were 38 respondents who were qualified upto SSLC. They must be from the CEC Village samithis. Some of them very young and some quite old. 82 respondents out of 96 (95.4%) had work experience in the previous literacy programmes. This seems to be a strong point in their favour in the selection for CE programme. In fact DME had issued instruction to draw on the human resource which had the rich past experience.

**TABLE-9****Position with regard to Training of Functionaries**

District	Have you undergone training for CE programme			TOTAL
	Yes	No	No response	
1. Bidar	19 19.8%	8 8.3%	1 1.0%	28 29.2%
2. Haveri	16 16.75%	3 3.1%		19 19.8%
3. Tumkur	23 24.0%	3 3.1%		26 27.1%
4. Udupi	18 18.8%	5 5.2%		23 24.0%
Total	76 79.2%	19 19.8%	1 1.0%	96 100.0%

This table shows inadequacy in planning of training programme. Only 79% of functionaries were trained, 19.8% were without specific training. Most of them would be grama samithi members and EC members. These people are generally not in focus of training activities. They (CEC samithi members) are given an exposure to the functioning of CECs for a couple of hours during orientation, which is not adequate.

### 5.3 Respondents views about the nature and activities of the CE programme

Programmes concept and activities have to be in tune with the needs and interests of the beneficiaries, which alone could make it acceptable to them and which alone could lead to the idea of self-planned and self-managed programme. In this sub-sections, light would be thrown on this aspect through the analysis of the views given by the preraks and functionaries reflecting their own perception as well as that of the villagers.

#### i) Perception about the Usefulness of CECs to the Villagers

Preraks and functionaries were one in having a positive view in this respect, as shown in the following table.

**TABLE-10**

#### Usefulness of the CECs to the Villagers

District	CEC was useful - Preraks		CEC was useful - Functionaries		
	Yes	Total	Yes	No Response	Total
<b>Bidar</b>	9 18.4%	9 18.4%	28 29.2%	-	28 29.2%
<b>Haveri</b>	21 42.49%	21 42.49%	18 18.8%	1 1.0%	19 19.8%
<b>Tumkur</b>	8 16.3%	8 16.3%	26 27.1%	-	26 27.1%
<b>Udupi</b>	11 22.4%	11 22.4%	23 24.0%		23 24.0%
<b>Total</b>	49 100%	49 100%	95 99.0%	1 1.0%	96 100.0%



In the case of preraks, there was hundred percent 'yes' to the question. But in the case of functionaries, one respondent did not answer the question. All others said 'yes'. It only means that in the eyes of the above two categories of respondents. The programme is custom-made for the villagers.

## ii) Reasons for Usefulness of CECs.

The CE programme has a large number of components. However, since it was only the initial stage of the programme, five major areas were indicated for responses, which were learning literacy skills (3R's), development of reading habit, sports and competitions, cultural programmes and awareness about women's equality.

Preraks were of the view that learning 3R's was most useful activity, followed by developing of reading habit. The third place was given to cultural activities, sports and compititons, development of awarness about equality of women were relegated to the lowest usefulness rate.

**TABLE-11**

### **Preraks' Perception of the Scale of Usefulness of CEC Activities for the Villagers**

District	Learning 3 R's	Developing Reading habits	Sports and competition	Cultural programm e	Women's status
Bidar	4(8.2%)	7(14.3%)	2(4.1%)	4(8.2%)	No response
Haveri	18(36.7%)	12(24.5%)	1(2.0%)	8(16.3%)	No response
Tumkur	8(16.3%)	5(10.2%)	Noresponse	4(8.2%)	No response
Udupi	8(16.3%)	3(6.1%)	2(4.1%)	2(4.1%)	2(4.1%)
Total	38(77.6%)	27(55.1%)	5(10.2%)	20(40.8%)	2(4.1%)

As can be seen from these tables, learning 3R's got a rating of 77.6% and developing reading habit 55.1%. 22.4% respondents is the first case and 44.9% in the second case

could not form any opinion. Cultural activities also got 40.8% rating. But sports and competitions (10.2% rating) and development of awareness about women's equality (4.1% rating) were not viewed significantly useful.

Functionaries' rating of the 5 activities on the usefulness scale was very similar. They gave 89.6% rating to learning of 3Rs and 3.1% rating to awareness about women's equality. Cultural activities were rated 28.1% by them.

It should be interesting to know as to why 3R's skills development was put on the top and women's status issue at the bottom. It could be assumed that the influence of TLC/ PLC or the impact of training worked on minds in the case of 3 R's. Probably, women's issues were never discussed during the training programme.

## ii) Activities Liked by Villagers as Perceived by Preraks

This question elicited answers related to likes/interests vis-à-vis needs of the villagers. Instead of old terminology, the questions were framed in terms which the preraks and functionaries were familiar with due to training.

A comparison of answers to questions on interests and needs of villagers, as perceived by preraks are given below.

**TABLE-12**

**Comparative Rating Given to Various Activities by Preraks**

Terms used	Current rating		Previous rating	
	Yes	No response	Yes	No Response
Learning Centre (Kalika Kendra)	61.2%	38.8%	77.6%	22.4%
Reading Centre (Vachanabaya)	46.9%	53.1%	55.1%	44.9%
Cultural Centre (Sanskritika Kendra)	81.6%	18.4%	40.8%	59.2%
Sports Centre (Krida Kendra)	77.6%	22.4%	10.2%	89.8%

Obviously, in the current rating cultural centre and sports centre are on the top whereas they were at the bottom.

**TABLE-13****Comparative Rating Given to Various Activities by Functionaries**

Here too the views have changed drastically in rating as shown below.

Terms used	Current rating		Previous rating	
	Yes	No Response	Yes	No Response
Learning Centre (Kalika Kendra)	29.2%	70.8%	89.6%	10.4%
Reading Centre (Vachanalaya)	19.8%	90.2%	N.A	N.A.
Cultural Centre (Samskrutika Kendra)	69.8%	30.2%	28.1%	71.9%
Sports Centre (Krida Kendra)	78.1%	21.9%	42%	58%

Learning Centre for 3R's has gone to the bottom, while sports centre and cultural centre have gone to the top. The decline in the priority accorded to learning of 3 Rs is strangely common to all the 4 districts visited; as can be seen in the following table.

**TABLE-14****District-wise Variation in the Priority Accorded to**

DISTRICT	Percentage given to the present question 'liking for learning centre'	Percentage given to the previous question 'usefulness of learning 3 R's'
BIDAR	9.4%	26.0%
HAVERI	12.5%	14.6%
TUMKUR	3.1%	26.0%
UDUPI	4.2%	22.9%
TOTAL	29.2%	89.6%

A combined view of preraks and functionaries would make an interesting study of their own attitudes towards the activities of CECs, as indicated in the following table.

**TABLE-15**

**Most Liked Activities of CECs by Villagers as Perceived by  
Preraks and Functionaries**

Respondent	Learning Centre	Reading Centre	Cultural Centre	Sports Centre	Info Centre
Preraks	61.0%	46.9%	81.6%	77.6%	38.7%
Functionaries	29.2%	19.8%	69.8%	78.1%	29.2%

While preraks rate learning centre as 61.0%, the functionaries give a low rating of 29.2%. The same about reading centre. In other areas, their ratings closely correspond. The impact of training seems to be visible here.

This reversal in the opinion, i.e. giving low priority to learning 3R's, in fact, gives a true picture of the ground reality. Not many nonliterate come to the learning centres. The assistant prerak is quite ineffective in the matter, even though, he is supposed to take classes for 25-30 learners at the centre. This reflects a low motivation also for the 3R's. Near 100% rating for the CEC's 'usefulness', as shown in the table-11, seems to be due to newspapers, magazines, TV, sports material and cultural activities provided by the CECs, which attract a lot of people of the village. These facts probably indicate the direction towards the self-sustainability of CECs.

(iii) Ownership of Buildings where CECs Are Run

The issue of ownership of building, where CECs could be run, is significant in the context of self-sustainability of CECs.

**TABLE-16**

**Ownership of CEC Buildings as Told by Preraks and**

Respondent	Community Hall	Free Place given by people	School buildings	Anganwadi centre	Own building	Panchayat building	Total
Prerak	4	22	8	2	8	9	49
Functionaries	11	48	20	8	5	12	104

### **Functionaries**

The figures given in the above table, it should be noted, are not based on firm monitoring records. There is a large amount of guess work in this. However, in about 50% of cases, people seem to have offered their own buildings to be used for CECs. This is notable initiative by the people. This initiative has come even before they had heard about the term 'self-sustainability'. This gives hopes in the matter of village people coming forward to sustain the CECs on their own.

#### **5.4 Concept of Self-sustainability:**

The National Literacy Mission (NLM) has laid down clearly that the grants for the CECs would be stopped after 5 years and the beneficiaries should take over the responsibility of running them with their own human and financial resources. In order to have this concept on the ground after 5 years, beneficiaries have to think of promotion of the self-sustainability idea, methods to convert people to a new concept, preparations of a plan for collecting money and materials and training the youth for the job of managing the CECs and so on.

The study team's main job was to find out how far the people have moved in this direction so that they may not abruptly face, after 5 years, an inevitable situation where the CEC's doors never open again. The views of Prerak-groups and functionaries are analysed ahead in the context of the above situation.

#### **i) Awareness about the Sustainability Issue**

To the query whether any thought has been given to the issue of what would happen to the CECs when government grant is stopped, 75% of preraks and 87.5% of functionaries gave affirmative replies. The responses were similar across the 4 districts where the study was conducted.

**ii) Possibility of sustainability of CECs.**

To a pointed question whether, the CECs could be run even after the government stops giving grants to the CEC samithies, the respondents replied positively as given in the following table.

**TABLE-17****Sustainability of Programme When Grants Stop**

Districts	Functionaries				Preraks		
	Yes	No	No response	Total	Yes	No	Total
Bidar	20 20.8%	7 7.3%	1 1.0%	28 29.2%	7 14.3%	2 4.1%	9 18.4%
Haveri	18 18.8%	1 1.0%		19 19.8%	11 22.4%	10 20.4%	21 42.9%
Tumkur	21 21.9%	4 4.2%	1 1.0%	26 27.1%	5 10.2%	3 6.1%	8 16.3%
Udupi	10 10.4%	11 11.5%	2 2.1%	23 24.0%	10 20.4%	1 2.0%	11 22.4%
<b>Total</b>	<b>69</b> <b>71.9%</b>	<b>23</b> <b>24.05</b> <b>%</b>	<b>4</b> <b>4.2%</b>	<b>96</b> <b>100.0</b> <b>%</b>	<b>33</b> <b>67.3%</b>	<b>16</b> <b>32.7%</b>	<b>49</b> <b>100.0%</b>

The table shows that out of 96 functionaries 71% thought that the CECs would run even beyond 5 years. But 24% had negative views about the issue. On the part of the Preraks, out 49, 67.3% said yes and 32.7 said No.

**iii) Ways Conceived to Raise Funds for Sustaining CECs.**

The respondents suggested several alternative means to raise funds as shown in the following table.

**TABLE-18****Alternative ways of financial support**

Respondent	Corpus Fund	Funds from SHGs	Panchayat Fund	Donation in Cash and kind	Govt. grants
PRERAK	28	12	7	1	3
FUNCTIONARIES	53	58	8	19	4
TOTAL	81	70	15	20	7

As the table shows 81 favoured corpus fund, 70 said self-help group fund and 20 were in favour of donations. Two small groups thought the main source should be panchayat grant or government grant.

**(iii) Commitment of Preraks and Functionaries towards the CE Programme**

In order to find out whether preraks and functionaries have any commitment towards the CEP, which alone could sustain the programme, they were asked, "Are you ready to work as volunteers (without expecting any money)? Their responses are given in the following table.

**TABLE-19****Willingness to Work as Volunteers after 5 Years**

Districts	Functionaries			Total	Preraks		Total
	Yes	No	No response		Yes	No	
Bidar	23 24.0%	2 2.1%	3 3.1%	28 29.2%	9 18.4%		9 18.4%
Haveri	18 18.2%	-	1 1.0%	19 19.8%	16 32.7%	5 10.2%	21 42.9%
Tumkur	22 22.9%	4 4.2%	-	26 27.1%	8 16.3%	-	8 16.3%
Udupi	13 13.5%	8 8.3%	2 2.1%	23 24.0%	10 20.4%	1 2.0%	11 22.4%
Total	76 79.2%	14 14.6%	6 6.3%	96 100%	43 87.3%	6 32.7%	49 100%

87% of Preraks said, they were willing to work as volunteers. The response from functionaries was also positive like those of preraks. Some of the members of the former group (i.e. samithi members, resource persons, teachers on deputation) were already doing free service.

**v) Action at Hand to Raise Corpus Fund**

The previous statements of the respondents had revealed the fact that many of them were unaware of the stoppage of funds by the government. Those who were aware of it had not seriously discussed the issue or were not mentally prepared for it. 63.3% of them had said, they had thought of many alternatives but were in fact tentative in their approaches, not commensurate with the magnitude of the problem. The following table is relevant in this context.

**TABLE-20**

**Action Being Undertaken to Mobilise Permanent Assets**

Respondents	Response	Membership Fee	Cash/kind donations	Readership fee	Gram Samithi Grants
Preraks	Positive	12* 24.5%	6* 12.2%	10* 20.4%	2* 4.1%
	Nil	37 75.5%	43 87.8%	39 79.6%	47 95.9%
Functionaries	Positive	8* 8.3%	45* 46.9%	-	30* 31.3%
	Nil	87 90.6%	51 53.1%	96 100%	66 68.8%

This table shows that there are currently four sources which are being tapped. If we put together prearaks and functionaries (i) 'Membership fees' as reported by 20\* members. (ii) 'Donations' which has been mentioned by 51\* respondents. (iii) 'Readership Fees' had been reported by only 10\* preraks. (iv) 32 persons say that 'Gram Samithi resources' are being tapped. Prerak group has a very high number of such members who did not respond or react to the issue. This goes to show, there is a serious uncertainty about



the issue. Even among the functionaries, a very large number have thought it prudent to be silent on this issue.

**vi) The Problems Faced in Building a Permanent Asset.**

The following 2 tables speak volumes in this matter

**TABLE-21**

**Problems Faced in Building Permanent Assets - by Preraks.**

Districts	Not much information about the centre	People not interested	People don't give	No response	Total
1. Bidar	2 4.1%	1 2.0%		6 12.2%	9 18.4%
2. Haveri		1 2.0%	9 18.4%	11 22.4%	21 42.9%
3. Tumkur		2 4.1%		6 12.2%	8 16.3%
4. Udupi			2 4.1%	9 18.4%	11 22.4%
<b>Total</b>	2 4.1%	4 8.2%	11 22.4%	32 65.3%	49 100.0%

**TABLE-22**

**Problems Faced in Building Permanent Assets - by Functionaries**

Districts	Not much knowledge about the centre	Did not think about it	People not interested	People do not donate	No response	Total
Bidar	1 1.0%		2 2.1%		25 26.0%	28 29.2%
Haveri			1 1.0%	3 3.1%	15 15.6%	19 19.8%
Tumkur		3 3.1%		3 3.1%	20 20.8%	26 27.1%
Udupi		1 1.0%		3 3.1%	19 19.8%	23 24.0%
<b>Total</b>	1 1.0%	4 4.2%	3 3.1%	9 9.4%	79 82.3%	96 100.0%

The contents of the 2 tables given above are the similar. The problems are very simple. (I) There is not much knowledge about the funding to the CECs. (I) The Villagers did not think about the permanent assets. (iii) They have no compelling interest in CECs. (iv) Therefore, they don't give any donations/fee etc. Moreover, 65.3% of preraks and 82.3% functionaries have not responded to the query. These are the indicators of roadblocks in the path of self sustainability of CECs.

#### vii) Sources from Which Collections Have Been Made So far

Despite the odds, some people have come forward to offer whatever is possible. See the following table.

**TABLE-23**

#### Sources from Which Collections Have Been Made

Respondent	News paper readers	Doners in kind/cash	Cultural activities	No response	Total
Prerak	4 8.2%	18 36.7%	1 2.0%	26 53.0%	49 100.0%
Functionaries	20 20.8%	49 51.0%	5 10.2%	22 44.8%	96 100.0%

If these figures are factual, if we take the first three variables together then 47% of preraks were witness to collections made for the CECs in cash/kind and around 82% of functionaries too endorse the fact that collections have been made. But the figures do not tell what was the amount collected and from how many readers, donors, cultural activities it was collected.

#### viii) Total Collections

No detailed statistics on the collections, in cash or kind, were available. However, it has been reported that some big heartal people and well wishers of the programme have donated furniture and equipments for the CECs, have built the CEC building and donated substantial sums for the corpus funds. However, their number is quite small.

If the services provided free by people at the village level, including by Preraks or assistant preraks, in anticipation of their confirmation in service in the future, books, news papers, magazines donated to the centres, etc. are assessed in terms of money, it would make a big enviable sum.

Raising a corpus fund or donation from people in cash, kind or free services critically depend upon the trust placed by people in the institution of CECs.

The past one year has been spent in establishing the centres and their credibility. When these institutions start blooming and delivering fruits, the solutions to their problems in terms of literacy, awareness, information, knowledge, skills and entertainment, the question of self-sustainability would cease to haunt. ZSS should think of maximizing the benefit to maximum number of people. They may then compete with others to take over the institution. This has been the history of institutions.

## CHAPTER - 6

### 6.0 Findings and Recommendations

The following are the findings and recommendations, formulated on the basis of the field work and general observations in 4 districts (Bidar, Tumkur, Udupi and Haveri) of Karnataka.

- i) In the order of presenting them, the first place is given to those findings which are directly related to self-sustainability issues of CECs and which need immediate attention of and intervention by ZSSs, SRC, DME/SLMA and NLMA.
- ii) Second place is given to roles of various institutions vis-a-vis findings.
- iii) Lastly are given some heartening and encouraging finding contributing to self-management of CEC by the people, which could bring far reaching social changes in the villages.
- iv) Some interesting case studies have also been given at the end of this chapter.

### 6.1 Findings about Self-Sustainability of CECs after 5 Years

The findings given in this section are critical in nature. Therefore, the study group considered it necessary to offer some practical solutions in the form of recommendations.

#### **Finding (i)**

A large number of functionaries below the ZSS level, CEC samithi members and villagers are blissfully unaware of the fact that government grants would stop after five years.

This is due to a large number of substitute members, coming in place of the dropouts, who could not receive preservice training. The trainers also did not convey the idea of stoppage of grants with a force and definiteness which was needed during the previous training.

#### **Recommendation**

The issue of stoppage of government grants and self-sustainability should be forcefully and logically presented in the second phase of the training programme. The matter should also be discussed in the CEC samithi and in panchayat meetings.

**Finding (ii)**

Since the CEC activities were disrupted owing to non-receipt of due share of grants and as full range of activities could not be offered at CECs, there is an apathy among the villagers and not many are willing to run the CECs with their funds.

**Recommendation**

Preraks and assistant preraks may be trained properly in organising the full range of activities of CECs. In the remaining period of 5 years, QLIP, IGP, EP etc. may be introduced so as to provide need based activities to the people at the CECs.

**Finding (iii)**

People are baffled as to how would it be possible to generate funds equal to the government grants every year. There are on some occasions natural calamities like draught etc. The farmers are helpless on such occasions.

**Recommendation**

People could run activities which are non-expensive like reading room, sports, cultural activities, information window, communication through TV etc. They have them in the villages even now. These activities need to be systematised through a CEC samithi, with small collections.

**Finding (iv)**

Corpus fund is a difficult concept, beyond the capacity of villagers. Fees are taboos.

**Recommendation**

Corpus funds have to be generated over a few years. Even bit by bit contribution may lead to a sizable sum. The CEC smithi members may be urged to discuss these matters. While celebrating any occasion, festival, sports etc. a small percentage could be set aside for the CEC. There could be many other ways to do this.

**Findings (v)**

The percentage of beneficiaries is very small at present, about 50-60 at the most per CEC.

### **Recommendation**

The out-reach need to be enlarged by evolving a convergence. Each government programme has an educational component. The village CEC could be a place where such a convergence takes place.

When 25% of village people meet at a place even a rupee per month, from those who can afford, would lead to formation of corpus fund. Convergence could enlarge the out-reach.

### **Finding (vi)**

There is a general demand from the CEC villages, that providing education being a basic developmental issue, the govt. should continue to provide grants to the CECs.

### **Recommendation (a)**

The grants may be reduced to an essential minimum. A scheme may be evolved, to begin with, with a matching grants concept within a fixed ceiling.

### **Recommendation (b)**

CEC could be run, with the consent of the local population, by an able body like NGO, SHG, Yuvak/Yuvathi Mandal or any other organisation in that area. Women SHGs have welcomed this idea. SHGs have expressed their willingness to take over CECs in places where they are very strong.

## **6.2 Institutional Roles vis-à-vis Study Findings**

Besides the findings directly related to self-sustainability of CECs, there are certain findings which have bearing on self-sustainability issue. These have been given below, while suggesting roles of specific institutions.

### **i) Zilla Saksharatha Samithis.**

- a. The findings given at 2.1, highlight the fact that all aspects of the issue of self-sustainability have not percolated down to the grass-root level, clearly and completely.

The ZSSs should get the messages communicated clearly and forcefully to the village panchayats and CEC committees during an in-service orientation.

- b. CEC is attracting very small percentage of villagers and there are also problems of approachability to CECs within the same area

The ZSSs should look into this matter also. The solution could be found as mentioned in NLM document;

- Through convergence of rural development and welfare programmes,
  - Extending all the activities that are supposed to be provided by a CEC.
  - Promoting SHGs with an eye to make them capable and strong,
- c. Most of the problems of the low-key CEP in the districts seem to be arising out of an absence of a core dedicated team, out of the circle of ZSS, which could function as a think tank, an objective monitoring team and an expert trainers collective.

The ZSS could develop this core team, before the next cycle of training.

- d. There are a number of CECs which are ridden with problems and weakness.

The ZSS can think of adoption of such CECs by individuals, officials, institutions etc., whichever may suit a situation.

## **ii) State Resource Centre**

- a. There is a lack of suitable material which could guide preraks towards problem solving approach.

Hence the SRC should develop readable, comprehensible, prerak guidelines with good visuals and with a problem solving approach.

- b. Most of the members of ZSS, CE and RPs group members have stated that there were no source materials of information for CEC functionaries and its committee members on innovative approaches and development topics which could be applied to CE programme.

Hence, it is suggested that the SRC should bring out a publication of an eight page magazine, containing useful information for CEC samithi members, case studies and other interesting contents, which could be read even by a neo-literate. It

could be a means of two way communication and be brought out once in two months initially . In addition SRC should function as a CEP documentation center, where information on all aspects are easily and readily accessible, in print and a web site.

### **iii) State Literacy Mission Authority/Directorate of Mass Education**

- a. It is found that Library books have not been purchased by CEC Samithis, as no list of approved books were given to them by the state level authority.

Hence, it is suggested that SLMA should bring out the approved list of books every year by December. There is a need for new titles each year.

- b. In all the sample districts monitoring of CE activity was very week.

Hence, DME should impress on ZSSs to have a separate monitoring committee at the district level headed by the district co-ordinator. And, it should work according to the calendar of events prepared by them.

- c. DME should have a dozen of nonofficial persons of the state who could be frequently requested to act as "Eyes & Ears" of SLMA.

### **iv) National Literacy Mission**

The study revealed that the ZSSs had to overhaul and revamp the old structure of TLC/PLC upto the grass-root level, which could take on complete responsibility of running a vastly improved programme. The preparatory work took a much longer time than expected, upsetting the time-table of the programme. Some of the crucial issues involved were as follows.

#### **Permanent Location of CEC**

Public places suitable for CECs, size - and location-wise, were not available in each village. It took time to locate the suitable places and to issue government order.

#### **Formation of CEC Samithi**

CEC Samithi formation was a time consuming process. Mobilization of village people, selection of right kind of president, secretary and preraks was generally not a smooth affair. In some cases, the process was vitiated due to political interference.



### **Releasing the Grant to the CEC Samithi**

The funds for the CEC were to be released when the CEC samithi had opened bank account, with its own contribution. This process was slow.

### **Planning at the CEC Samithi Level**

The CEC Samithi had to hold its meeting to give approval for spending the funds for purchasing required materials in a transparent manner.

These formalities do take away a large portion of the first year, may be 6-8 months. The NLMA could think of introducing a system of preparatory period. For this purpose, it could (a) release a sum commensurate with the tasks of preparatory work, probably out of administrative cost of the project of the concerned district, or (b) transfer the whole of the 1<sup>st</sup> year grant to SLMA which could regulate its flow according to the need of the concerned ZSS.

This could ensure continuous flow of money to ZSS on felt need base and would remove the fear of spending 75% of the first instalment in 6 months or waiting for the next 6 months to 1 year.

### **6.3 Some Positive Findings of the Study**

There are certain positive findings deserving appreciation which are as follows:

- \* Selection of preraks, assistant preraks were followed certain well laid down criteria by the DME, except in cases where there were political pressures.
- \* Most of the preraks and functionaries had either worked in earlier literacy programmes or had seen it closely in their places.
- \* Around 45% of preraks and 22% functionaries were females.
- \* Most of the preraks (95%) were provided initial training.
- \* CEC samithis were formed in almost all the CEC villages. The main members i.e. the presidents, secretary and preraks were provided initial training or orientation.

- \* The funds were transferred to the CECs samithi accounts and people felt, for the first time, they had a say in taking decision.
- \* Furniture and sports material were purchased in almost all CECs and newspaper and magazines were regularly subscribed.
- \* TVs were seen in some centres and they were yet to be procured for other centres. The delay in procuring in most cases was due to lack of power connections.
- \* The major activities at the CECs which were praised by local people were reading room, sports and cultural activities. TV watching drew people of all age-groups.
- \* As reported by people, the centres remained open for 8 hours a day and some remained open on Sundays also.
- \* Haveri and Tumkur district have excelled in putting up good information centres.

## **Success Story - 1**

### **Neo Literate development societies - The architects of silent revolution**

Leelavathi aged about 30 years caught fire accidentally while cooking and the whole body started burning. Her children aged about eight and six by seeing his, without knowing anything to do started crying loudly. By hearing children's crying and lady's screaming neighbouring people rushed inside the house. However the lady burnt into ashes leaving behind the two small kids orphan.

It was the Neo-Literate Development Society, which took care of the orphaned children, admitted them to school and brought them up by giving education.

The lady who burnt in the fire was bringing up her children with great difficulty after her husband deserted. She had the dream of getting her children new clothes, admitting them to schools and give a them as prosperous life. For this purpose she had paid Rs. 40/- to the savings society about a month back.

It was the women members of Surabhi Neo-Literate Development Society who resolved that though Leelavathi was burnt in the fire, her dreams should not be burnt to ashes.

The great achievements of this savings society are; humanity, with-standing to others in their moments of despair, organizing together and continue literacy activities. This is not the only such society. There are one thousand six hundred such savings societies in Hassan District, which have shown light to the life of the people.

### **Development of Neo-Literates from savings**

The total literacy Campaign started in Hassan district in 1995. 250 personnel functioned under Zilla Sakshara Samithi at different levels from Zilla Panchayath to Grama Panchayath. The campaign which was implemented up to 1999, though could not achieve the expected target, succeeded to some extent. This was possible due to the hard toil of the coordinator.

These Co-coordinators visited each and every village day and night and tried to retain the interest of Neo-literates through post literacy programme. However people had no enthusiasm and energy which they had at the time of literacy campaign. For these people who were caught up in the miseries of Poverty the problems of day to day life were more haunting than reading and writing.

There were no programme under Zilla Sakshara Samithi which can readily respond to the immediate problems of the neo-literates. The most haunting question before Mr.S.S.Pasha, Secretary, Zilla Sakshara Samithi and 250 Coordinators was how to save lakhs of Neo-Literates from the danger of relapsing into illiteracy ?

There were many instances before them from other districts where Neo-Literates had relapsed into the illiteracy due to non compliance of proper programme for them.

The concerted effort put in from four to five years may go in vain. All that achieving may go null and void. This is what started haunting them. However the Co-ordinatoes did not stop going to villages amidst of all this mess.. Even then they had no plans to do anything and every one felt they are sliding to oblivion.

At this Juncture, a concept "Self help groups" splashed like a lightning in the thick darkness. The one who gave life to this concept was Mrs.Uma Mahadevan, the director of Mass Education and Deputy Commissioner Mr. Rakesh Singh.

The drowned would escape even if he catch a straw. This Self Help Group has not become merely straw but became a boat for those who were facing tides of troubles.

Initially the self help groups were started in selected villages where the learning centers were active Groups were started in Bharatavalli of Alur taluk, Savasihalli and Dasana Koppalu of Belur taluk.

### **Thousand steps towards new life of Neo-Literates**

The news of Neo-Literates development societies started in two, three villages spread to neighboring villages as well. They also started the societies. Like wise liting the lamp from

the lamp thousands of lights paved way to savings societies. 2 to 3 societies started in 2000 have become 1600 in 2003.

The number of women beneficiaries who are availing the benefit from this is one lakh thirty thousand. What importance is there in these savings societies to grow in such a big number ? when this question was asked to ZSS, secretary Mr. Pasha he answers thus.

The motivations of Neo-Literates such as, personality development, self reliance in life and empowerment are also the motivations of the self help groups. Hence both the motivations could synthesize easily Self Help Groups motivated the Neo-Literates not to relapse to illiteracy. As these self help groups responded to the economic problems of learners, they could keep The learning alive.

Few examples may be cited here Writing the minutes of the self help group meeting, keeping the accounts, reading the proceeding to the members etc. These responsibilities were given to each member on a routine basis. This prompted each and every member to continue reading and writing.

As the responsibility of Presiding over the meeting was given to each and every member, the leadership quality was also nurtured. The responsibility of remitting the money to the bank every week was also vested with very member. In this process, the women who were not even gone out of their house holds started going to neighbouring village or towns to remit the money in the bank or to withdraw. Such experiences have provided them an opportunity to come out of the limited walls where they were living.

Banks, money transactions are the business of the elite people. It is beyond our contentions. These are some of the psychological blockades which where haunting up the marginalised people especially the women folk. For such people self help groups have opened a new horizon. Now though they are poor, backward, women they are empowered by literacy and acquiring the leadership quality and got the strength to step into wider world and experience from their fortification.

Mr. Pasha continue to explain. such nature of Neo-Literate development societies is responsible to multiply one society into ten to hundred; hundred to thousand. His face reflected the sense of satisfaction.

### **Women, the architects of a silent revolution**

The architects of Neo-Literates development societies in Hassan District, started in 1999-2000 are the women who were engulfed in the poverty blaze. Most of them are Harijans and Backward class people. They were working as daily wagers in coffee plantations and dry and wet lands. There were beedi workers, house maids and members from hamali families. Their daily wage was less than Rs. 40/- a day. Majority of them were working as coolies in coffee plantations and coffee curing centers. As the prices of Coffee seeds came down heavily their daily wages also reduced. Besides, employing the workers for Coffee Plantations also reduced. As a result the problem of unemployment haunted them.

At this Juncture self help groups came as a great support for them. They started finding solutions for their problems. Started formulating new strategies. Instead of one person operating they learnt to operate in groups. Visa - Vis they found a way to come out of hunger and poverty which were constantly haunting them.

Hitherto, they believed that some one else has to solve their problems, only with the intervention of Government or Organizations we should be able to find a way in the life But now they are the changed ones. They got a sense of magic wand by realizing that they can not solve their problems lonely, but organize into a group. This is a simple formula.

In the beginning, they had the suspicion whether they have solutions for their problems among themselves. But after 3-4 months involvement of group savings, they personally realized the possibility of a great strength.

As an example, let us see the growth and development of a self help group. In a group of 15 member women, each and every person has to save Rs.10/- per week. The group resolves that this saving should continue for six months without failure. This group which has mutual trust, saves Rs. 150/- per week, Rs.600/- per month and Rs.3600/- per six months. These women who were not able to raise Rs.5-10 has now Rs.3600/- in their hands. Rs.10/- which they paid per week, which was never a burden for them has now accumulated into a big amount and ready to be used by the members.

The money will be given in the form of loan to the needy member with the condition it has to be repaid with 2 percent service charge per month. But the loaner has to write the

application in her own handwriting. Then only she is eligible to get loan. Like this, Neo-Literates could engage in functional literacy.

Prior to this, when the literacy Coordinator visited the villages, the people never cared for them. When they were asked to come for learning, most of them were turning their backs. Now, they invite Coordinator to their villages. They persist the Coordinator to identify the volunteers so that they can learn. Earlier Co-Ordinates were insisting upon illiterates to learn. Now people are insisting upon the Coordinators to organize learning.

Such a stupendous psychological transformation has to be called as "Silent Revolution". This silent revolution amidst of people is more effective than the transformations achieved by Raita Sangha, Dalita Sangarsha Samithi, women activist groups, left organization who have been fighting since decades on ideological base.

In this context, the architects of transformation are not activists. People participated directly and brought the transformation the way they wanted with their self strength which is invaluable.

Instead of others deciding, what kind of transformation people want, people themselves should decide the kind of transformation and development and should function accordingly. That is the real development which rose from the midst of people.

### **Result of economic empowerment of women**

Thousands of women were poverty stricken in Hasssan district are now the owners of Ilayiti (hybrid) cows. They are rearing income raising pigs and sheep. They have started bangle stores & grocery shops. They lend mike sets, shamiana, cooking vessel on rent.

Under the Government sponsored Swarna Jayanthi, Grammena Swarojgar Yojana Rs. 10,000/- will be paid to the women who are below the poverty line. 50 percent of the amount is subsidised in this. As this programme has to be implemented collectively, Self help groups have taken up this programme to implement.

This programme was implemented in the self help groups who have successfully completed two years. As a result of this pig rearing, sheep rearing and hybrid Cow rearing is going on

collectively. They have constructed the sheds required for rearing these animals. The name "Neo-Literate development society" is overtly seen on these sheds. They are economically sound and showed concern about the others problems.

By noticing the successful functioning of the Neo-Literate development societies, the banks have come forward to extend loan facility to many societies. Thus the economically empowered women organizations have come forward to protect the societal health & harmony.

### **Literacy for pride**

Each member of women self help group is encouraged to read post literacy text book. Literacy is a must for self pride. An awareness is created that Literacy is an important step towards attaining empowerment.

Each society plans year wise programmes. The programmes include celebration of national festivals, cultural activities, implementation of Government sponsored development activities, Shramadana and going on tour to observe other activities etc.

Although the post literacy programmes from ZSS came to halt, Neo-Literate societies involved themselves in continuing the post literacy activities functionally. That is the specialty of these societies.

Though continuing education programme is implemented in all the districts which have completed post literacy CEC is not implemented yet in Hassan district. Even if the Government is not implemented this programme whatever the activities should have been implemented are being implemented by 1,30,000 women of 1,600 Neo-Literate societies.

They are writing letters to Deputy Commissioner demanding to implement just rights for their community. Any demand from Neo-Literates means lakhs of post cards are addressed in the name of Deputy commissioner. He can not neglect the demand came from lakhs of people. He has to attend to their demands.

The whole of Hassan district has only one news that is literacy has become. powerful weapon to safeguard the self pride of the people. This has created an amusement among peoples organizations and peoples representatives.



When we met a Neo-Literate women and asked 'Government has not yet sanctioned the continuing education centers, what will you do ? She answers, "Government gives one or two crores for this programme. In case Government delays in sanctioning the project we ourselves open the centers. Now we have nine crore rupees for this purpose". When she said this we were taken aback. Looks impossible, but still a possibility.

Amidst of all these achievements there are few hiccups. Stree Shakti Sanghas started by the Government gets Rs. 5000/- as aid. The members of these societies blamed that the literacy programme has not paid any aid.

Zilla sakshara Samithi Secretary Mr.Pasha said that they have overcome these hiccups by explaining whatever the Neo-Literate societies have achieved is more significant than the government aided Stree Skathi Sangahs have achieved.

If we go on listing the achievements of Neo-Literates the list continue to grow. Lastly, we have to mention another achievement. They have conducted child labour survey in 2400 villagers of Hassan district with the support of labour department, they have liberated the child labourers and running Mahatma Gandhi child labour residential school on their own. Their mile stones of achievements have become the torch bearer for others.

## Success Story - 2

**SADAR HALLI EXPERIENCE :** Sadarahalli a village in Chikkanayakan Halli Taluk. gave a boost of the CE programme in Tumkur district It is the first CE centre, Out of 1153 centres. Opened in Tumkur District. Coconut is the major crop of the village. The people had a great awareness about the education. They whole heartedly welcomed the programme. The centre is the living example for sustainability of the programme and involvement of the people.

The centre was opened in March 2001. It received the grants from ZSS Tumkur in February 2002. Even the grants was delayed by the ZSS. The local VDC did not sit awaiting. It run the centre very actively with the cooperation of the people. Some people came forward to donate the News Papers. Some other donated the periodicals. the VDC members by visiting to each houses in the village and collected the books with this they started a library of their own.

With the consistent efforts, the VDC members, collected an almirah, a Reading table, Chairs, Wall clock, Fan, Books Rack for the centre, from the local and outside donors. Some youths in the village are running a chit fund. They took a decision to donate the interest amount generated in the chit to the centre every month. Till now they have donated Rs. 6000 to the centre. The VDC is maintaining the amount as corpus fund and it is training its best to collect the corpus fund from the other sources also.

Apart from establishing the centre, The VDC gave importance to the learning centre and other activities of the centre. The centre is always active with one or the other activities in the centre.

Thus the centre is a model for the CE programme in the Tumkur district. The VDC and the people with combined efforts have already established and runned. The CE centre with out Govt.'s assistance. Everyone in the village proudly says, we have established, we run the centre for ever without ay help from the government.

The other centres in Chikkanayakana Halli taluk are very much influenced by the Sadarahalli experiment. Now if we go to any centre in the taluk, we can see the spirit and collective efforts of the people.

### **SUCCESS STORY - 3**

**TURUVEKERE EXPERIENCE :** People's participation is the greatest strength of democracy and decentralization. Turuvekere experience has shown us, how a businessman can actively participate in our CE programme.

Turuvekere is a small taluk in Tumkur district. It has 8 NCE centres and 80 CE centres. All the centres called quotations for purchase of materials for the centre. The firm Nethra came forward to supply the materials. Through quotation. Its proprietor is a leading advocate and social worker in the taluk. The firm has a good name for quality and honesty on the taluk. Nearly more than half of the centres in the taluk placed orders with the firm. They supplied good materials. In the process a strong relationship formed between the centres and the firm. The firm is helping one or the other way to the centres. In the meantime. Two TV sets were stolen from the centres. To get a security for the materials in the centres. The firm voluntarily came forward to insure all the materials in the centres against fire and theft.

The representatives of the firm voluntarily visited each centre of the taluk and helped them to get the insurance for the centre's materials.

## **SUCCESS STORY - 4**

### **Pavagada Experiences :**

Pavagada is a most backward taluk in Tumkur district. It has lowest literacy rate in the district (57.03%) as against (District 67.19%) as a whole.... non literates is very high in the taluk. Even though it is backward and most drought prone the participation of the people in the CE program is very high. Therefore we collected few success stories. Among them a few are illustrated.

Rayachore : Rayachore is a border village. It is in the border between karnataka and Andhrapradesh, Here the ZSS has established a CE centre. For the centre one of the donor of the same village but living in Bangalore. has donated Rs. 25,000/- equivalent to the one year nonrecurring grant of NLMA. While donating the money the donor put a condition that the money should be deposited in a bank. It should not be used until the Govt. stops the funds to the centre. After that the money should be utilized for running the centre. But it should not be utilized for any other purpose.

Kotagudda : The Kotagudda is a village nearer to the Taluk head quarter. A NCEC centre is established in the village. The local gram panchayath members, who are also members of the local VDC, are very achive and constructive. They built a new Grama Pandhayath Office building, which may be modle to the whole state for gram panchayath. Its inaguration was fixed. The Ministries programme was fixed for the inauguration. At that point. GP members VDC members, and villagers, who were struggling to house. The NCEC in a good building, decided to construct a new building for the NCEC. The VDC chairman came forward to invst the money. within fifteen days a new building was constructed for NCEC. with the collective work of villagers and VDC. Also it was inaugurate by the minister with the G. P. building. Now the VDC is planning to extend the building to create a room for women. If is one of the model centre in the distreict with good work force, and VDC. They have lot of future plans and collecting corpus fund for the sustainable of the NCEC.

## State Resource Centre - Karnataka, Mysore

### Sustainability of Continuing Education Programme

#### 1. Personal Profile

1. Name : .....

2. Address : .....

.....

.....

3. Age : .....

4. Sex : Male  Female

5. Education / Qualification: .....

6. Your position in CE : .....

1. Prerak

2. Saha prerak

3. Nodal prerak

4. Nodal Saha Prerak

7. What was your position in TLC / PLC ?

.....

.....

8. From when are appointed as Prerak in this programme ?

.....

9. Are you trained in CE programme ? Yes  No

10. Have you involved in any other activities other than CE ?

(Ex: Yuvaka Mandali, Mahila Mandali, Bajana Mandali, Participation in Festivals etc.)

.....

.....

.....

## 2. Information about sustainability

2.1. Is CE programme helpfull to your village people ? Yes  No

2.2. If yes, how ? 2.2.1 .....

2.2.2 .....

2.2.3 .....

2.3. What personal benefit do you get in CE other than honorarium ? Give a list

2.3.1 .....

2.3.2 .....

2.3.3 .....

2.3.4 .....

2.3.5 .....

2.4. What is your most interested activities in CE ? Give a list

**Activities**

**Why ? Explain**

2.4.1 .....

.....

2.4.2 .....

.....

2.4.3 .....

.....

2.4.4 .....

.....

2.4.5 .....

.....

2.4.6 .....

.....

2.4.7 .....

.....

2.5. How did you manage to get building for CE in our village ?

2.5.1 .....

2.5.2 .....

2.5.3 .....

2.6. Have you discussed about continuation of the CE centre after the fund is stopped by the Governement ?

Yes  No

2.7. If yes, what was your plan ?

7.1 .....

7.2 .....

7.3 .....

7.4 .....

7.5 .....

2.8. Do you like to work as a Prerak without honorarium after withdrawal of Government fund ?

Yes  No

2.9. Is Grama Shikshana Samithi capable of running CE centre after fund is stopped by the Governement ?

Yes  No

2.10. If Yes, have you discussed how to go about it ? Yes  No

10.1 If Discussed what ?

2.11. Other than Grama Sakshara Samithi, which organisation is capable of running the CE centre after the fund is stopped ?

Yes  No

2.12. Have you taken any decision to collect Corpus Fund ?

Yes  No

2.13. If Yes, How ?

2.14. If Corpus fund was not collected what was the hurdle to collect the fund ?

2.15. How much was the Corpus Fund collected on this date? Rs. \_\_\_\_\_

2.15. From whom collected ?

2.15.1

2.15.2

2.15.3

2.16. Where have you deposited the Collected Fund ?

2.17. According to you how should the CE centre run after Governement stops giving funds ?





STATE RESOURCE CENTRE KARNATAKA,  
OLD H.D. KOTE ROAD, MYSORE.