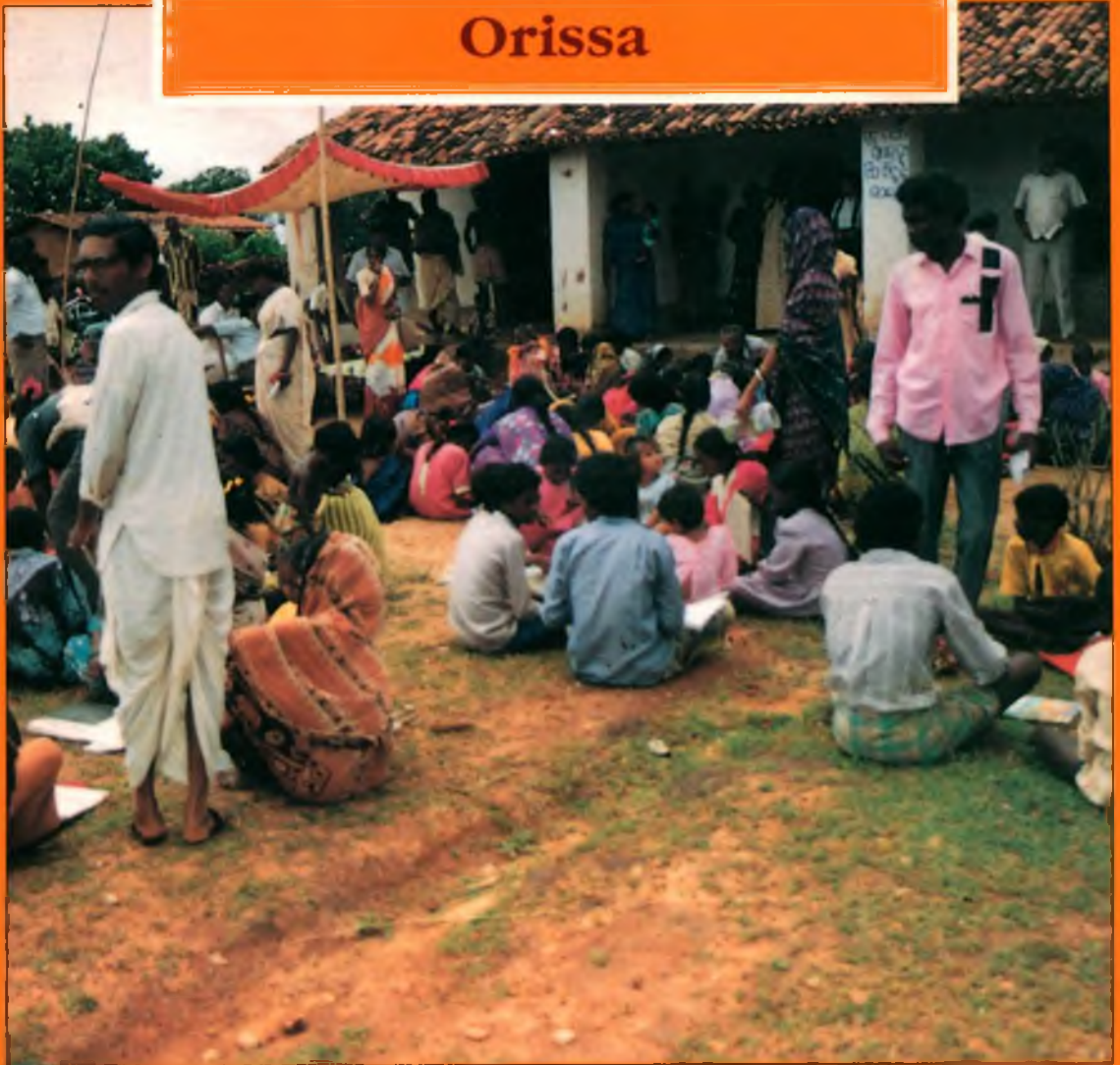


**Total Literacy Campaign
in the
Sundergarh District
of
Orissa**



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NATIONAL LITERACY MISSION

INDIA

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**Total Literacy Campaign
in the
Sundergarh District
of
Orissa**

**A DOCUMENTATION
BY
Anita Agnihotri
G. Sivaswamy**



**Directorate of Adult Education
Government of India
New Delhi
1993**

TLC DOCUMENTATION SERIES (II)

- 541313

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PREFACE

The Total Literacy Campaigns (TLCs) are aimed at educating people to make them functionally literate and fully aware of their role and duties as citizens. At the moment, TLCs are going on in 210 districts in the country. Many of these campaigns have entered the post literacy phase. The story of each TLC is interesting, illuminating and enlightening in its own way.

It is in this background that the National Literacy Mission thought of documenting the literacy efforts. The Directorate of Adult Education, Govt. of India, in collaboration with UNICEF has, therefore, taken up the task of documenting outstanding experiences in Total Literacy Campaigns (TLCs) in different parts of the country.

In Orissa, Sundargarh was a pioneer district to launch and substantially complete the TLC. Documentation of this TLC was assigned to Shri G. Sivaswamy, retired Deputy Director of the Directorate, who did the basic work and subsequently, this has been further enriched by Smt. Anita Agnihotri, Director, Adult Education, Govt. of Orissa. We hope that the experiences documented in this volume would be found interesting by readers and literacy workers from India and abroad.

I am thankful to UNICEF for agreeing to fund the Documentation Project and the State Resource Centre, Jamia Millia Islamia, New Delhi, for agreeing to print and distribute this important publication and have their advice and assistance in this regard.

8 September 1993
New Delhi

A.K. Basu
Director

FOREWORD

The issue of empowerment of people cannot be separated from the task of equipping them with the fundamental skills of literacy and articulation. The aspirations for a free and equitable democratic system can not be fulfilled in a milieu of timid silence.

This perception of literacy as a Social Action became clear to the people of Sundergarh in the International Literacy year of 1990. Sundergarh became the first district of Orissa to initiate the Campaign for Total Literacy.

The task was indeed difficult. A tribal Sub-plan district with undulated and difficult terrain, with general under-development and poverty all around—it provided a hostile physical environment for a campaign for people's empowerment through literacy. But the main strength of the Sundergarh Campaign have been its people—loving, sincere, hardworking who deeply accepted the philosophy of the campaign. This reflected itself in a very strong mass mobilisation and environment building—unique in the history of the post independence times. The period of teaching learning was arduous and full of challenges. It took one-and-a-half years—from April 1991 to September 1992, instead of the IPCL stipulated time period of six months. But the outcome in terms of gains in awareness and functionality has been significant. Sundergarh thus becomes an experience worth sharing and emulating.

Documenting such a massive peoples' effort was an inspiring and enlightening experience. I am deeply grateful to the Sundergarh Zila Saksharta Samiti and the District Administration for all the help and assistance given to me in preparation of this document.

G. Sivaswamy

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SUNDERGARH

Profile of the District

'Sundergarh' literally means—'the Beautiful Fort'. Placed in the midst of the most stunningly beautiful hills and forests, it is a quiet place and yet so vibrant with joyous people whose lives are inextricably woven with these hills and jungles. It is one of the northern most districts in Orissa, bound on the north by Ranchi and Singhbhum districts of Bihar, on the south and east by Sambalpur district and Keonjhar district respectively, of Orissa. On the west, it has Raigarh district of Madhya Pradesh. This geographical feature of being surrounded by two different states in the north gives the district a rare advantage of feeling the ripples of change that rise in South Chhotanagpur and Western Madhya Pradesh.

Spread over an area of 9,712 sq. kms this district is not compact. Rather, it consists of widely dissimilar tracts of extensive and fairly open country dotted with tree-clad isolated peaks, vast impregnable forests, winding rivers like

the Ib and the Brahmani, sparsely populated villages and mountainous terrain. About 38.6% of the geographical area of the district is covered with forests.





Climate of the district is characterised by hot dry summer and heavy rain fall in the South West Monsoon season. Winter is cold and dry—and is very severe in the hilly tracts. The economy of the district is essentially agricultural, with nearly 56.09% of the population depending on it. There are pockets of industrial growth—around Raigangpur, Rourkela, Birmitrapur emanating from a more developed industrial infrastructure. But their impact on the general pace and quality of life in the district is limited. In any case, Rourkela urban area had a separate TLC project, and its analysis is not included in the present context.



Sundergarh District at a Glance

<i>Population (1981 Census)</i>	<i>(In Lakhs)</i>
Male	8.09
Female	7.59
Total	15.68
Sex Ratio	938
Literates	
Male	4.44
Females	2.52
Total	6.96
No of subdivisions	3
No of Tehsils	7
No of Blocks	17
Municipalities	4
Gram Panchayats	161
Villages	1737

District Map of Sundergarh

LATEST MAP OF

ORISSA

SCALE:- 1:1,300,000

1 CM = 13 KMS

Published by Indian Book Depot (Map House)

293, Beharur Chak Road, Dabra, 110008

Districts of Orissa

- | | | | |
|--------------|----------------|--------------|----------------|
| 1. Balangir | 4. Cuttack | 7. Kalahandi | 10. Mayurbhanj |
| 2. Baleswar | 5. Dhenkanal | 8. Kendujhar | 11. Puri |
| 3. Phulabani | 6. Ganjam | 9. Koraput | 12. Sambalpur |
| | 13. Sundergarh | | |



Reference

- STATE BOUNDARY
- DISTRICT BOUNDARY
- STATE CAPITAL
- DISTRICT HEADQUARTER
- TAMBU HEADQUARTER
- OTHER TOWNS
- RIVER, RESERVOIR
- LAKE
- RAILWAY LINE
- NATIONAL HIGHWAYS
- ROADS
- OTHER ROADS
- LIGHTHOUSE
- AERODROME, AIRFIELD
- AIR ROUTE

AREA
 155,707 S.Q. KM.
POPULATION
 1,00,00,000

TOTAL LITERACY CAMPAIGN

Literacy Status of the State

Sundergarh was the first ever district of Orissa to initiate Total Literacy Campaign in 1990. After about 3 years now, Orissa has eleven out of its twenty seven districts (this number was thirteen prior to October 1992) under the Literacy Campaign. The perspective plan for TLC of the State envisages covering of the entire State by 1996-1997. With around 5 lakhs of learners having completed phase-I of teaching learning in Ganjam, Rourkela and Sundergarh Project, another nearly 12 lakhs enrolled in the districts of Dhenkanal, Angul, Keonjhar, Kalahandi and Nawapara with Malkangiri, Koraput, Bolangir and Sonapur eagerly waiting to initiate the teaching-learning, the philosophy of TLC has taken firm roots in Orissa.

The challenges before the State are enormous. Still, in the last decade there has been a significant increase in the total number of literates in the age groups 7 and above, (from 88.64 lakhs in 1981 to 129.13 lakhs in 1991) as well as among women (from 26.90 lakhs in 1981 to 45.20 lakhs in 1991) which has marginally reduced the gender disparities in the levels of literacy. But, despite a 7.6% increase in the level of literacy of the State between 1981 and 1991, the literacy rate of 48.6% of Orissa is still far below the national average of 52.11%.

This average picture of the State, however, hides the wide variance prevailing in different areas. Literacy rates for women in three districts of the State viz. Koraput, Kalahandi & Phulbani are less than 20%. The erstwhile Koraput which now comprises four districts has the lowest literacy rate of



22%. Even in Sundergarh, for that matter, there are pockets in Bonal Sub-division, where literacy level for women is as low as 10%.

The low literacy, difficult to reach tribal areas are ironically characterised by widespread poverty, hunger and deprivation. Under development with its concurrent features of poor communication, inadequate infrastructure for basic services like health and education coexists with low literacy levels. One of the lowest per capita income states in the country, Orissa in the course of the last three years had a further slide below in terms of one of the very critical indices of quality of life—Infant mortality. It now has the highest infant mortality rate in the Country. Even in this, the average

does not reveal the acuteness of the problem in the difficult areas—where the rate is much higher than the state average.

Sundergarh—Need For an Alternate Strategy

Sundergarh is one of the tribal Sub-plan districts of Orissa, with 68% of its population belonging to Scheduled Castes and Scheduled Tribes. The total population of the district was 15.68 lakhs as per 1991 census but the total number of literates (age group 7 and above) was only 6.96 lakhs. In fact, though there has been an increase in the rate of literacy during the last decade, the total number of illiterates has actually increased, though marginally, during the same period.

This points to the need for arresting the trend of growing number of illiterates, the widening gap between the levels of literacy for men and women and also between the urban and rural areas. The magnitude and intensity of the task required a different strategy altogether—a very different quality of human endeavour. It is clear that the earlier strategies were inadequate. If the centre based, honorarium-paid, mode of instruction would have continued where the convenience of the instructor used to dictate the choice of the hour of instruction, in a decade, the literacy rate would not have achieved even a five percent increase. The State could not have afforded that slow pace, given the low quality of life, for the majority of its population. The peoples' movement for literacy in Kerala had already shown the way and other states where the campaign philosophy for Total Literacy had been adopted had given people all over the country the firmness of conviction, and a deep sense of faith in its viability.

Literates	1981	1991
Males	3.21 lakhs	4.44 lakhs
Females	1.51 lakhs	2.52 lakhs
Total	4.72 lakhs	6.96 lakhs
Illiterates		
Males	2.47 lakhs	2.38 lakhs
Females	3.71 lakhs	3.90 lakhs
Total	6.18 lakhs	6.28 lakhs
<i>Rates of Literacy (In Percentage)</i>		
	1981	1991
Males	56.6	65.10
Females	28.9	39.30
All persons	43.3	52.60
Urban	64.00	
Rural	34.00	



THE POSITIVE POINTS

The rich folk tradition of the district was an obvious plus point. The dominant tribal population have been exposed to a mobile, commercialised environment in the industrialised pockets of the district. Their aspirations for a better, more meaningful life—had germinated both from their ties with the missionary efforts in remote areas of the district in basic education and health services as well as from their contact with the changing, turbulent economic relations across the border of the State. At the same time, the rural, tribal culture has created a homogeneous, cohesive pattern of community discipline. The local opinion leader, once

well-identified is bound to be followed and respected by the rest of the community which is extremely crucial for a campaign mode. The Tribal Community had taken a lead in the struggle for Independence. In the village of Amko—Simko in Kuarmunda, several men and women had laid down their lives in their battle against the police—in a bid to save their leader Sudhir Munda. No wonder, the same zeal and spirit of sacrifice for the second round of emancipation would be generated!

All that Sundergarh needed was a spark!



'THE SPARK

How It All Began

It was purely incidental that Sundergarh would be the first district in Orissa to start the Total Literacy Campaign. But, having started, it laid the foundation for a process of change all over the State which turned out to be historical.

When in 1990, the then Collector Sundergarh had gone to participate in the Orientation Workshop in Delhi organised by the NLMA, no one in the district or in the State had any clear idea of the nature or magnitude of the task involved. The district, though normally peaceful had just recovered from the threats of a serious political agitation and its already tired law and order machinery was wearily preparing itself for the communal tensions that were creeping up here and there. The district did not have a record of any major communal trouble after the carnage in Rourkela in 1964. But any emerging tension would turn all attention, perilously to the memories of 1964. The ensuing battle with communalism seemed long and the Collector had gone prepared to say "no" to an idea of the Total Literacy Campaign at this juncture.

It is also purely incidental that at one point of time, in the midst of the Bijapore Campaign film, which was being shown during the workshop a complete reversal in the

determination took place. Back in the district, as an immediate follow-up, a process of interaction among the different social groups, the thinking people, the opinion leaders got initiated. Is a campaign for Total Literacy possible? What are the objectives of the Campaign? What are the strategies? If it would succeed, why did it not succeed so long? These were the questions which kept on being asked.

There was one more interesting point. A few months back, the Bharat Gyan Vigyan Samiti had organised Kala Jathas over almost the entire State and it had generated very strong currents of motivation and enthusiasm. Surprisingly—or perhaps not so surprisingly, Sundergarh—a district five hundred kilometers away from the State Headquarters remained untouched. The distance, the communication difficulties, the degree of unfamiliarity with the terrain—all taken together had combined into a problem of access. The first move for the newly formed District Core Group was to request the State Wing of the Bharat Gyan Vigyan Samiti (BGVS) to train and orient the cultural core group in the district. Kala Jathas for the district was to start a fresh—the first step towards what became later a sustained environment building endeavour.



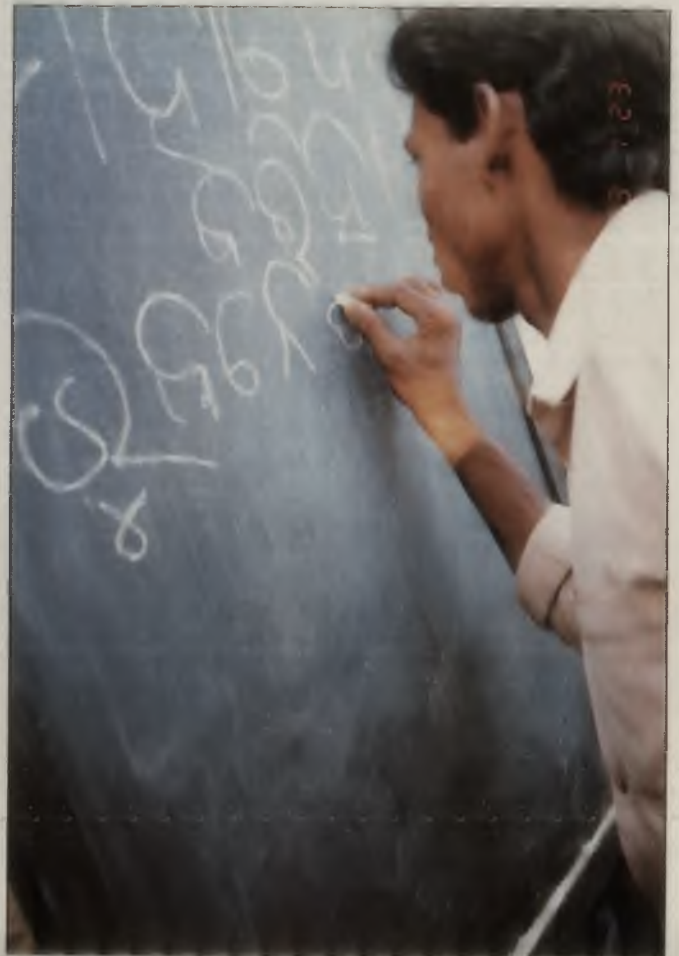
THE CAMPAIGN

How It Grew and Developed

It is extremely interesting to go back in time by over two and a half years to trace how the Campaign grew and developed. It was almost like a river finding its course across a new and wild terrain- with no idea as to what was lying immediately ahead. The entire concept of Total Literacy Campaign was new not only for the district but also for the State.

The months of November, December 1990 and January 1991 were crucial for the environment building activities. We have mentioned the rich cultural heritage of Sundergarh. The jatha team of the core artists of the district—mostly young boys and girls, students and volunteers travelled to over hundred villages in the district performing Streetplays and songs, mixing with local people everywhere, identifying volunteers and learners. The momentum it gave to the local talent and spirit was tremendous. Village and Panchayat level artists groups, wherever they were

lying dormant, were activated. New groups were formed. Together they charted out new routes to hitherto uncovered villages with their Street plays and other performing arts. The Yuvak Sanghas and Mahila Samities, who did not know where to channelise their pent up energy, suddenly got a fresh lease of life. There was a total cultural upsurge in the district as hundreds of songs were written, skits were put up, thousands of slogans and wall writings cropped up. It is almost unbelievable that such a lot of talent was hidden right here and an issue like empowerment through literacy can churn so much of emotion straight out of peoples' hearts. Activists who have seen the Campaign right from the beginning recall wonderful instances of brilliant improvisations during street plays, of felicitation of artists by the villagers, of an old, poverty stricken village poet travelling for over hundred miles to read out a single poem on literacy!





They recall how young artists of Sundergarh Kalayatan, the local art school, designed one of the most powerful and brave posters—later adopted by other TIC districts: a hand with clenched fist and faces of people from all economic strata across it.

“Peasants and the landless,
Labourers and the workmen,
Unite, and
Liberate Sundergarh from
Illiteracy.”



Everywhere, the slogans and the messages got transformed in local dialects, poetic forms, tribal languages, till the words acquired new meaning everywhere. We will subsequently see that the District Action Plan identified many activities under environment building. But lot many preceded conception of the Action Plan itself. The Block and G.P. Level conventions, the village contact programmes were the most effective of them. In the initial period of the Campaign, even before the Action Plan was presented, the priority was visualised as taking the message to as many people as possible! The Collector alongwith the core group—a loose and informal combination of officials and non-officials discussed the idea in a NGO's convention—attended by 700 participants from VAs amidst heavy downpour; with teachers at all levels in educational institutions, and finally in the smallest of village meetings—under the open sky, under a tree, in Verandahs of rural households—early in the morning, at mid-day, at dead of night. Winter was setting in and one could recall that people would wait, braving the chill, under the stark open sky, past midnight for a delayed district team to arrive after many, many detours.

Its amazing in the context of a State with virtually no grass-root level peoples' structure functioning (Panchayats and Panchayat Samities were suspended, with officials deputising as their heads) with a loosely organised political base, where even a gathering of five hundred normally needed to be fed, cajoled, transported and paid to attend a political meeting, people would spend from their pockets

on transport, or lose half a days wage, and come out with this degree of spontaneity just to hear about the objectives and strategies of the campaign and its possible outcomes. This has been the observation for all subsequent campaigns in Orissa as well, and has repeatedly established the inherent strength of the Campaign philosophy—if a completely non-political, non-religious issue, devoid of the lure of material incentives can have such tremendous appeal to people—then why do they get divided and exploited by the vested interest groups.

According to a rough estimate, over two and a half lakhs of people could be contacted direct in over hundred of such small group meetings. This ensured the wide and fast spread of the campaign and laid a solid foundation for the other environment building activities.

The culmination of the excitement for a new expression was in the long distance race for Literacy—held in January. From Kanika in the South-Western most corner of the district, a group of relay-runners started and amidst tumultuous peoples' reception handed it over to the next group, covering a hilly, forest clad stretch of 15-20 kilometers.

Crossing Sundergarh, Rajgangpur, Rourkela and Banki, it culminated at the South eastern most corner of the district at Koira—a distance of 411 Kilometres. The flames were extinguished here with thousands of activists standing around. All along the way, the runners did not want to stop at their scheduled stop but wanted to run further, up to the end; schools opened their doors for civic reception to runners, mothers with babies in arms come out to greet them and yes, all the while, one thought of a new struggle for post-independence liberation!

After the mobilisation for literacy started, in November 1991, as the then Collector observed later, neither the district administration, nor the people had any time left for communal tensions!



ENVIRONMENT BUILDING

A Sustained Effort



The foundation that was laid by the initial months of mass mobilisation was subsequently strengthened by a sustained process of environment building. The Action Plan went in depth into it—recognising that the entire environment needs to be changed with a craving for literacy and that all forms of mass communication techniques are needed for the purpose. These ranged from Kala Jathas, Human Chains, student rallies, village padayatras, oath taking ceremony on 26th January in all public places—to observing special occasions like “Akshar Dan Divas”, “Sakharata Protsahan Saptaha” (Week to encourage Literacy), Saptaha Smaran Divas, observance of Literacy Workers’ Day, Youth Literacy Day, celebration of International Literacy Day, Yatra in Blocks and Municipalities, cultural programmes.

The different forms of communication used, ranged from wall-writings, to Literacy Bulletins, Folk Songs and Street Plays, audio visuals. Sundergarh had a very active and rich Literacy Bulletin published by the Zilla Saksharata Samiti. The “price” per issue quoted on top was “a little time for Literacy”. The local folk art and communication forms took over, developing newer & fresher ideas on the Campaign and reaching them to the village.





IDENTIFICATION OF LEARNERS

The Survey

In a Total Literacy Campaign the main task is to identify learners and potential volunteers. Survey is therefore vital for understanding the magnitude of the task and for enlisting the support of all sections of the society through direct contact.

In Sundergarh, the literacy survey was undertaken in December 1990. It was not a mere act of head count but a powerful tool for introducing awareness for literacy as well. It was aimed at identifying the potential learners and volunteers. The basic survey work was entrusted to census enumerators as they had gained sufficient experience in conducting census work. A total of 2,500 enumerators were involved in this work and two enumerators together had to conduct the survey in a village, say 150 households per enumerator. In Municipal areas wards were allotted for a group of enumerators. They were helped by the municipal/Panchayat Saksharata Samities which had representatives

from each ward/village.

In fact the Samiti members moved with the enumerators helping them with easy access to people and generating awareness about the programme. This helped in close interaction between government machinery and non-government organisations at the grass-root level.

Survey forms were printed and distributed in advance and the enumerators were also briefed through a One Day Orientation Programme.

On completion of survey for each village, literacy maps were to be prepared and depending on the concentration of unlettered population, volunteers were to be identified, trained and allotted to each of them. The map was also to indicate the spatial availability of resource persons. This was done in order to help the committees at the panchayat and village levels to assess the task of coordination to be undertaken.



The survey revealed that there were a total of 3,25,535 illiterate persons in the 9-45 age group - 1,30,716 males and 1,94,919 females in the rural areas of the district.

The three Municipalities, Birmitrapur, Rajganpur and Sundergarh together had 22,687 illiterates, 8,638 males and 14,049 females.

The sub-project wise figures of illiterates were as follows:



Sl. No.	Name of Block/ Municipality	No. of Illiterates		
		Male	Female	Total
1.	Hemgiri	6,063	10,307	16,370
2.	Lophripara	6,599	9,719	16,318
3.	Tangarpali	4,861	7,489	12,350
4.	Sundergarh	4,436	8,860	13,296
5.	Subdega	6,064	9,520	15,584
6.	Balisankara	7,421	12,610	20,031
7.	Bargaon	6,150	10,286	16,436
8.	Kutra	8,297	9,537	17,834
9.	Rajgangpur	8,448	11,767	20,215
10.	Gurundia	6,851	10,324	17,175
11.	Bonai	5,457	10,145	15,602
12.	Lahunipara	10,672	15,589	26,261
13.	Koira	7,175	10,406	17,581
14.	Lathikata	10,010	16,200	26,210
15.	Kuarmunda	10,410	13,628	24,048
16.	Nuagaon	8,914	10,514	19,428
17.	Bisra	6,024	6,594	12,618
18.	Sundargarh Municipality	804	1,324	2,128
19.	Birmitrapur Municipality	3,808	6,246	10,054
20.	Rajgangpur Municipality	2,252	3,844	6,096
		1,30,716	1,94,919	3,25,635

THE ACTION PLAN

A Document for Literacy as Social Action

In the Action Plan prepared by the Sundergarh Zilla Saksharata Samiti, Literacy has been viewed as a "Social Action Programme" and a "Programme for People's Empowerment". According to this document, this campaign was essential to ensure participation of people in the process of development and the first step in this regard would be to empower people with basic skills of comprehension, articulation and the confidence to participate in the process of decision making.

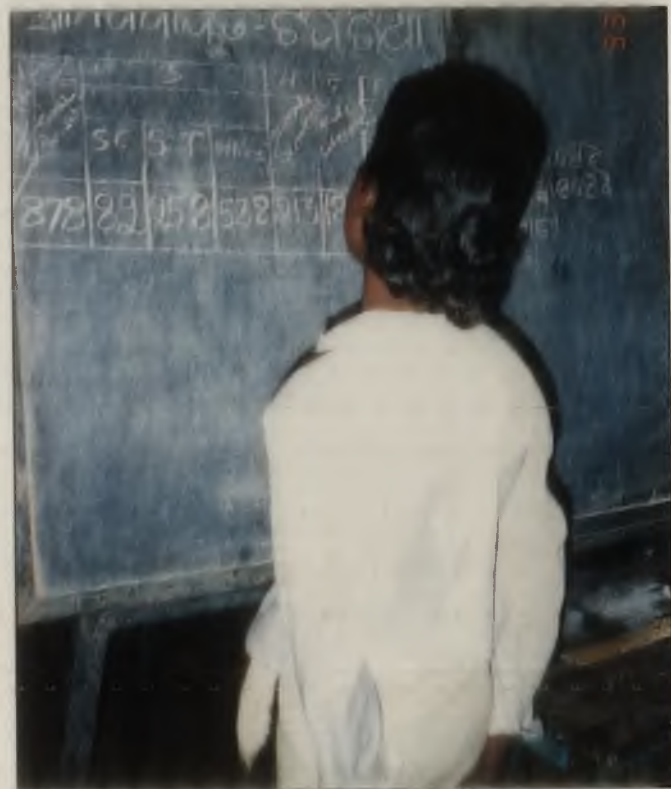
The rate of growth of literacy having lagged far behind the growth of population, resulting in a huge backlog of illiterates, there was an urgent need for social action on the literacy front, it said.

Sundergarh is a predominantly tribal district, rich in mineral wealth, with industrially developed pockets in between. It is a confluence of tradition and modernity; Literacy here had a vital role to play in equipping the population with skills for their living, articulation and participation in the process of development.

Thus, literacy became part of the overall endeavour for development of human resources in the district. The objectives go beyond mere reading, writing and numeracy and seeks to enhance the "critical consciousness" of people enabling them to think, analyse and reflect existing realities in which they are placed. The emphasis is on making people conscious and enlightened about their rights, responsibilities and environment. The acquisition of knowledge and skills by them is for their own social and economic upliftment to improve their economic status and quality of life.

Why the Campaign Mode

By opting for the Campaign Mode for functional literacy the Zilla Saksharata Samiti combined the time-bound, nature of the task which the quicker pace of IPCL involved and gave the effort a wide lease, a fusion of endeavour from all walks of life.



Objectives

In the Action Plan, the Total Literacy Campaign has also framed its objectives as follows:

- To impart functional literacy to nearly 3.5 lakh people in the age group 9-45;
- To make learners aware of their rights and duties;
- To inculcate in them the values of national unity, integrity, humanism and scientific temper;
- To educate and sensitize people on issues concerning communal harmony, development of the district, different ongoing anti-poverty programmes as well as social security schemes.

The Action Plan also broadly outlined

- The setting-up of Sundergarh Zilla Saksharata Samiti and its functioning;
- The strategy for motivation and mobilization of learners and volunteers;
- Formation of popular people's literacy committees at different levels;

- The need for conduct of survey to know the clientele and identify them;
- Training of literacy workers and others;
- Arrangements for teaching of learners;
- Setting-up of a three-tier monitoring system;
- Follow-up activities to be undertaken;
- Efforts to be pursued simultaneously for universalisation of primary education; and
- The financial implications of the project etc.

Funds

The Executive Committee of the National Literacy Mission Authority approved the Action Plan prepared by the District Administration at a total cost of Rs. 231.60 lakhs to be shared by the Central and State Governments in the ratio of 2:1. Upto end of December, 1992, the TLC had received a sum of Rs. 140 lakhs from the Central Government and a sum of Rs. 70 lakhs from the State Government. Their expenditure up to that period was around Rs. 144.70 lakhs.



TRAINING AND ORIENTATION

Success of literacy campaign crucially depends on the quality of human material involved viz, the volunteers, master trainers and resource persons. Training for each level needs to be carefully planned. Strategy for literacy instruction also has to be worked out prior to the training. Selection of the teaching-learning material has to be finalised well ahead of time.

In Sundergarh, the District Level Academic Committee went into the task of adapting the State Resource Centre primers, keeping in view the local needs and requirements. These primers provide space for practice and tests for continuous learner evaluation. Each primer conforms to a particular level of Literacy Achievement. The learner is expected to achieve the prescribed norms of literacy in about 200 hours of learning process.

The Sundergarh Zilla Saksharata Samiti had contemplated a 3-tier system as follows:

- A Key Resource Person
 - Was to identify and train Master trainers.
 - Was to supervise functioning of 50 literacy centres.
 - Was to assist and guide village leaders in mobilisation for literacy.

- A Master Trainer
 - Was to identify and train literacy workers.
 - Was to ensure intensive supervision of 15 literacy centres.

- A Literacy worker
 - Was to contact and organise on an average ten identified illiterates and impart literacy to them.

Initially 400 teachers @ 20 per Block and three Municipalities were chosen and with the help of a Core Group from the State Resource Centre, the District Institute of Education and

Training and Committee of NGOs, were given training in seven centres for seven days consecutively for performing the functions of Core Trainers (Key Resource persons). In this way, 379 KRPs were trained all over the district.

The training of Master Trainers was conducted at Block level with the help of KRPs. The number of Master Trainers trained was 3,005. They in turn trained 31,627 literacy workers in batches. The initial training for the volunteers was for five days and later on they were given refresher training for a period of two days. It was the largest mobilisation of trainers ever organised in a district of Orissa.

The training curriculum had been drawn up in advance and every effort was made to make it primer-specific besides covering the following:

- Brief overview of the TLC
- Importance of Literacy and the movement in particular
- Attitudes to adult learning including adult psychology
- Understanding of the literacy primer and teacher's guide
- Skills for assessing and pushing forward the learning process
- Need to sustain learner motivation

The Volunteers were provided with, over and above the graded primers pencil and notebook—the teachers' guide, forms for obtaining feed back and an Identity Card. This enhanced their sense of belonging with the movement.

The learners were given their learning materials—the books, slate, pencil, notebook—in a jute bag with the name of the Zilla Saksharata Samiti printed on it. This became a strong component of environment building as well, as the learners treated the bag as a proud possession and took it along everywhere!



THE LEARNING PHASE

Learning phase is the most important and crucial period in any literacy campaign. In contrast with the colorful and emotion-charged environment building phase, it is a period of continuous back-breaking work, of drudgery, of occasional despondency and also of exhilaration in flashes! It is during this phase that the effectiveness of mobilisation efforts, training and all other ground work like material preparation is reflected—in actual enrolment, in attendance and its regularity.

Several things can adversely affect the quality and pace of learning. These can be grouped in two broad categories—Management related factors (like late supply of materials, poor training) and extraneous factors (like natural calamities, migration, epidemics).

In Sundergarh the learning phase had actually started on April 1, 1991, but it actually spread over a year—upto September 1992—overshooting the fast pace of learning norm prescribed by NIMA. Out of total identified illiterates of 3,25,635 people in the 9–45 age group, the number that achieved prescribed norms was only 1,51,393—64,066 males and 87,327 females—which comes to 46% of the learners enrolled.

While 68,388 had completed the first two primers, those completing the first primer alone was 60,079. The number of drop-outs was 45,775. In a tribal district where the majority of the learners live on the border of survival, their realities of day to day life are the dominant influence. The village committee, the volunteer, the environment—all these keep attracting to the process of learning—but they have to face a strong battle waged by the realities. A tribal has to go for "Podu" cultivation on the hill-top, has to collect Mohul, Kendu, Sal seeds, take them to local market, migrate in search of work, and if he at all comes back home, at the end of the day, he is tired, fatigued and often intoxicated! His entire surrounding does not have any congenial environment for learning and the volunteer thinks of combating all these dominant influences by an hour's teaching input probably for four or five days a week. The house of the poor is dark, dingy, often unhygienic, and no other related element of interest—a book, a copy, a reading material can be found—when he does not have a school going child in the family either!

Against this background, what the learners in Sunder-

garh have achieved is tremendous. It they and the trainers and volunteers together that have challenged the circumstances in which they are born and live.

In the PLC phase, efforts are being made to cover the remaining leftover, dropped-out and lagging behind categories through remedial teaching. The sub-projectwise figures of attainment of different learning levels is given on the following page.



Progress of Total Literacy Campaign in Sundergarh District

Sl. No.	Name of the Block/ Municipality		Nos of the learners identified as per survey			Categories of Learners									Dropout		
						A+			A			B					C
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.	Hemgiri	6063	10307	16370	3435	5354	8792	696	1229	1925	532	934	1466	301	734	1035	3152
2.	Lepiripara	6599	9719	16318	2598	3439	6037	1377	2812	4689	1467	2253	3720	267	512	779	1093
3.	Tangarpalli	4861	7489	12350	3303	4429	7732	730	1298	2028	297	596	893	234	448	682	1015
4.	Sundergarh	4436	8860	13296	1221	2073	3294	1206	2311	3517	688	1593	2281	950	1537	2487	1717
5.	Subdega	6064	9520	15584	37	24	61	421	575	996	1236	1493	2729	4302	5109	9411	2387
6.	Ballsankara	7421	12610	20031	1782	2324	4106	1919	2841	4760	2032	3631	5663	895	1763	2658	2844
7.	Bargaon	6150	10286	16436	931	1245	2176	1562	2170	3732	1028	1664	2696	994	1727	2721	5115
8.	Kutra	5297	9537	17834	741	835	1576	1002	1251	2253	2102	2593	4700	2364	2771	5135	4170
9.	Rajgampur	8448	11767	20215	3173	3840	7013	942	1220	2162	710	1003	1713	1233	1701	2934	6393
10.	Gurundia	6851	10324	17175	910	1321	2231	1635	2058	3693	2252	3421	5673	981	1757	2738	2840
11.	Benal	5457	10145	15602	1438	2592	4030	1253	2275	3525	1103	1815	2918	834	1391	2225	2901
12.	Lahunipara	10672	15589	26261	2721	3628	6349	2485	3566	6051	3150	5091	8241	1350	1705	3055	2565
13.	Koira	7175	10406	17581	787	1129	1916	1812	2592	4404	2297	3673	5970	991	1648	2639	2652
14.	Lathikata	10010	16205	26210	4763	6770	11533	3007	4576	7583	1648	2892	4540	806	1637	2443	111
15.	Kuarmunda	10410	13638	24048	3261	3341	6602	3042	4270	7312	2380	3428	5808	1107	1714	2831	1505
16.	Nuagaon	8914	10514	19428	3385	3103	6488	1291	1396	2660	2536	3180	5716	912	1597	2491	2073
17.	Bisra	6024	6594	12618	1236	1261	2497	2712	3262	5974	808	772	1580	495	509	1004	1563
18.	Sundergarh Municipality	804	1324	2128	80	82	163	213	307	520	216	454	670	236	417	653	123
19.	Birmiltrapur Municipality	3805	6246	10054	150	96	246	204	315	519	319	454	772	2782	4179	6961	1556
20.	Rajgampur Municipality	2252	3844	6096	-	-	-	102	144	246	218	425	693	1932	3275	5207	-
Total		130717	194919	325635	35955	64886	82841	28111	140441	68552	27018	41370	68388	23966	36113	60079	45775

(A+ + A) Pr. III - 1,51,393
 (B) Pr. II - 68388
 (C) Pr. I - 60079
 (Dropout) - 45775

THE MANAGEMENT STRUCTURE

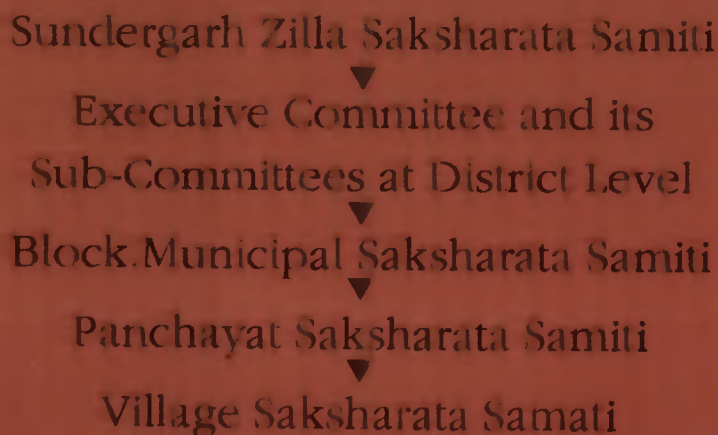
In Sundergarh, the first formal step towards management and implementation of the campaign was to set up the Sundergarh Zilla Saksharata Samiti as a District-level autonomous organisation with the specific task of implementing the Total Literacy Campaign in the district with people's participation. The Samiti was registered on 18.2.1991 as a society under the Registration of Societies Act, 1815. It was to have a General Body representing all interests including people's representatives, officials, non-officials and an Executive Committee for discharging the day-to-day functions of the society. Both these bodies worked under the direct leadership of the District Collector who was also the Chairman of the Samiti. The executive Committee was a small and cohesive group as compared to the General Body which has a membership of over 70 people and it could meet frequently to review the progress of the campaign and decide the future course of action. From the inception to the end of the teaching-learning phase, it had met a little more than once a month.

Acting as the Apex Body for literacy in the district, the Zilla Saksharata Samiti was instrumental in setting up people's participatory committees at different levels. At the district level the Samiti had also set-up several sub-committees to assist the Executive Committee in the discharge of its functions.

On the lines of the district-level literacy committee, popular people's literacy committees were formed at the Block/Municipal level, the Panchayat and Village levels. Thus, at four levels efforts were made to involve people in the campaign and secure their active participation and support.

In the context of an under-developed low literacy district like Sundergarh, the most powerful and potent tool had to be the village level literacy committees. These committees consisting of a strong group of 25 to 30 persons were not only to mobilise people but also identify the literacy workers and help the implementation of the campaign all through.

The organisational structure envisaged was as follows:



The Samiti also proposed to engage both full-time and part-time workers at different levels for assisting in the implementation of the programme. The contemplated number of such workers was

Full timers	316
Part timers	42
Messengers	10

Management and implementation of TLC requires thorough planning and a well structured set-up. Even though the District collector and the District Administration has to play a leadership role in implementing the campaign, the extent and the quality of such implementation would to a large extent depend on the kind of people who get placed in leadership positions and also on their style of functioning.

Keeping these factors in view, the Sundergarh TLC had adopted a management system which could ensure involvement and participation of both governmental and non-governmental people and organisations at the different levels. The three main components in the system were:

- People's participatory committees
- Core of full-time and part-time staff
- Official machinery

While the Sundergarh Zilla Saksharata Samiti had the overall responsibility for implementation of the literacy project, the Blocks, Panchayats and Villages were fully involved through a division of the project into 20 sub-projects—17 Blocks and 3 Municipalities. This decentralisa-

tion had its effect in mobilising local resources and in the monitoring of the campaign at different levels.

The flow of information from the grass-root level to the District level and back was through Samitis and their in-charges. This also helped in fixing responsibilities and accountability.

In this process the governmental machinery was fully involved. It was probably indispensable in the early stage because Sundergarh did not have many voluntary organisations. The concept of voluntarism however had taken roots in the rural areas through efforts of the missionary artists, the local youth clubs; in the agricultural front a large number of farmers' Cooperative Societies came-up between 1986-1990. But their roots were not deep. The initial leadership at different levels came from the government officers and their established set-up. They could, on their part, provide the much needed infrastructure facilities for running and monitoring the TLC.

The contemplated organisational set-up was broadly as given below.

Level & Committee	Staff	Official in-charge
Zilla Saksharata Samiti	2 full time	Collector Chairman
General Body & Executive Committee and its sub-committees	2 full time	
Block level Saksharata Samitis (20)	31 full time 24 Part time 10 messengers	Sub-Collector BDOs & others
Gram Panchayat level Saksharata Samitis (161)	285 full time 18 part time	Extension Officers VLWs and others
Village level Saksharata Samitis (1737)	Literacy Workers (30,293)	KRPs/MTs (379) (2983)
Learners (3.5 lakh)		

MONITORING AND EVALUATION

The Guidelines for TLCs clearly envisage that monitoring and supervision should be ensured at all stages of the campaign. The system must ensure timely availability of materials, proper training facilities for conduct of learning process, and timely reporting.

The system was also to look into the areas of people's involvement, efficacy of mobilisation and environment building effort, attainment of learning levels as prescribed by NIM.

Sundergarh Zilla Saksharata Samiti had planned a three-tier monitoring system.

The printed cards given to each volunteer contained comprehensive information and data such as names and particulars about learners being taught, their attendance, check by Master Trainer and other.

Control Rooms were established in all the Gram Panchayats. Mobile squads were engaged to get the on-the-spot feed back from the village-level. In all, 159 G.P. Control Rooms were set-up, serving 1710 villages in the district.

This was supplemented by another informal system of district level officers visiting at regular interval their adopted blocks and the Block level Extension Officers visiting their adopted G.Ps to get a first hand feed back and sort-out operational problems.

The Central Control Room that was set-up at the Sundergarh Collectorate was supposed to get full information from all the levels viz: Village, Panchayat and Block. By close of September, 1991, it was however found that the monitoring system was not as effective as it ought to be. The information emanating from the Gram Panchayat Control Rooms were not reliable and it was also found that the BDOs and other block-level officers normally did not get enough time for this work which needed their personal attention. The ZSS was unable to know the actual happenings in the field and there was a big information gap between the two.

Special efforts had to be made and responsibility was fixed on officers for monitoring and supervision at different levels. After that there was steady improvement in the frequency of reporting. However, non-functional monitoring structure continued to be a weakness of the Sundergarh Campaign. Accountability of individuals, however strong, can not substitute the authenticity of the system.

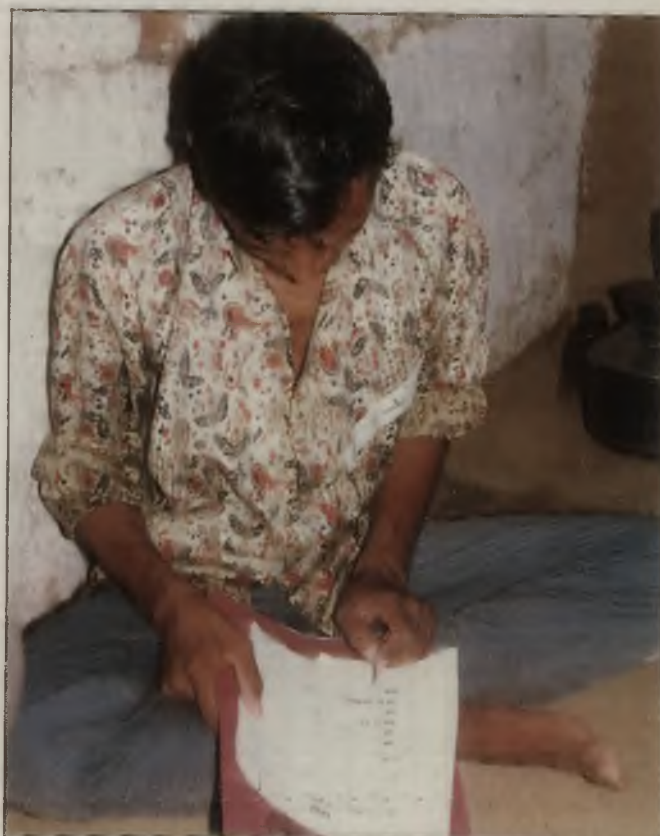
Internal Evaluation

The internal evaluation of learners' attainments was carried out by groups of individuals, teachers and activists with the help of KRPs, MTs and Literacy workers. A series of tests had been incorporated in the IPCL primers which enabled learner evaluation at periodic intervals and it also served as a record of their progress.

Special test papers had also been printed for internal evaluation and these were used at the end of the three primers.

External Evaluation

Evaluation by an external agency of the project has been assigned to the Tribal and Harijan Welfare Department of the Orissa Government. They were yet to undertake the evaluation in January, 1993 when the Documentation Team visited the district.



SUCCESS STORIES

Hemgiri

Hemgiri became the first block in Sundergarh district to be declared fully literate. They had started the learning process along with rest of the Blocks in April, 1991 but they finished the first phase successfully by end of February, 1992.

It was indeed a big achievement and an eye-opener to others because Hemgiri is a very difficult area, there being several inaccessible villages in this mostly forest-covered area. The total number of inhabited revenue villages was 136. As many as 74 hamlets were also to be covered. The total population was 65,968 as per 1991 census and the number of identified illiterates were 16,370—6,063 males and 10,307 females. Of these, nearly 1,868 could not participate in the programme for several reasons. Out of the rest of 14,502 learners, 13,218 achieved levels of literacy as follows:

	Male	Female	Total
Number completing all 3 Primers with 85% marks	3,438	5,354	8,792
Number completing all 3 Primers with 70% marks	696	1,229	1,925
Total Number completing all 3 Primers (Literate)	4,134	6,583	10,717
Number completing 2 Primers	532	934	1,466
Number completing only first Primer	301	734	1,035
Total learners participating	4,967	8,251	13,218
Total drop-outs	1,096	2,056	3,152
Total identified	6,063	10,307	16,370

The success of the endeavour in Hemgiri has belied several doubts and apprehensions about the campaign. For example, it was thought that the programme may not succeed in remote and far-flung areas where it is normally difficult to 'reach out' to the learners and maintain contacts. The villagers of Hemgiri have proved this wrong. A very interior village Beldihi was the first to be declared fully literate in the entire district.

Situated inside a reserved forest with no proper roads or other communication facilities, the people of this village

won the admiration of all on 22.12.1991 when the village was declared as fully literate.

Out of a total population of 191 people, 59 were illiterate belonging to the 9-45 age-group. One of them could not participate in the programme and all others—26 males and 32 females completed all the three primers in six to eight months. They had organised six centres run by four men and two women literacy workers.

Even after one year of completion of the first phase, the neo-literates were enthusiastic and happy to read and write and exhibit their skills in public during the Documentation Team's visit to this village in January, 1993. It is a pity that follow-up programme could not commence even after the lapse of one year.

Another important and notable thing was that the neo-literates had not elapsed into illiteracy as is commonly feared. They could read and write. Of course, some of them had forgotten how to read as they had not been reading regularly. But they were all eagerly waiting for post-literacy to commence.

This renewed enthusiasm for further learning was visible in all the other three villages visited by the Documentation Team in this area.

Since external evaluation had not been undertaken even in January 1993, the findings of such evaluation conducted may be able to determine the actual rate of relapse into illiteracy.

Normally the live contacts established with the learners and other villagers by literacy activists and others get reduced after the first phase. But in Hemgiri one could see these contacts continuing and the government officials able to muster enough strength and support in all the villages where the programme had taken place. After one year when they were visiting, actually revisiting these villages, the warm welcome and affection greeted them and then the talk veered round to post-literacy, Jan Vikas Kendras etc. This shows that the literacy campaign has not only laid firm foundations for literacy and education but also brought the District Administration and people closer. They could now sit together and talk to each other in a very cordial atmosphere with mutual respect and mutual understanding for mutual benefit.

Laubahal is another interior village in the Hemgiri Block

with a population of 692 people to become fully literate by end of December, 1991. The total number of illiterates were 82—28 males and 54 females. Of these, 15 had migrated and the rest 67—22 males and 45 females were made literate. Of the 16 centres organised ten were for women with women volunteers.

Gaikanpalli, another nearby small village also became fully literate in about six months. The total population of the village was 361—193 males and 168 females and the number of illiterates was 76—45 males and only 31 females. Of these, 59 were made fully literate—34 males and 25 females. They needed ten volunteers—7 males and 3 females. In this village the population of women being low, the number of illiterate women were also low as compared to men.

Kandadhuda is another village situated amidst forests. It had a population of 878 people with 213 illiterates belonging to the 9—45 age-group. Of these, the campaign made 189 illiterates literate—65 males and 124 females with the help of 22 volunteers. The villagers are proud and happy about their achievement.

It is very revealing that people have elected some of the active literacy volunteers in the recently held Panchayat elections reposing full confidence in their leadership. They

will be striving hard to pursue the post-literacy programme and carry forward the basic objectives of the campaign.

The experiences gained in these four villages are very valuable and point to the fact that political support or no political support, the literacy programme can succeed with people's support and community backing. Smaller villages have fared well as compared to larger villages. The post-literacy programme will further unite these people for common cause and for common good. The campaign marked a Turning Point in their life and living.



Tangarpali-An Example in Community Participation

Tangarpali Block is close to the Sundergarh District headquarters, and has a high concentration of SC and ST population. Of the total population of 45,617, SCs and STs together constitute 55.41% of the total population. The Block is divided into seven Gram Panchayats having 71 villages in all. 14,322 illiterates had been identified in the 9-45 age group—5412 males and 8910 females. But only 12,008—4,495 males and 7,513 females attended the literacy classes. Of these 9,290 completed all three primers and the rest were at the second and first primer levels. Of those achieving literacy level as per NIM norms, 5,592 were women and this was a very significant success as most of them were first generation literates in their families.

The main reason for success in the literacy endeavour in this block can be attributed to the excellent community participation. The villagers had struggled hard to maintain the tempo of motivation of both the learners and the literacy workers.

For example, in Belkidihi village, with a population of 440, they had to make 93 people literate but 25 of them could not attend the classes for one reason or other. All the others—22 males and 42 females were persuaded to regularly attend the classes and 58 of them completed all the three primers successfully and the remaining ten had also

completed the second primer at the time of declaration. The volunteer force consisted of 12 activists including three women.

In Kelobahal which is a much bigger village, having a total population of about 2,000 people there were 128 learners 44 males and 84 females. Finally 103 of them—34 males and 69 females had successfully completed all the three primers with the help of 18 volunteers.

Another village which achieved creditable success was Surda, a small but beautiful area surrounded on three sides by river Ichha. The only road 8 kms. stretch from Tangarpali Block Headquarters remains either muddy or dusty for most part of the year.

With a population of 666 people, they had identified 154 illiterates,—52 males and 102 females. They drafted 15 volunteers in all, 8 males and 7 females. Teaching had started in July, 1991 and success came in January, 1992, when the village was declared fully literate. All the 154 had completed all the three primers.

Behind the success of Surda was the unstinted cooperation of villagers and especially the youth. They had meticulously planned the whole operation and today they are proud of their achievement.



People's Movement in Salepalli

In Salepalli in Baragaon Block, the vision of Literacy Campaign as a people's movement has become a reality. The people had taken upon themselves the job of organising literacy classes in a very committed determined and disciplined way.

Salepalli is a picturesque village, on one side the Sajal River flows and on the other the towering Mahabir Pahad stands like a sentinel. There is a temple of Bhuranghali on top of the mountain and large number of people visit the village every year.

The villagers are a happy and pleasant lot having firm belief in unity of purpose and 'unity of action'. They have proved that they can rise to the occasion and take-up most difficult of tasks like eradication of illiteracy.

Out of a total population of 240, as many as 96 were illiterates 39 were males and 57 were females. They started late, in the beginning of January 1992 when several others had completed all the three primers 51 of them being women. The village was declared fully literate in that month.

After nearly four months i.e. in January, 1993 when the

Documentation team visited the village, all the neo-literates came forward and exhibited their literacy skills in public without any fear. They felt proud of their achievement. In fact, they were eagerly looking forward to the second phase of post-literacy.

Sarpanch Satyanarayan Nayak, the newly selected youth leader and the Panchayat Samiti Chairman Raj Kumar Sharma, another youth leader of the area, have joined hands to successfully complete the process of learning and start several other programme for the benefit of the people of the area. According to them the people's enthusiasm and vigour is like a shot in their arms and they would strive hard to fulfil their aspirations.



GAINS OF THE TLC

The most important and valuable gain in the TLC has been the increase in the number of literates in the district.

From 6.96 lakh literates as per 1991 census, the figure has gone up to 8.47 lakhs by the close of 1992 with about 1.29 lakh semi-literates who are also expected to become fully literate in the post-literacy phase of the campaign.

The 20% increase in literacy is in fact a quantum jump and more than what has happened in the past two decades! It is expected to have far-reaching effects in the coming years.

Another significant gain has been the sizeable increase in the number of women literates—from 2.5 lakh it has gone up to 3.39 lakh, thus reducing the gap between male and female literacy rates to a significant extent.

The overall position at the conclusion of the first phase of the TLC was as given in the chart below.

The TLC has had a strong impact on the educational, social, economic and cultural parameters of life and working condition of people. It is noticed that the enrolment in Primary schools has registered a remarkable increase. There

has also been a reduction in drop-outs from schools. Enrolment of girls has gone up. A new sense of pride and leadership has come up among the neo-literates. The TLC has brought the District Administration and people much closer which is an indispensable condition for ending the era of silence. Even if the campaign did not receive adequate political support, people's support and community backing has brought success and glory to the endeavour. The people have now realised their inherent strength and vitality and are prepared to use their energy for the common good. TLC itself has caused a tremendous cultural revival especially through folk songs and plays with themes of empowerment.

In short, the Campaign has marked a definite turning point in the history of this district.

(figures in lakhs)

	<i>Males</i>	<i>Females</i>	<i>Total</i>
Number of total literates before launching of TLC	4.44	2.52	6.96
Number made literate in TLC	0.64	0.87	1.51
Total number of literates at conclusion of Phase I of TLC	5.08	3.39	8.47
Number of semi-literates at the end of phase I of TLC	0.51	0.77	1.28

POST-LITERACY CAMPAIGN

No Campaign for Total Literacy is complete without a plan for post-literacy and continuing education. The idea is to enable the neo-literates to take to self learning gradually as it is neither possible nor feasible to continue guided learning for such large numbers for an indefinite period of time. The challenge in this regard is to develop and make available a continuous flow of appropriate and interesting reading materials so that neo-literates can continue reading and writing on their own.

In Sundergarh, the post-literacy programme got delayed for several reasons. The proposal itself was not conceived in time and its sanction was delayed too. The preparation of post-literacy primers could not be completed in-time.

In some areas the first phase had come to a close in December 1991 while in some other areas it concluded only in May or September 1992. In view of this, it is feared the delay in the start of the second phase may badly affect the areas which had completed the first phase earlier. The relapse into illiteracy might also be more and special efforts will have to be made to bring them forward. The post-literacy programme as approved by NIM and State Government is expected to commence by the end of February or early in March 1993. The main objectives of the project of post-literacy and continuing education are to.

- cover the learners altogether left out, dropped-out or who had also lagged behind during the first phase of the TLC;
- upgrade the skills of semi-literate s to the NIM approved level of literacy;
- reinforce and stabilize literacy skills of the neo-literates and finally to achieve transition from the guided learning to self-directed learning;
- educate the neo literates about different ongoing development programmes and security schemes of the Government;
- promote application of the previously acquired skills to actual working conditions;
- undertake exposure-cum-study tours of neo-literates to nearby public offices;
- sensitize the neo-literates on issues concerning individuals and society as a whole like dowry, child marriage, consumption of liquor, payment of minimum wages, forced labour, equal remuneration to

men and women etc;

- establish effective linkage between literacy and other important aspects like health, sanitation, immunisation, family welfare, environmental protection, development of waste lands, training of unemployed youth for self-employment etc.;
- motivate parents to send all children to the schools, thereby aiming towards universalization of primary education and act as catalyst in extension of the institutions required for formal and non-formal education;
- creation of a literate environment favouring the use of written communication and promoting co-ordinated use of reading, writing and computing abilities. Also to develop the habit of taking part in discussions/group/gram, sabha meetings, using a library, using extension services, searching for information and undertaking new responsibilities as member of community/organisation, among the neo-literates.

Learning Materials

- Two bridge primers post-Literacy I and post-Literacy II are to be supplied to all neo-literates. These will be graded textual material;
- Besides, a variety of learning materials in different aspects of life would also be made available;
- Extension literature from developmental agencies will be supplied.;
- Wall newspapers to be produced by ZSS;
- Supply of audio-visual materials;
- Use of folk and traditional media will be strengthened..

Organisational Structure

The second phase is to be implemented with the involvement and participation of people's committees at different levels as in case of first phase of TLC.

Special Gram Vikas Kendras, (Village Vikas Samitties) will be organised in all the 1700 revenue villages for the purpose. Some of the responsibilities of these Samittis would be.

- Literacy classes for the left-outs;
- Literacy circles of the neo-literates for post-literacy;

- Upgradation of the skill of semi-literates;
- Enrollment of all the children of school going age;
- Ensure zero drop-out;
- Running of non-formal centres;
- Creation of literate environment;
- Reading room-cum-library with 100 books and extension literatures;
- Free access to supplementary reading materials;
- Organisation of health awareness camps;
- Personal health and hygiene;
- Clean drinking water.;
- Immunisation of children and family welfare programme;
- Improvement and protection of environment;
- Animal health care;
- Development of scientific temper;
- Promotion of self employment.

Jana Vikas Kendras

For a group of four villages, there will be one Jan Vikas Kendra. Approximately 400 such kendras would be opened. It will be on the lines of Jana Shiksha Nilayams in operation presently in different parts of the country. Each JVK is to be provided with a pucca building. These kendras will be mainly responsible for:

- Literacy classes for the left-outs;
- Implementation of post-literacy & continuing Education programmes through GVKs;
- Running of a reading room-cum-library;
- Promotion of elementary education;
- Focus for discussion on common issues relating to individual and community life;
- Study-cum-exposure tours for the neo-literates;
- Supervision over GVKs and transmission of reports to GP and Block;
- Family welfare schemes;
- Universal immunisation;
- Health awareness for all;
- Social forestry and environmental protection;
- Women development programme.

The Block/Municipal level Saksharata Samities will be responsible for maintaining and assessing GVKs and JVKs.

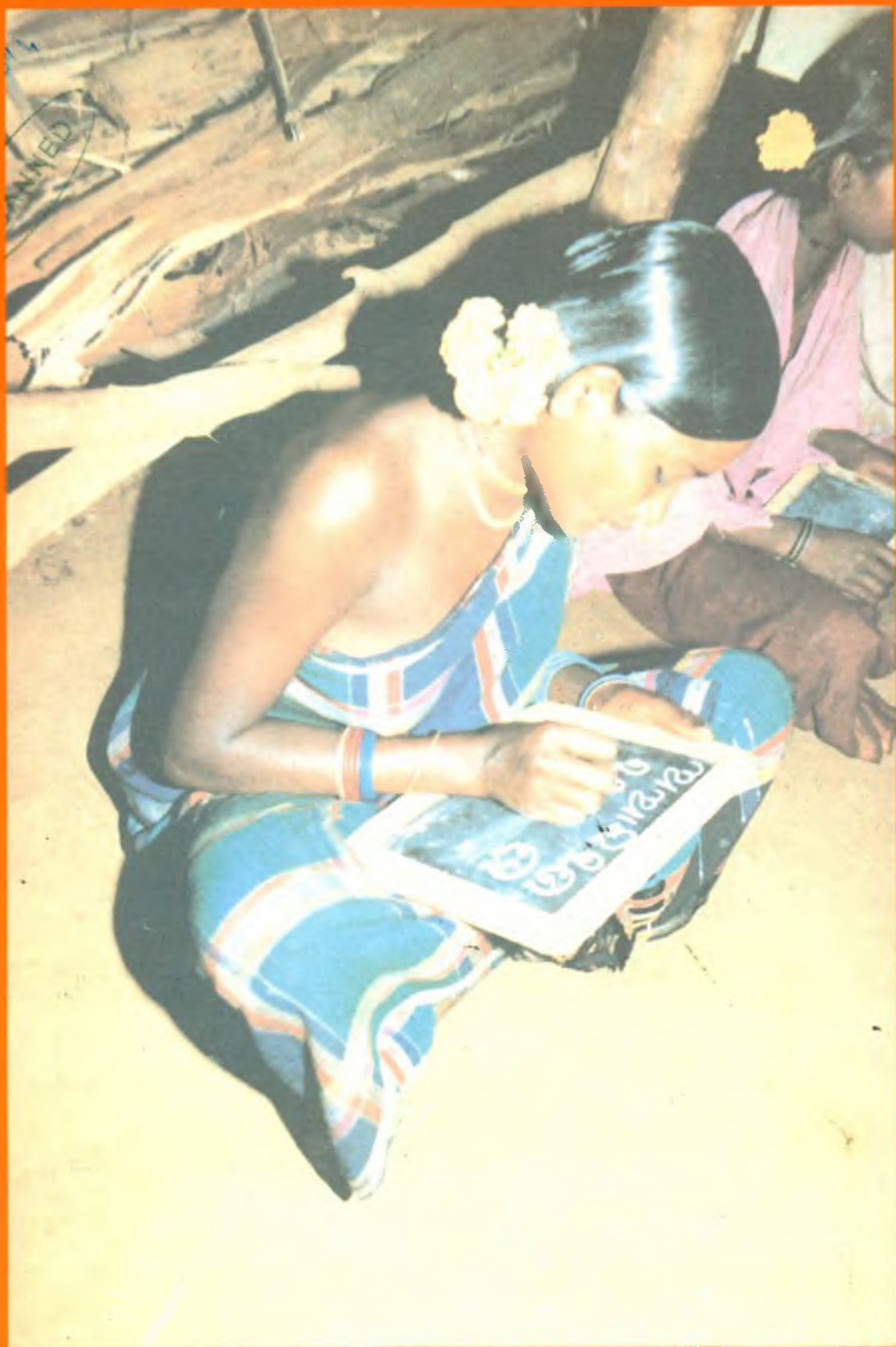
The Post-Literacy programme is expected to cost Rs. 1.67 crores and is expected to run for two years. But there will be no end to the process of continuous learning for the people of Sundergarh or to the quest for complete empowerment.

As the first TLC district in Orissa, Sundergarh had to cross many hurdles. Between Dec. 1990 and Jan. 1993, it had three

collectors. The Secretary, The Project Officer, DRDA was transferred, officers got changed. Despite the fact that the collectors who initiated the Campaign got a transfer after six months, the campaign did not stop. But, people got involved with a renewed determination. After the Panchayat Elections, the newly elected people's representatives took a serious interest in the campaign—many of them were from among the literary volunteers and activists; something which is a definite gain for the post literacy phase. The district being far off from state headquarters did not get many visitors from outside the district or state and could have had more interaction with the other TLC districts had it been a closer-by, less difficult district.

After a period of two and half years, when literacy has come to stay in Orissa, with seventeen lakh learners and over one and a half lakh volunteers forging ahead, it is still refreshing to go back to Sundergarh and share the fond memories and the dreams for a new future. One can still find the old activist of Ratnpur—a lady of eighty who was angry that she could not be a learner. Is it too late for me? She had asked in deep anguish to her volunteer, No it is not, it is certainly not.





Cover Photographs by G.D. Sharma, DAE