LEARNING FOR LITERACY:
EXPERIENCES UNDER TOTAL LITERACY
CAMPAIGN IN INDIA

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PREFACE

During the last few decades, various strategies to combat the problem of illiteracy have been adopted by various Government programmes and by non-governmental organisations. Training has always been seen as a vital link in all these efforts. Following the experience of the National Adult Education Programme, a major reorientation of the Government approach to Literacy took place with the establishment of the National Literacy Mission in 1987. One of the major concerns was the need for more systematic and intensive planning and implementation of training of literacy workers. With the further shift in strategy and the adoption of the Campaign approach for Total Literacy (TLC), the need for an examination of the imperatives of training for literacy in the context of this approach gains new importance.

PRIA has been actively involved for the last decade in training literacy functionaries of both Government and NGO programmes. During the last four years, a series of training programmes have been organised for Literacy Trainers of State Resource Centres (SRCs), Universities and NGOs, in collaboration with the National Literacy Mission and the Directorate of Adult Education. During the last year, we have also been involved as trainers in the Delhi Saksharata Samiti. Our own experiences, and interactions with others involved in literacy training, convinced us of the need for a systematic study of collective experiences of training under TLC with a view to further strengthening this component.

It was in this context that a study to document and analyse the experience of training in 10 selected TLC districts was undertaken. In a planning workshop in mid-June 1992, the following districts were selected:

1. Midnapore
2. Fatehpur
3. Ernakulam
4. Chittoor
5. Durgapur
6. Pondicherry
7. Ganjam
8. Muzaffarpur
9. Durg
10. Wardha

The criteria for selection of these districts was to achieve a representative regional spread, as well as inclusion of key districts which were critical for the Campaign and where the Campaign had already reached a certain level of closure.

Over the next three months, case writers visited each district and interacted with key persons involved in the respective TLCs, studied the available documentation and interviewed a representative cross-section of functionaries at all levels. Draft reports were prepared, which were collectively analysed by the whole team involved in the study at a 2-day workshop in October 1992. Following this, a National Workshop was convened during October, 1992 by PRIA where case studies and major findings were presented. The workshop was the occasion
for further deepening of the analysis, and resulted in recommendations and suggestions for strengthening the training component under TLC.

This volume is a collection of the individual case studies and also documents the outcome of their collective analysis by participants at the Workshop (see Appendix I for list of participants). The various case studies provide a description of the wide range of diverse experiences in different TLCs. Some case writers have documented the process in exhaustive detail, while others have contributed, 'caselets' which are equally valuable for their broad perspectives on issues. We have not attempted to force an artificial uniformity in the format of the cases, but have retained their diversity and richness of treatment.

PRIA is grateful to all the participants at the National Workshop on Training Strategies under TLC, and in particular to the case writers, all of whom contributed immensely to make this effort a valuable learning experience for those who dream of Literacy for All in this country.

Special thanks are due to Dr. Kalyani Menon-Sen for editing this volume. She, with Dr. Rajesh Tandon and Ms. Sunita Dhar, has also prepared the chapters on Overview and the Analysis.

The assistance of the National Literacy Mission and the Directorate of Adult Education in support of the study, the National workshop and this publication is greatly appreciated.

The purpose of TLC is to promote learning for literacy. Literacy programmes are about learning - learning to read and write, learning to count and learning to analyse one's own reality. More than anything else, literacy is about learning, 'to read the world and write its history' - learning to learn for life and being. Hence, training in literacy programmes faces the challenge of learning - a challenge that needs to be continuously addressed.

We invite you to share your own experience and critique of the training in TLC such that this 'challenge of learning' can be met.

Rajesh Tandon
Coordinator

New Delhi
December, 1993
TRAINING FOR LITERACY:
AN OVERVIEW
TRAINING FOR LITERACY: AN OVERVIEW

Any analysis of training in the context of literacy needs to be situated in the broad framework of a theory of literacy. Training is a means by which the objective of literacy can be achieved. The question “What kind of training?” cannot be addressed without first establishing “What kind of literacy?” Who is the illiterate Indian? Why do successive Indian Governments feel the need to eradicate illiteracy? What do our planners see as the benefits of literacy?

Social reformers and freedom fighters in pre-Independence India saw illiteracy as one of the many forms of oppression and bondage perpetrated by the colonial regime. In the view of Mahatma Gandhi, literacy was liberation, the essential first step to freedom. Several campaign-oriented basic literacy programmes were carried on during the forties and fifties at the provincial level. In absolute terms, however, these were limited in their impact. The literacy rate, which was 5.4% at the beginning of the century, rose to 16.1% in 1940, but rose by only 0.7% in the subsequent decade.

The immediate post-Independence era was a period of planned industrial-led growth. Planners in the sixties and seventies saw literacy as an essential input in National development. The premise that literacy would lead to greater productivity was the basis of programmes like the Farmers’ Functional Literacy Programme. This was also the time when the concept of functional literacy was being promoted by UNESCO. A literate person was defined as one who “has acquired all the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and his community’s development.” This definition, laid down by UNESCO in 1962, is based on a particular developmental worldview which was shared by Indian planners. They saw the crisis of illiteracy in relation to the need to train more workers for occupations that demanded “functional” reading and writing skills. The concept of a ‘developmental threshold’ (Anderson, 1966), that a society had to be 40% literate before it could “take off” economically, provided a further impetus for programmes like Farmers’ Functional Literacy and Shramik Vidyapeeth in the sixties and seventies. Such programmes were designed to facilitate the process of modernisation by acquiring the skills to increase productivity, as well by transmitting and promoting the newly-articulated ‘National’ ideals of hard work, a rational and scientific temperament, unquestioning respect for authority and National institutions, and a sense of identification with a composite culture. Various research studies (quoted in Street, 1984) also reinforced the view of literacy as a technology necessary for rapid socio-economic development. It has been claimed at various times that literacy facilitates ‘empathy’, abstract thought, rationality, critical thought and logic. Indian literacy programmes of this period reflect these assumptions, and equate literacy with progress, civilisation, individual liberty and social mobility. The consequences of literacy are represented either in terms of economic ‘take off’ or in terms of improved cognitive skills. This approach has been termed the UNESCO model of literacy.

The late sixties and seventies saw some radical shifts in the discourse on literacy. The work

of social psychologists and anthropologists (notably Levi-Strauss, 1968), demonstrated that literacy and cognition are not linked, and that literacy is not separable from the social and political institutions in which it is embedded. In other words, literacy by itself has no inherent qualities - what are generally taken to be its attributes (for example, abstract thinking or logic) are actually conventions of literate practice in particular societies, usually those of 'advanced' and dominant nations.

At the Persepolis International Symposium on Literacy organised by UNESCO in 1975, a radical critique of the neutrality of literacy emerged from the work of Paolo Freire and others. It was pointed out that the conventional UNESCO literacy programme, far from being neutral, is designed to impart an ideology as much as, or more than, a mere technical skill. Rather than improving intellectual competence, these programmes may actually impair criticalness and promote unquestioning conformity with a dominant mode of thought. Freire (1970), in his seminal work "The Pedagogy of the Oppressed", provided a holistic model of literacy as an emancipatory political project. Freire saw learning to read and write as an active process of consciousness, rather than just the absorption of a fixed content, whereby men and women understand and transform their own experiences and redefine their relationship with society. Such a process of 'critical literacy' leads to liberation from the unquestioning acceptance of an unjust situation. Freire emphasised the participatory and cooperative nature of literacy programmes. His approach to teaching methodology supports his political concerns with conscientisation. Students were to be helped to codify their own lives and learn to read and write about what concerned them most. Literacy, according to this view, should be seen not as the equivalent of freedom but rather as a precondition for engaging in struggles around both relations of meaning and relations of power in society.

The effects of these challenges to the UNESCO pattern of literacy programmes, as well as the fact that these programmes had not, in general, achieved the expected rates of success, led to a clearer understanding and re-evaluation of current literacy strategies in India. After extensive consultations, a Policy Statement on Adult Education, and an outline of a National Adult Education Programme (NAEP) were published in 1977. It was stated that the major reasons for the failure of earlier programmes was their sectoral and hierarchical approach, and their failure to evoke people's participation. Another gap was the lack of any systematic training for programme functionaries. Earlier programmes had been compartmental, with a particular department being responsible for implementation. For the first time, the government proposed to make adult education a mass programme, to be implemented at the National level with the active participation of persons from all sections of society. The new programme was to have the inbuilt flexibility to respond to the diverse conditions of life in various parts of the country. The assumptions on which the NAEP was designed are set out clearly in the policy statement:

- that illiteracy is a serious impediment to an individual's growth and the country's development;
- education takes place in most life and work situations;
- that learning, working and living are inseparable and each acquires a meaning only when correlated with the others;
- that the means by which people are involved in the process of development are

at least as important as the ends; and
- that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

The document also delinks literacy from productivity and relates it to the need for assuming control over one's life:

"Motivation also depends on an awareness among the participants that they can transform their destinies and that the adult education programme will lead to advancement of their functional capability for the realisation of this objective."


Training strategies for the NAEP were designed through a process of intensive collaboration of persons from the government, non-governmental agencies and others who had been active both in the fields of adult education as well as in other developmental training programmes. The training handbooks prepared by this team have been carefully designed to ensure that both the content and process of training are congruent with the philosophy and objectives of the project. The primary concerns are:

- How do adults learn new behaviour and reflect them in new types of tasks oriented towards change?
- How do the elitist educated adults become one with the concerns of poor, ignorant uneducated masses?
- How does the oppressed adult learn to change his destiny?
- How does a programme of free and relevant learning manage to protect itself from being swallowed up by the patent characteristics of the formal system which has persistently attempted to patronize basically free individuals and leave out the disadvantaged?


It was made clear that the training guidelines and sample designs given in the Handbook were not to be treated as the last word on the subject, but rather as facilitating documents. The importance of documentation of training experiences, so that trainers could use them to modify subsequent training programmes, was emphasised.

The link between poverty and illiteracy, and literacy and development, was redefined:

"..... poverty and illiteracy are two aspects of the same stupendous problem and the struggle to overcome one without at the same time waging a fight against the other is certain to result in aberrations and disappointments. For this reason, NAEP is visualised as a means to bring about a fundamental change in the process of socio-economic development from a situation in which the poor remain passive spectators at the fringe of development activity to being enabled to be at its centre as active participants."


The NAEP envisaged a target of 100 million illiterates being made literate in a period of five years. To support these efforts, as well as help in creating and maintaining a learning environment for neo-literates, a network of State Resource Centres was set up under the
programme. Teaching was to take place at literacy centres at the village level, with a well organised support network at the district, project and block levels. It was calculated that the cost of making one person literate would be about Rs.70/-.

The NAEP is perhaps the most evaluated government programme in India, the first evaluation being carried out almost before it had completed a year of functioning. In total, 56 evaluations by academic and professional institutions were carried out during the period 1978-83. In spite of some concrete achievements - high involvement of women and high coverage of SC/ST, establishment of State Resource Centres and production of good resource material, - the overall assessment of the programme was that it had failed to become a mass programme and had not been successful in mobilising various sections of society. The functioning, particularly in the areas of project management and supervision, had been centralised and hierarchical. It was felt that the payment of honorarium to project functionaries had led to them becoming mere employees rather than motivated and dedicated workers. Its inbuilt flexibility had not been exploited, and it had remained government-controlled to a large extent. In spite of the attention given to training in the planning stages, and the elaborate training infrastructure that had been provided, all the evaluations agreed that training had been the weakest link.

As had happened in 1977-78, once again a new programme arose from the ashes of the old one. The Rajiv Gandhi government set about applying a techno-managerial ethos to the problems of National development. Several critical development areas were identified and National Missions were set up with a view to applying science and technology for the benefit of deprived sections of society. One of these was the National Literacy Mission (NLM).

The NLM policy document (1988) states that it is based on a thorough analysis of the strengths and weakness of the NAEP. The target was to impart functional literacy to 80 million adults by 1995. A new definition of functional literacy was articulated which combined the productivity and emancipatory aspects:

**Functional literacy implies:**

- achieving self-reliance in literacy and numeracy;
- becoming aware of the cause of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development;
- acquiring skills to improve economic status and general well-being;
- imbuing the values of national integration, conservation of the environment, women’s equality, small family norm etc. (National Literacy Mission, 1988).

The NLM would concentrate its efforts on the 15-35 age group, since "on its understanding of national and social integration, of productivity and a new work ethic, and of family planning, depends the course of our country's future." One may not agree with the ideological content of this statement, but one cannot deny that the ideology is explicitly acknowledged!

Six key issues were identified as vital for the success of the Mission. These were:

- National commitment
- Creation of a conducive learning environment
- Motivation of learners and teachers
- Mass mobilisation and people’s involvement
- Techno-pedagogic inputs
- Efficient management and monitoring.

These issues, and the gaps identified in the performance of the NAEP, determined the mission strategy. An administrative network, with an NLM Authority at the Central level and similar bodies at the State level were constituted. All ongoing programmes (mainly the Rural Functional Literacy programme and the SAEPs,) were critically reviewed and revamped.

The NLM strategy revolved around increasing motivation and mobilising people’s participation through a massive programme of publicity through various media, creation of an environment to support continuing learning, creation of local-level structures, creation of a cadre of dedicated youth and the deployment of well-trained staff. In addition, it was proposed to substantially increase the involvement of NGO’s primarily for training, resource and material development and maintenance of a support system for neo-literates. Ongoing programmes were to be improved by application of ‘proven S and T inputs’, better supervision and training and suitable pedagogic inputs. A network of Jana Shiksha Nilayams (People’s Education Centres), one for every cluster of 4-5 villages was to be set up to provide a base for implementing a post literacy and continuing education programme.

The NLM, as described in its policy document, did not suggest any radical changes in the Centre-based approach to literacy. The “new” approach consisted of the application of high-tech methods for implementation and monitoring. No detailed training strategies were laid down at the initial stages, except the intention to revamp the training system by introducing participatory methods, increasing the duration of initial training and using technology (computer-aided learning methods, use of audio-visual aids, computerised learner data banks and computerised evaluations) and the development of the pedagogy of improved pace and quality of learning.

For the first year after the launch, the Mission failed to become a mass movement, and continued to be a government-funded and centre-based programme. The first major breakthrough came in January 1989 when a Campaign for Total Literacy (TLC) was launched in the Ernakulam district of Kerala. Following the successful conclusion of this Campaign in December 1990 - 1.35 lakhs of illiterate learners having become literate - the NLM decided to implement the Campaign model in other parts of the country. An NGO, the Bharat Gyan Vigyan Samiti, was formed in August 1989 and reinforced by a countrywide Literacy March (Jattha) between October and November 1990. In the subsequent period, more than 150 TLCs have been sanctioned by the NLM in selected districts of 18 States. Several of these Campaigns have concluded the first phase and moved into taking up post-literacy activities.

The main features of the Campaign approach are:

1. District as the unit of operation, 100% coverage of all illiterates in the age group of 15-45 years.
2. Creation of a learning environment and learner and instructor motivation through massive publicity campaigns.
3. Management by broad-based committees at all levels, and representation from all sections.

4. Mobilisation of volunteers at the rate of 1 volunteer for every 10 illiterates.

5. Massive training programmes and a three-tier training structure.

6. A flexible 5-8 month duration syllabus, divided into 3 primers and following the IPCL (Improved Pace and Content of Learning) Guidelines.

7. Time-bound programme.

It was only in late 1991, after several districts had launched TLC's (including Pondicherry, Midnapore and Chittoor, besides of course Ernakulam, all of which are covered in this study) that attention was focused on the training component. The BGVS published a set of training guidelines which had been prepared after consultation with trainers, members of SRCs and BGVS activists. In tune with the “war footing” flavour of the Campaign mode, these guidelines are highly functional and lay down step-by-step procedures and methodology. However, it is made clear that the BGVS views the training programme as “more than just a training for teaching the three Rs. The identification, motivation and training of tens of thousands of volunteers to act as torch-bearers of literacy and social change is the creation of a human resource that has a high potential for the future. The literacy movement is part of a larger movement for a more democratic, materially wealthier, qualitatively better and culturally richer society.” A statement in an earlier document (TLC Guidebook, February, 1991)* prepared for BGVS literacy activists, is more explicit about the political implications of literacy:

“Today, democracy remains a future concept. Whatever democracy we have is neither participative or creative. It is only national. It is escapist. The historic trend has been towards concentration of economic power … the only democratic freedom others enjoy is to remain poor and underdeveloped … The first step in the battle is the movement for literacy.”

What, then, are the imperatives of training for a Campaign model of literacy? The former Director-General of the NLM, L.D. Mishra, has written extensively on the subject. In a paper presented at the National Workshop on Training in TLC (1992), he identified the following major features:

1. Training should enable functionaries to internalise the NLM philosophy and ideology, the main elements of which are participation and organisation, based in a critical analysis of the learner's own reality.

2. Training should be primer-specific. Every lesson in the primer should be subjected to a dialectical analysis and training must enable the participants to think, reflect, analyse, question, accept what is relevant and reject what is not. The treatment should be such that the learner gains the courage and strength to confront the imbalances in the system.

3. Training must break out of the attitudes and mindset imposed by the formal system of education, which is threatening and stifles the imagination. It lulls us in to believing that everything in the system is good and just. The non-formal approach

of the TLC supports initiative and questioning, and the training must in turn strengthen this approach.

4. Training methodology must be participatory, experience-based and non-didactic.

5. Evaluation of training and continuous follow-up and support in the field.

These were precisely the points emphasised in the NAEP Training Guidebook referred to earlier. As a matter of fact, the basic philosophy of the NAEP and its view of literacy as a tool for empowering the people to participate in development, is also the ideology behind the NLM and the TLC. The NLM, starting with a clearer basic understanding of the problems involved in imparting literacy on a mass scale, proposed to apply technology to upgrade pedagogy and management and achieve results in the shortest possible time. In addition, the NLM document emphasises the need to place women and severely deprived groups at the centre stage. Instead of a purely centre-based approach and implementation by a cadre of trained and paid staff, the NLM envisaged the mobilisation of large number of unpaid volunteers at the cutting edge of the programme, who would be involved in environment-building, motivation and literacy teaching. When the NLM decided to adopt the TLC approach (discarding the each-one-teach-one model proposed in the original document), a time limit was set for achieving the target of functional literacy for all the persons in the target group. This time-frame - a total of 200 hours of teaching/learning, spread over 5-6 months - was determined on the basis of earlier experiences which suggested that learners did not sustain the motivation to continue with literacy classes for more than this time. The IPCL method is, in retrospect, the only major techno-pedagogical input into the learning process. Primers were to be designed to meet the multiple objectives of the Campaign - learning the three R's, awareness generation and conscientisation, skill building and functionality.

These major departures from the earlier approach which characterise the Campaign mode of literacy - heightened focus on women and deprived groups, mobilisation of a huge army of volunteer teachers and achievement of multiple objectives in 200 hours of learning - therefore provide a framework for determining an appropriate model of training. Before the exercise of further detailing this framework however, it is necessary to understand the implications of the above factors for the training process in general.

The campaign mode demands a volunteer instructor who is highly motivated, critically aware, gender-sensitive, and skilled in teaching and conscientisation. To expect to build this catalogue of competencies through only training, would be to overestimate the role and potential of training. The inherent limitations of training as the only capacity-building intervention within the programme, must be kept in mind while analysing training in TLCs.

Apart from all these considerations, is the issue of the internal contradictions in the TLC approach. On the one hand, it aims to promote critical consciousness of the poor and marginalised, through a process where they will analyse their reality and identify the root causes of their deprivation. It assumes that this process will, in the words of the D-G, NLM, inevitably lead to "the poor and deprived becoming motivated to intensify their efforts to break out of the poverty cycle to adopt more effective modes of production and distribution". These assumptions are made in the faith that the government will act as a catalytic agent to enable and facilitate the whole process with empathy and sensitivity and not view the process as a threat to the status quo. There are several instances which indicate that this faith may be misplaced.
The assumption, that a formal structure will and can support within it an alternative system that may oppose many of its basic tenets, has led to contradictions in several aspects of the TLC. It is assumed that it is possible for volunteers and their trainers, who are products of a formal system of education based on control by authority, to internalise and replicate, within a short time, an alternative system based on participation and collective functioning. It is assumed that persons, many of whom have not, in their own lives, had the opportunity to reflect on and analyse their experiences of oppression, will, in a short time, be enabled to guide others through this process. It is assumed that a bureaucratic structure, based on the unquestioning acceptance of authority, will sponsor questioning and challenges to its governance. It is assumed that literacy alone can address issues of poverty and inequity, without any radical transformation in the system. Some of the instances of people's movements in some TLC districts, such as the anti-aarack agitation in Chittoor, or the women quarry workers wage struggle in Pudukottai, which are often cited as results of the empowerment brought about by literacy, have been interpreted differently by others. It has been felt that a people's movement was already well under way in these areas before the TLC was started, and that it was participation in the struggle which created the motivation for literacy. It would therefore seem more logical to see literacy as one of the many elements in a larger process of socio-economic transformation, rather than as the magic password that can initiate and sustain such a process. Unfortunately, it is the latter view which has, by and large, informed the TLCs. At all stages, starting from environment-building, through training, teaching and monitoring, the focus has been on the acquisition of literacy skills, with simplistic assumptions about all the benefits - such as political awareness, democratisation, access to development inputs, formation of people's organisations and so on - which will automatically and inevitably follow.

Many of the above factors which influence training for TLCs are, equally, relevant for any training programme which attempts to build multiple capacities in a large number of volunteers to meet the objectives of a time-bound campaign. This is particularly important since there are indications that the campaign mode will be adopted to meet other crucial developmental objectives. With a decreasing budget for social spending, the cost-effectiveness demonstrated by the TLCs is further justification for the campaign mode - for example, to achieve 100% coverage in family planning methods for all eligible couples in the country within a year. An analysis of the TLC training experience, and the general principles of training in the campaign mode derived from this experience, is likely to have important consequences for future policies.

Keeping in mind most of the problems and issues faced by activists actually implementing the TLCs, the BGVS prepared a detailed training strategy along with detailed designs for the training of each level of functionary as well as instructions for effective implementation of the designs. However, in view of the fact that several campaigns, as mentioned earlier, were concluded before these guidelines were laid down, as well the fact that the campaign model is inherently flexible and responsive to local conditions, there exists a wide range of variations in the different training strategies and programmes of various TLCs. We have attempted here to put together a representative cross-section. These, together with the BGVS guideline, which represents the ideal condition as envisaged by the planners, together provide data on various critical training-related issues.
MIDNAPORE

Case Study
prepared by
Dr. Kalyani Menon-Sen, SANCHAR.

Acknowledgements:

* Shri M.N. Roy, IAS

* Dr. Surya Kanta Misra, Minister for Panchayats and Rural Development, Government of West Bengal.

* Shri Rupen Choudhury, WBCS

* Shri Kalyan Satpati and members of State Resource Centre Team.

* District Resource Persons of Midnapore TLC

* MIs and Vs of Midnapore TLC
HIGHLIGHTS

1990 (PRE-TLC):

Population : 81 Lakhs
Literacy : 43% : Men : 56%
            Women : 30%

TLC Target:

16 Lakhs in 9-60 years group.
            Women 58%

TLC Objectives:

* Universal Literacy
* Universal Immunisation
* Primary School Enrolment
* Health Awareness

TLC Achievements:

77.6% Literacy for target groups
(= 72% for total population).

KEY ISSUES

* Active, committed, motivated and experienced party cadres as MTs and VTs.
* Gaps in VT Training covered through field support systems.
* DRP training inadequate in the context of roles.
* SRC team not involved in campaign planning and conceptualising.
* Integrated perspective was lacking.
* Training well designed.
* Focus on IPCL.
* MT and VT training too short to develop skills.
* Training/Pedagogy not gender-sensitive.
* Poor input on health.
* Training not sensitive to special needs of children.
* Hierarchical approach - contradicts campaign philosophy.
* 'Expert' model in training.
* VTs monitored in supervisory mode.
* Training designs lack space, flexibility.
Roles:
- Design and conduct of MT training.
- Preparation of primers
- Monitoring of MTs and VTs.

KRP:
- SRC team of 10 trainers
- Experience in adult education
- No previous experience of training in campaign mode.

DRP:
- Upgraded from MTs.
- 1 per block
Role: Core local training Resource
Training: 2 + 2 days.

MTs:
- Unemployed youth
- Mostly graduates and post-graduates
- Motivated and committed party cadres.
- Experience of grassroots work
- 1216 MTs trained (20.4% women)

Training:
- 7 + 1 + 1
- Weekly meetings

VTs:
- Educated (8-10 years)
- Party Cadres
- 2.27 lakhs trained (22% women)

Roles:
- Teaching primer
- Motivation
- Health Education

Training:
- 4 + 2
- Field meetings

Field Support Systems

SRC
MTs
Technical Monitors
BACKGROUND

THE DISTRICT

Midnapore, with a population of around 81 lakhs and an area of 1400 square kilometres, is one of the largest districts in the country. It is a predominantly agricultural district, with only 8.5% of the population living in urban areas. The district exhibits a wide range of agro-climatic zones, from drought-prone laterite tracts in the West, to fertile alluvial plains in the East and a coastal belt in the South adjoining the Bay of Bengal. Administratively, it is divided into 7 Subdivisions and 54 Blocks. There is a significant tribal population (8%) concentrated mainly in one Subdivision. Social discrimination between 'high' and 'low' castes, and Hindus and the Minorities, though it exists, is much less than in other parts of the country.

As in other districts of West Bengal, a three-tier Panchayat system is in place, which is qualitatively different from local self-government institutions in other states in that elections have been held regularly since 1978. Also, responsibility for planning and implementation of development schemes in the State has been delegated to the Panchayats. The Gram Panchayat at the lowest tier comprises 8-12 villages, each with one member, and is headed by a Pradhan. At the next higher level, the Block level, is the Panchayat Samiti, with a Sabhapati at the head. The Block office and the Panchayat Samiti office are located in the same building, and the BDC is the Executive Officer of the Panchayat Samiti. At the district level is the Zilla Parishad, headed by the Sabhadipati, with representatives from each Block.

The Zilla Parishad and the district administration are jointly responsible for the development of the district. The District Magistrate is the Executive Officer of the Zilla Parishad. The District Planning Committee (of which the Sabhadipati is the Chairman and the District Magistrate is the Secretary), and the various Standing Committees of the Zilla Parishad, are the fora where decisions regarding planning and implementation of all district-level programmes are taken.

The ruling Left Front and its major constituent, the CPI (M), are in almost total control of the Panchayat system at all levels in Midnapore, having overwhelming representation in all but 3 of the 54 Panchayat Samitis (of these three, one is with the Congress-I and two with the Jharkhand Party). This is a factor which, directly or indirectly, affects almost all aspects of the socio-economic situation at the grassroots level.

THE CONCEPT BEHIND THE CAMPAIGN

Everyone connected with the Midnapore TLC agrees that the prime movers of the Campaign were Dr. Surya Kanta Mishra, the Sabhadipati of the Midnapore Zilla Parishad during the period 1978-1991, and Manabendra Nath Roy, as IAS officer who was the District Magistrate from 1989 to early 1992. The idea of taking up a campaign for Literacy and Primary Health, as well as the subsequent detailing of campaign strategy, appears to be the outcome of the interaction of the world-views of these two individuals. His earlier experience of implementing government development programmes led, according to Mr. M.N. Roy, to the realisation that the people for whom they were intended were generally unable to take much advantage of
them. He identifies illiteracy and lack of a scientific temperament as the major factors behind keeping disprivileged people unaware of and unable to use the benefits of modern technology. A situation is therefore created where these people are dependent on the government for changing their situations, while not themselves participating in the development process. Literacy is therefore a tool for enabling and empowering people to participate in development, to demand services and use them optimally, rather than an end in itself.

For Dr. S.K. Mishra, the CPI(M) Sabhadipati of the Midnapore Zilla Parishad from 1978 to 1991 (when he left the district to join the State Government as the Minister for Panchayats and Rural Development), the struggle for literacy, like the struggle for land and minimum wage, is inseparable from the class struggle. Our present socio-economic structures and the pressures exerted by the free-market economy have resulted in a situation where health and education are commodified. Since they lack purchasing power, the poor are deprived of these basic rights. Even where they exist, the quality of education or health care earmarked for the poor is much below that reserved for those who can pay. An organised struggle for the right to health and universal education can take place only when those who are deprived of them become aware of their deprivation, and are empowered to act collectively to demand them. Basic literacy is therefore seen as a tool to empower and organise the working class, to extract the maximum benefits from the existing system while working to change it. From this viewpoint, the Campaign for total literacy is meaningless unless it becomes part of a wider people’s movement, rooted in broad-based people’s organisations. The voluntary participation of the privileged classes is also essential to build a successful movement for literacy and health. Such a movement cannot be time-bound and its continued existence depends on the strength of people’s organisations.

The interaction between these two viewpoints, which are similar but not identical, and basically stand in a non-antagonistic relation to each other, resulted in a synthesis of ideas of which the following were the main features:

1. Illiteracy has resulted in serious impediments to a vast portion of human resources improving their quality of life and effectively participating in the development of society.
2. Ill-health of children and ignorance of the community about the basics of health care is the other area of most serious concern.
3. The district has a good record in implementation of rural development and poverty eradication schemes, primarily because political will and a strong peasants’ movement made effective implementation of land reform legislation possible.
4. Similar success in eradication of illiteracy can be achieved only through a mass-based movement spearheaded by people’s organisations, rather than through a project-based approach.
5. Although illiteracy is a class-dependent phenomenon, and the struggle for literacy must be seen in the broader context of the class struggle, a movement for total literacy cannot be successful without class cooperation. The intrinsic appeal of literacy, as a desirable end, can be used to motivate and mobilise people across classes.

It was from this conceptual base that the strategy to be followed in the Midnapore TLC was derived.
THE TASK

When they started discussing the possibilities of organising a thrust for literacy and primary immunisation in the district, neither the District Magistrate nor the Sabhadipati was aware of the activities of the National Literacy Mission. In January 1990, wide publicity was given in the national media to the TLC in Ernakulam, and the matter of taking up a similar effort in Midnapore was discussed in the District Planning Committee. A formal decision to launch the Campaign for Literacy and Immunisation was taken by this body in March 1990. Activities for environment building and survey of illiterates were well advanced when the National Literacy Mission recognised the Campaign in July 1990.

The task as defined by the District Planning Committee was threefold:

1. To impart functional literacy to an estimated 35 lakh persons in the age group of 6-60 years.

2. To provide primary immunisation coverage to every baby and expectant mother in the district.

3. To ensure 100% enrolment in primary schools for children in the 6-9 years age group.

The voluntary participation of all the literate persons in the district was solicited since, even at the scale of 10 learners to each volunteer, about 4 lakh volunteers would need to be deployed. The district health infrastructure was to be used for the achievement of total immunisation, with volunteers in the literacy drive acting as agents to motivate people to participate in the immunisation programme.

THE CAMPAIGN STRATEGY

In view of the magnitude of the task, in terms of the area of the district as well as the number involved, it was decided at the very outset, to decentralise the Campaign as much as possible. A five-tiered structure was set up (four - tiered in urban areas), with the District Committee (later named the Midnapore Saksharata-o-Rog Pretishodh Samiti) at the apex. The Sabhadipati and the District Magistrate were the Chairman and Vice-Chairman respectively of the District Committee, and an officer of the District administration was deputed to serve as the Secretary. Subdivisional Committees were headed by the Subdivisional officer (SDO), the Block level Committee by the Sabhapati of the Panchayat Samiti, the Municipal Committee by the Pradhan and the Village (or Ward in urban areas) Committee by the elected Panchayat member (or the Commisioner for the Ward). All these committees were made as broad-based as possible, with all the elected representatives from the area, officials from the Health Department and persons engaged in functional literacy programmes, as well as volunteers, as members. A system of meetings on fixed days of the week for each committee was set up, with reporting moving up from the village to the district level and instructions moving in the reverse direction. A separate cell of the District Collectorate provided administrative support.

The committees at the lowest level were to conduct a house-to-house survey in their areas.
to identify the number of illiterates in different age groups, as well as the number of persons of each sex who would be covered in the Campaign. This work was to be taken up and completed during April-May 1990.

It was planned to formally launch the programme in May 1990, and an intensive environment-building exercise was designed which was to continue till August, involving all political parties and their mass organisations. Processions, meetings, posters, songs, drama and films were to be used to carry the message of the Campaign to each and every person in the district. The Sabhadipati and the DM moved from Block to Block, addressing over 100 public meetings as part of this build-up.

A volunteer force was to be mobilised, including school and college teachers and students, panchayat representatives, government employees and members of youth clubs and voluntary organisations. Master trainers, ten to twelve in each of the 52 Blocks would receive training from experts, and in turn train the volunteers. These Master trainers would also function as supervisors to monitor and guide the work of the literacy centres. It was estimated that 3 lakh volunteers would be trained by 600 Master trainers within a period of three months.

The District Committee was to design a curriculum with the help of the State Resource Centre and State Mass Education Directorate, to make the learners functionally literate and numerate. The curriculum would also contain information on health and family welfare and government programmes for rural development, legal information and other aspects of daily life. It was estimated that a total fund of Rs. 200/- lakhs would be required for the Campaign, the break-up being as follows:

- Cost of books and materials  Rs. 125 lakhs
- Cost of awareness building and propaganda activity  Rs. 25 lakhs.
- Administrative expenses  Rs. 50 lakhs.

The Department of Mass Education and the National Literacy Mission were to be approached for funds. About Rs. 25 lakhs would be available from the District Plan Fund.

The district administrative machinery was the vehicle for the implementation of this strategy. Mechanisms for quick dissemination of decisions taken at the central level to the grassroots committees, as well as for immediate implementation, were set up under the direct supervision of the District Magistrate. A series of memos, most of them jointly signed by the District Magistrate and the Sabhadipati, marked the progress of the Campaign, and contained, apart from policy decisions, detailed instructions on every aspect of Campaign implementation, exhortations to officials soliciting their more effective functioning and detailed time-planning for meeting deadlines. The focus was on speed, while ensuring the minimum deviation from the strategy laid down by the District body, with decentralised implementation but tight control on decision making by the core team very reminiscent of the crisis management procedures used by the administration in times of natural disasters. A directive to all the SDO's from the DM is illustrative:

"The programme will be treated as the most important programme during 1990-91 and will take precedence over any other developmental programme. Excepting essential law and
order matters, relief matters or statutory matters like election and Census, this should be considered to be the most important work at the Block and other levels of administration for the next one year. Other programmes like IRDP, SCP, TSP, vested land distribution should be so implemented that there remains scope for promotion of literacy through the same ie, the beneficiaries are motivated to join the literacy programme”.

(Resolution of the DM’s meeting with SDO’s on 23 April 1990)

The other aspect of Campaign management, the mobilisation of volunteers, was almost entirely the domain of the political parties. Inspite of the overwhelming cadre strength of the CPI(M) in the district, and the presence of an efficient network of party organisations, the importance of involving other political parties was recognised. The District Magistrate played the role of a neutral umpire in the process of mobilisation of different political parties, intervening at critical points to defuse the prevalent idea that the Campaign was a CPI(M) show. The Sabha dipati also issued directives to panchayat bodies that selection of volunteers should avoid politicking as far as possible with only dedicated and motivated people being included. At the personal initiative of the District Magistrate, it was ensured that 100 of the 700 Master Trainers who were finally selected belonged to parties other than the CPI (M).

The Campaign reached a peak in January 1991. At this point, the strategy was reviewed and several course corrections were made. The village level committees which were originally designed to cover the population attached to one election polling booth for each constituency under the Gram Panchayat, were brought down further to the level of one cluster of families. Out of the Master Trainers operating in the district, a total of 52 (one from each Block), who were judged to be the best, were upgraded to District Resource Persons. To strengthen the grassroot level committees, a cadre of 6000 Organisers (10 to each Gram Panchayat or Municipality) was created and trained. Political cooperation at the grassroot level was enhanced by holding meetings of leaders of all political parties at Block and Subdivisional levels, with panchayat and government officials. A preliminary evaluation of a sample of 5.26 lakh learners was conducted and the results used to rectify defects in teaching.

The Campaign entered a slack period in April 1991, with Assembly and Parliamentary elections in the state taking priority. The Sabha dipati, Dr. Mishra, joined the State Cabinet. With the crossing of the initial deadline in January 1991 without the district being declared totally literate, a loss of enthusiasm among the volunteers was noticed. Efforts to revive the Campaign started in July 1991. More officers at every level were involved to gear up supervision and monitoring at the field level, reactivate committees and set up systems for regular meetings of trainers at various levels. By September 1991, a plan for the post-literacy phase was chalked out and submitted to the National Literacy Mission. The final mopping-up phase started in December 1991 after a door to door survey indicated that a majority of learners were ready to take a test in the first week of March. A directive was issued by the State CPI (M) leadership to cadres in Mindapore, to ensure that they participated to the fullest extent.

The Campaign was officially declared closed after an External Evaluation Team conducted tests for a sample of 19,899 learners and found that 77.6% had achieved literacy according to NLM norms.
THE TRAINING COMPONENT OF THE MIDNAPORE TLC

The Midnapore TLC training strategy was based on a three-step chain, where the role of Key Resource Persons would be played by a team of professional trainers from the State Resource Centre. These trainers would train up a team of Master Trainers, who in turn would train the Volunteer Instructors. The intermediate trainer lever between the Key Resource Persons and the Master Trainers was dropped because it was felt that it would add to 'dilution' of the information to be conveyed to the Volunteers. Instead, an intermediate level was created to supervise teaching in each cluster of 25-30 adjoining centres. These Technical Monitors were to be given a one-day training by the Master Trainers.

THE STATE RESOURCE CENTRE

The SRC in West Bengal is a unit of an NGO, the Bengal Social Service League, which has a long history of involvement in adult education. The SRC unit was set up in 1978, under the National Adult Education Programme. The activities are mainly focussed under three programmes, training, post-literacy and non-formal education, and media awareness. The four-member training unit has persons with experience in running adult education activities under the NAEP, as well as training the Instructors of the NFE centres under this project. The Midnapore Campaign was the SRC's first experience of training in the Campaign mode. A 25-member team was directly involved in training in Midnapore (including trainers from the SRC's other units, in addition to some professionals from Rabindra Bharati and Vishwabharati Universities and the Comprehensive Area Development Corporation, as well as members of the SRC Training Cell). The roles to be played by this team were agreed on during the course of discussions with the core planning team as follows:

1. Preparation and Publishing of learning/training materials to be used in the Campaign.
2. Conducting training camps for Master Trainers.
3. Monitoring training camps conducted by Master Trainers for Volunteer Instructors.
4. Monitoring the performance of Volunteer Instructors in the field.
5. Conducting evaluation of learners at various times during the campaign.

The role of the SRC in the Midnapore Campaign was clearly delimited, within what may be called the pedagogical domain. The content and design of the training programmes for MT's and VI's were prepared by the SRC in consultation with the District-level core team. Trainers from the SRC were directly responsible only for implementing the training design at the camps. However, the responsibility for selection of MT's and VI's, arrangements for infrastructure and administration of materials and other organisational matters, was taken by the district administration. Although individual trainers in the field often performed organiser roles, the SRC was not formally responsible for organisational matters.

This separation between the organisational and trainer roles appears to have been the cause of a certain amount of confusion, as indicated by observations made during a training course for Volunteers in the Post-Literacy phase of the Campaign. The design of this course was prepared by the SRC and supplied to the District Administration for 'necessary action'. According to this design, the course started with a session of half a day, where VT's would
share their experiences of teaching in the first phase of the Campaign. Since the course was 
to be a residential one involving extra expenditure, and funds were limited, the administration 
decided to shorten it by eliminating the first session and going directly to the aims and 
ojectives of the post-literacy programme. The SRC trainer came to know of this on the eve 
of the programme, and tried to insist that the session was essential since many of the VT’s 
had grievances they wanted to ventilate. However the decision had already been taken and 
arrangements had been made accordingly. Finally, it was agreed that some time would be 
made at the end of the day or after dinner to fit in this session if it was so important.

TRAINING OF MASTER TRAINERS

1. Selection

The initial responsibility for identifying persons who could function as Master Trainers was 
given to the Panchayat Samities in April 1990. In a separate directive, the Sabhadipati of the 
Zilla Parishad directed that there should be no political bias in the selection of candidates, 
and dedication and commitment should be the only criteria. Selection was to be arranged 
so that, as far as possible, a team of 3 MT’s would be available for each cluster of 3 Gram 
Panchayats. The initial round of selections resulted in 700 MT’s being identified from the 518 
Gram Panchayats in the district. The majority of these were full-time CPI(M) workers and 
were educated and unemployed young men and women, politically motivated and loyal to 
the party. There were also some schoolteachers, panchayat officials and government 
employees. Further rounds of selection were made after May 1990, since it was found that, 
in some Blocks, all the identified MT’s were not reporting for training. In other cases, the 
candidate selected fell short of the requirement, or selection had been made mainly from 
among Block officials. The quality of persons sent up for training from some Blocks also fell 
short of expectations. A memo from the District Magistrate to the SDO’s dated in June 1990 
emphasises that “dedicated volunteers with a sense of involvement, from different walks of 
life and having some leadership quality will be best suited for our purposes”. A total of 1216 
Master Trainers were finally selected and given training. Of these, only 248 (20.4%) were 
women. All the MT’s had at least ten years of schooling, and a majority were graduates. A 
significant number had post-graduate or B.Ed degrees and previous experience in adult 
education projects.

The question of ‘social acceptability’ of MT’s was found to be an important one. Many of the 
Volunteer Trainers were primary school teachers and elderly educated persons, who were 
reluctant to accept “Party Boys” and unemployed young people from their own villages, as 
trainers. The strategy of recruiting a few government employees as MT’s (at least one in each 
Block), was adopted to counter this problem. Wherever it was found that most of the 
volunteers were school teachers, camps were conducted with a government servant ( who 
has an intrinsic acceptability in the village) as part of the team of MT’s.

It was emphasised again and again that the involvement in the TLC was to be totally 
voluntary, but many of the MT’s interviewed said that they had initially expected that some 
benefits would be forthcoming at the end of the programme, or that they would absorbed in 
government jobs. It must be emphasised that this confusion did not occur among those of 
the MT’s who were full-time CPI(M) workers, mainly because of intensive discussion at the
level of their local party committees and their understanding of the political implications of the programme. However, all the MT’s interviewed, without exception, felt that their involvement in the TLC over the last two years has seriously affected their other work. This was most obvious in the case of unemployed MT’s, who plunged into the work of motivating and organising at the grassroot level, working, according to some, 10-12 hours a day. Most of these young people used to earn some money through giving tuitions to school children, but had to give up this activity when they volunteered for the TLC, resulting in a loss of family income.

2. Training:

Training camps for the selected MT’s were organised at the Subdivisional level between May and November 1990. These camps were held in 3 phases:

1. Basic trainings module of 7 days (a total of 20 camps between May-July 1990). A total of 1075 MT’s were trained at these camps, with an average of 50 learners in each batch.
2. One day refreshers in July 1990, at which 95 MT’s were trained.
3. A 6-day training module in October-November 1990, at which a total of 1082 MT’s were trained.

A period of 2 weeks on the average elapsed between the MT being trained and, in turn, beginning to function as a trainer. It appears that each MT underwent at least 4 rounds of training during the period of the programme (the basic module, a refresher and at least two one-day orientations).

The SRC team designed and conducted all these training modules. A detailed design for the 7-day basic training course was obtained from the SRC. However, no documentation - reports, process notes, learners’ feedback or trainer team feedback - other than this design could be made available. The dates of the different training camps, and the number of MT’s trained in each camp, could be collected from the files of the quarterly reports sent by the SRC to the Government of India. One of the SRC trainers attributed the absence of regular documentation to the fact that, while the training phase of the TLC was on, every member of the trainer team was fully occupied in conducting training camps from one end of the district to the other, so that the time for detailed documentation was not easy to find. In the event, therefore, most of the information on the process of training comes from the MT’s themselves, and represents only the learner’s viewpoint.

The initial strategy drawn up by the District core team envisaged a 4-day training module for MT’s. This was later, after discussions with the SRC, extended to a 7-day course. The objectives of this course were defined as:

1. Learning about the role of the Master Trainer
2. Learning about developing skills in teaching adults and young people.
3. Integration of non-formal education and primary health education.
4. Learning about and developing skills in training of volunteer instructors.
5. Learning how to supervise and evaluate the TLC.
The design of the course was as follows:

<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
<th>PROCESS OF TRAINING</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st day</td>
<td>1. Special features of the Programme with historical background.</td>
<td>Talk &amp; discussion</td>
<td>1 hr</td>
</tr>
<tr>
<td></td>
<td>3. Past effort &amp; present programme of the country IPCL/ TANV</td>
<td>-do-</td>
<td>1 hr</td>
</tr>
<tr>
<td></td>
<td>4. Profile of the learners &amp; their psychology</td>
<td>-do-</td>
<td>2 hrs</td>
</tr>
<tr>
<td>2nd day</td>
<td>5. Different learning methods</td>
<td>Talk &amp; discussion</td>
<td>1 hr</td>
</tr>
<tr>
<td></td>
<td>6. Methodology of Adult Teaching (Eclectic method)</td>
<td>-do-</td>
<td>1 hr</td>
</tr>
<tr>
<td></td>
<td>7. Translating methodology into practice</td>
<td>-do-</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>8. How to form groups and conduct group discussion</td>
<td>Talk &amp; demonstration</td>
<td>1 hr</td>
</tr>
<tr>
<td></td>
<td>9. Group discussion on methodology</td>
<td>in 5 groups</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>10. Review of the day's work</td>
<td></td>
<td>1 hr</td>
</tr>
<tr>
<td>3rd day</td>
<td>11. Use of teaching &amp; learning method including Teacher's Guide and A-V aids</td>
<td>Talk &amp; discussion</td>
<td>2 hrs</td>
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<tr>
<td></td>
<td>Activity</td>
<td>Grouping</td>
<td>Duration</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>12.</td>
<td>Skill development on literacy (including functionality and awareness in every part of the Primer).</td>
<td>In 5 groups</td>
<td>6 hrs</td>
</tr>
<tr>
<td><strong>4th day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Method of writing</td>
<td>Talk &amp; demonstration</td>
<td>1 hrs</td>
</tr>
<tr>
<td>14.</td>
<td>Method of numeracy</td>
<td>- do -</td>
<td>1.30 hrs</td>
</tr>
<tr>
<td>15.</td>
<td>Skill development on literacy</td>
<td>In groups</td>
<td>4 hrs</td>
</tr>
<tr>
<td>16.</td>
<td>Review of the day's work</td>
<td>In groups &amp; seminar</td>
<td>1.30 hrs</td>
</tr>
<tr>
<td><strong>5th day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Population education with special emphasis on health environment, immunisation &amp; safe drinking water.</td>
<td>Talk &amp; demonstration with charts, slides etc.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Skill development on literacy</td>
<td>In groups</td>
<td>4 hrs</td>
</tr>
<tr>
<td><strong>6th day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Skill development on literacy</td>
<td>In groups</td>
<td>4 hrs</td>
</tr>
<tr>
<td>22.</td>
<td>Evaluation &amp; Monitoring</td>
<td>Talk &amp; discussion</td>
<td>2 hrs</td>
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<tr>
<td><strong>7th day</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>23.</td>
<td>Discussion on Volunteers' Training schedule and phasing out the course</td>
<td>In groups</td>
<td>1.30 hrs</td>
</tr>
<tr>
<td>24.</td>
<td>Review of Training Programme &amp; Valediction</td>
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<td></td>
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</tbody>
</table>

**TOTAL** 50.00 hrs
The course was a residential one, with a 50/55 member learner group and a two-member trainer team. It appears from the design that the general method adopted in each session was to have a short lecture by the trainer (the "input") followed by a discussion in the large group on the same topic (the "process"). The range of methods used by the trainer team have been identified by the trainees as lectures followed by question and answer sessions, exercises and practice teaching, discussions in the large group followed by plenary presentations, and the "Participatory Method". This last method, according to the MT's is one where participants present their experiences and problems, followed by a dialogue and discussion on these problems by the entire group. The trainer then sums up the discussions to indicate solutions to the problem. The method is considered to be different from the other methods mentioned. The training programme was said to be participatory, when "there were fewer lectures and more sessions were taken in the participatory method".

Handouts prepared for MT's by the SRC team include brief write-ups entitled "Experiences of Adult Literacy in Nicaragua, Cuba and Burma", "Principles of Adult Learning", "Making Learning in the Adult Education Class Enjoyable for the learner", "How to organise and conduct an Adult Literacy Programme", "Awareness and Functionality in Adult Education" and "Improved Pace and Content of Learning". Much of the content of these handouts was also covered in the "input" phase of the session on that particular topic. Most of the MT's interviewed were articulate about what they considered to be the basic principles of adult education. These were:

1. Adults learn only when they want to learn, they cannot be forced to learn.
2. In teaching adults, one must proceed from the 'known' to the 'unknown'.
3. Adults learn only if they feel that it is useful to them.
4. Adult learners must be respected.

It is interesting to note that all the MT's with whom this point was discussed, felt that these principles of adult learning were important because the volunteers would be teaching adults. When asked if they themselves had kept these principles in mind while teaching the volunteers, who were also adults, MT's felt that these principles applied to literacy teaching, and not to skill training.

It was generally agreed by all the MT's that the training programme was too short, considering the volume of the content. The time-frame was always strictly adhered to. Several MT's from one particular Subdivision recalled that interesting discussions on many wider aspects of life, literacy and adult learning took place late at night, outside the formal curriculum. Of all the SRC trainers, only a few were most often mentioned as having become "part of the group". Others were felt to have maintained their distance.

The design of the second phase of the MT training (the refreshers) was not so rigid, and incorporated time to deal with problems faced by learners when they functioned as trainers in their turn. It also included recapitulation of teaching methods with reference to the primers. However, no designs or records of these modules were available.

Mechanisms for field-level follow-up of the MT's were built into the original strategy of the TLC. One Resource Person from the SRC was tagged with each of the Sub-divisions, to move from place to place monitoring the performance of MT's and coordinating a process of on-
the-spot problem-solving. Each of the volunteer training camps was visited at least once by a trainer from the SRC, who sometimes filled in training gaps by themselves taking sessions. In addition, separate visits were made by the MT’s and Technical Monitors. Feedback gathered during these visits was used in determining the content of Refresher training courses. However, according to the Coordinating team, after the initiation of Total Literacy Campaigns in other districts of the State, the time spent by SRC trainers in the field in Midnapore decreased considerably.

Observations made during training sessions conducted by members of the SRC training team as part of the Post-Literacy Training of Trainers can be useful in providing some idea of the process of MT training. The learners at these sessions were the District Resource Persons (upgraded from MT’s in early 1991) at a workshop for designing the course curriculum for the post-literate learners. After initial presentations from the trainers on the objectives of Post-Literacy programmes, the learners split into groups to discuss the time-planning of a curriculum for training of Volunteer Instructors. All the groups followed the same norms, with one person recording the discussions and rechecking with the group while collating. Trainers moved from group to group during the first half hour and spent some time redefining the task. The curriculum was given to each group as a handout, and had been previously prepared by the SRC. A list of the books and primers, which would form the content of teaching at the post-literacy classes, was also given to each group. However, the books themselves were not available for reference. Trainers, as well as the member of the TLC core team who was coordinating the programme, expressed the opinion that it was not necessary for this group to go through the primers in detail.

Another session at a Subdivisional level Training of Trainers, dealt with the historical background of efforts for basic literacy. The learner group were MT’s and the trainer team consisted of one SRC trainer and 5 District Resource Persons. The Session was conducted by the SRC trainer with the DRP’s present but not actively involved. The content was heavy and several references were made to foreign authorities. The language used was pure Bengali (more ‘literary’ than the colloquial version usually spoken). The learner group was a large one (50 persons). The session was held in a hall belonging to a local youth club. Although the room was airy and well-lighted, there was only one small blackboard which was not much used. The entire trainer team seemed very concerned about keeping to the time schedule. The level of interest and involvement of the learner group seemed to decrease sharply after the first 30 minutes of the hour-long session. The DRP’s in the trainer team felt that as the topic had been dealt with in the basic training for MT’s and this session was a recapitulation, it could have been made briefer. However, they did not question the design of the programme, since “it had been prepared by experts”. They all emphasised that it was very important to follow the schedule exactly, both in terms of content as well with regard to the time planning, to ensure uniformity in the quality of the training input, and avoid “mistakes”.

Those members of the SRC team, with whom the subject was discussed at length, were of the opinion that the MT training course was too densely packed in content, with the result that learners (at least in the initial courses) emerged with an unbalanced idea of the relative importance of various topics. For instance, many MT’s while running V1 training camps, were found to be repeating lectures on the history of Literacy movements in other countries complete with dates and names, which they had been given during training. Many of the
MT's who were interviewed recalled the content of their training courses as being more knowledge-oriented than skill oriented. SRC trainers also agreed with the learners' opinion that the training course should have been of longer duration to equip MT's fully as trainers. As it was, it became necessary for the SRC experts to provide extensive support to the MT's in the field during the rounds of VT training.

The strategy for the TLC incorporated the concept of separate literacy classes for adults and for persons in the 9-14 year group. The reason given was that the learning styles of these two groups being different, it would not be possible to run effective classes for them together. Separate classes for women learners were also part of the strategy. However, the training modules for MT's do not reflect this strategy in their design, since there are no specific inputs on teaching children and women.

VOLUNTEER TRAINERS (VT'S)

1. Selection:

Initial calculations showed that, at the ratio of one volunteer to every ten illiterate learners, a total of around 1.7 lakh volunteers would have to be mobilised. The selection procedure was initiated at a convention in the district town in April 1990, at which the decision to launch a TLC was formally announced. Environment-building activities, survey of illiterates and enrolment of volunteers proceeded almost simultaneously through April-May 1990.

In a circular to all Gram Panchayat pradhans and Block-level Panchayat and Government officials, jointly signed by the DM and the Sahadipati, the guidelines for the selection of volunteers are laid down as follows:

1. Primary and secondary school teachers, and secondary school students.
2. University teachers and students, and students of Class 9 and Class 11 in the Higher Secondary Schools.
3. Workers of the CHG and ICDS schemes
4. Members of government-aided organisations
5. Government servants
6. Workers in voluntary organisations
7. Workers of political parties
8. Retired government servants and educated persons.

The response to the initial round of environment-building activities was overwhelming, with 2.45 lakh volunteers coming forward to enrol themselves. Of these, 2.27 lakh completed training and worked as teachers at the literacy centres. The overwhelming majority of these volunteers were party cadres of the CPI(M), in the 20-25 year age group. In spite of repeated directives that women should be encouraged to volunteer, only 22% of the final tally of volunteers were women. Although the average educational level of the volunteers was 8-10 years of schooling, in some areas even persons with only 5-6 years of schooling were selected. The involvement of school teachers was much below the expected level. Most of the volunteers were persons engaged in some full time occupation, either as DYTI workers, or as workers on family agricultural holdings, while simultaneously being on the lookout for a
paid job, preferably a government job. According to one of the DRP’s, himself a full time CPI(M) organiser, the persons who volunteered as VT’s were of three kinds. A large number volunteered in the mistaken impression that they would be absorbed in government jobs after the successful completion of the TLC. Most of the second group were persons who volunteered because “it seemed to be the right thing to do” or “everyone was doing it”. Presumably, at least some of these persons were motivated to volunteer because of the effectiveness of the appeals to their social conscience during the lead-up to the Campaign. The drop-out rate of this group during training was estimated at about 20%. The last group consisted of persons who were committed party workers, who understood the concept behind the Campaign and the implications of volunteering. Most of the women volunteers, according to this DRP, belonged to the last group, in which the drop-out rate was very nearly zero.

The curriculum for school students in the higher classes in West Bengal includes credits for “work education”, as various vocational activities are called. For the duration of the Basic Literacy phase of the Campaign, all the school children from the higher classes were involved in teaching at Literacy Centres. However, these children did not take on the entire responsibility for running the centres, since they did not receive training, but worked as Assistant Volunteers, making house to house visits to motivate learners and helping learners with the reading exercises. Another group of school students of Class 11 were given a 4-day training on the methodology of teaching the primers, and worked as Volunteer Teachers with the NFE group learners (the 9-14 year group).

2. Training

Basic training camps for VT’s were organised during July-September 1990. These camps were non-residential, of four days duration. Each had, on the average, 50 learners. Each camp was run by a team of 2-3 MT’s from the area, with, in most cases, one SRC trainer as observer and back-up support on at least one of the days. A round of 2 day refresher trainings for VT’s was organised during February-March 1991. A total of 12 lakh person hours were spent in the training of VT’s.

The various tasks to be performed by VT’s in the Campaign were defined as follows:

1. To ensure that the illiterates in a particular centre completed the prescribed books and followed the prescribed method.
2. To identify non-school going children in the 6-9 year age group in the families of illiterates tagged with that particular centre, and to motivate the parents to send these children to school.
3. To discuss health and related issues between literacy lessons to enhance the knowledge level of learners, with the help of the Health Resource Book provided.
4. To motivate learners to adopt immunisation and family welfare norms.
5. To identify non-immunised children in illiterate families tagged with a particular centre, to convince the head of the family and assist in getting the child immunised at the earliest.

The design of the VT training camp was prepared by the SRC, and MT’s were given detailed instructions on implementing it. The handout given to MT’s outlines the design of VT training.
1. History and significance of Total Literacy Campaign.  1 hour

2. Post-Independence Literacy programmes in India. NLM norms for literacy, awareness and empowerment.  2 hours

3. Socio-economic profile and psychology of illiterates  1 hour

4. Teaching adults and adolescents: methods, concepts, strategies and participatory methods  2 hours

5. Discussion on forming and working with groups.  1 hour

6. Teaching/learning aids: how to use them.  2 hours

7. Exercises and practice of teaching methods (content and discussion on each lesson in the primer)  10 hours

8. Learning to write: methods and practice exercises.  1 hour

9. Learning arithmetic: methods and exercises  1 hour 30 min

10. Organising and running a Literacy Centre.  1 hour 30 min

11. Preparing a daily timetable for the learners  1 hour

12. Evaluation and monitoring: why and how.  2 hours

13. Group discussion and feedback on this training camp.  1 hour

Total:  30 hours

A 3-hour capsule on health was to be included on any one day.
Instructions for organising the camp were as follows:

1. The camp should be held in a room which is airy and well-lighted and decorated with posters and festoons.

2. The learner group should comprise 30-40 persons, not more.

3. Arrangement should be made for 4 blackboards, chalk and dusters.

4. Primers and books should be collected and made ready before the start of the camp.

5. It is important to use the time effectively. If possible, take the help of the local people to organise a mid-day meal for the trainees.

6. The day-wise scheduling of the content of the training programme can be changed to suit circumstances.

7. Only those trainees will be considered to be trained VT’s, who attend the camp on all four days and do all the exercises.

(Translated from handout prepared by SRC and distributed to MT’s)

All the persons interviewed in the course of this study agreed that the quality of the training given to VT’s was significantly poorer than that given to MT’s. The reasons for this difference were identified in various ways.

1. The MT’s as a group were more educated and motivated than the VT’s.

2. The MT’s were trained by experts from the SRC, while VT’s were trained by MT’s who were not adequately equipped as trainers.

3. The VT training camps were non-residential, and only 20-22 hours of actual learning took place instead of the planned 30 hours.

The VT camps were organised at the Gram Panchayat (GP) level, where living arrangements for such a large group were impossible to make. In addition, the learners came from the area and did not want to spend the night at the camp. Much of the loss of time occurred due to delays in getting the learner group together in the morning. It was never possible to start before mid-morning. Since the budget for VT training was a mere Rs.3/- per learner, it was not initially possible to provide more than a cup of tea and a meagre snack packet to the VT’s, who therefore preferred to have an early lunch at home before coming to the camp. The day ended earlier than planned by the trainers because the trainees wanted to get home before dark. During the second round of VT training, an attempt was made to overcome these difficulties by requesting local panchayats to organise a mid-day meal. In several places, the effort was successful. Panchayat members and people from the community contributed towards a simple meal. A member of the SRC team recalls the tremendous positive effect on the community, of cooking and eating together, and the manner in which it brought about the involvement of the GP functionaries in the training programme.
The physical arrangements at the VT training camps also presented impediments to learning. The camps were most often held in the village primary school, where at best, one or two large rooms were available. The learner group, instead of the 30-40 persons planned for, was never less than 50, and sometimes, as a result of confusion among Block and GP level organisers, as many as 100 persons. In such cases, the SRC trainers on the spot mobilised MTs from other areas and organised two training camps in the same area. Even with a group of 50 learners, the shortage of space and blackboards made it difficult to work in small groups for practice teaching.

The drop-out rate at VT camps was very high, with as many as 25% of learners staying away after the first two days of training, or coming late and leaving early without participating in the practice teaching sessions. When the number of learners was found to be falling after the first two days, SRC trainers sometimes had to suspend the camp and depute the VT’s who were still continuing, to camps running in nearby areas. Tagging of VT’s with learners was done on the final day of the camp, and care was generally taken to exclude persons who had not completed the course. In a very few cases, due to shortage of volunteers, some semi-trained VT’s were allowed to continue as assistants at centres run by regular VT’s.

At most camps, attempts were made to increase the motivation of VTs by inviting government and panchayat officials to visit the camp and spend some time with the trainees. This later proved to be a major source of disturbance to the learning process, with lectures by visitors eating into the already curtailed training time. This difficulty was tackled in later rounds of training by inviting distinguished persons and officials from the Health Department (who were Resource Persons on Health and the Public Health aspects of the VT’s task) to the camp on the last day only.

On the average, each trained MT, working as a member of a 3 person team, ran 10-12 basic VT training camps, and several two-day refresher camps. Responses to a questionnaire on their experiences as trainers, given by a group of 20 MTs from different subdivisions, provide some idea of the training process at VT camps. Between them, these 20 MT’s have the experience of organising a total of 350 camps, and, in their own assessment, were reasonably successful as trainers. All agreed that making the camps non-residential was the main impediment to effective learning for the volunteers. Another major problem was the non-availability of learning materials. Each VT was supposed to be provided with a kit containing a full set of primers (either for the adult learner group or for the NFE group, depending on the tagging) and a guidebook, prepared and published by the SRC and supplied from the GP office. Delays in the printing and supply of these books created problems for the trainers, who sometimes had to work with a single set of materials. Similarly, a shortage of blackboards and space meant that the practice sessions were curtailed. Emphasis was placed on adherence to the SRC design and time-schedule, but this became difficult since only 5-6 hours of work could be packed into the day. Several sessions therefore had to be made “non-participatory” by not having the discussion session after the ‘input’ on the topic. Time spent on practicing the word method was also often reduced. Several VT’s were initially sceptical about the feasibility of the method and achievement of literacy in 150-180 hours of learning. However, the majority were convinced after practicing the method, that it was much more effective than conventional methods. Trainers felt that they acted as role models for the VT’s and that their own very visible motivation and voluntary involvement were the main factors behind VT’s becoming motivated after the training course.
This group of MT's also felt that since the curriculum was fixed and the pressure of time made it difficult to fit in extra sessions, it was not possible to make the VT training programme really participatory.

Most MT's interviewed felt that the low educational level of some of the VT's made it difficult for them to understand the P.I.C.L concept and grasp the teaching methods. In this context, it is interesting to note the experience of a member of the SRC team, who found VT's in the low-to-medium educational level group (five to seven years of schooling) functioning more efficiently in the field than more educated persons. In his opinion, these Volunteers had fewer preconceived notions about teaching, and were less indoctrinated in the standard "school-type" method. They therefore found it easier to understand the word method through experiencing it during training.

The performance of VT's in the field was monitored almost continuously by the Technical Monitors and the MT's. In addition, one or other expert from the SRC visited some centres in each area to monitor the teaching methods used by the VT. Some common problems were identified. Of these, the problems related to teaching and pedagogical aspects were identified by the SRC and the refresher VT training camps were designed to cover these gaps. A handout prepared by the SRC identifies these faults and the ways in which they can be remedied.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Content of learning</th>
<th>What is being done</th>
<th>What should be done</th>
</tr>
</thead>
</table>
| 1.  | Lessons from the primer | - mechanical teaching  
- VT acts like a teacher  
- Pictures are not used  
- VT is lecturing | - create a friendly environment  
- Proceed as given in the guidebook  
- make everyone participate  
- ask questions and proceed slowly  
- follow the sequence of learning/analysis  
- evaluation/strategy for each topic under discussion  
- invite resource persons |

| 2.  | Discussions | - Memorising the lesson  
- spelling out the words  
- Proceeding too fast | 
| 3.  | Learning to read | 
|
4. Learning to write
- starting with writing one's name
- not using the board
- not checking the learners' exercise books
- read after understanding the meaning
- use punctuations
- use letter cards
- Start the second primer only after finishing the first.

5. Arithmetic
- leaving it to the end
- teach writing step by step
- teach spelling through exercises
- do exercises at the end of the lesson
- teach writing of letters, essays
- use examples from life to teach arithmetic
- proceed step by step
- prepare yourself by working out the sums
- take help from a school teacher
- teach keeping of daily accounts

6. Cultural programmes
- not organised
- should be used to create an enthusiastic spirit
- organise competitions and group activities

7. Evaluation
- not being done
- should proceed side by side with teaching.
- exercises should be done regularly
- results of the exercises should be used to correct faults.

(Translated from handout prepared by SRC and distributed to MT's and Technical Monitors)

A more detailed and penetrating analysis of the gaps in the performance of the VT's was
made by the District Core Team and circulated to all MT’s, Technical Monitors and members of Block- and GP level Committees. Apart from the points mentioned by the SRC, it was noted that VT’s had not internalised the concept of awareness and empowerment integrated with literacy. Lessons in the primer were taken up one after the other without reading the story at the beginning and discussing the points arising from it. Also, the time spent in reading the lesson, writing on the board, doing the exercises and practicing reading and writing skills, was not according to the break-up as given in the handbook, with the result that the sessions were not balanced. Often, VT’s were not encouraging learners to make new words and sentences using the letters learned during the lessons. It was emphasised that this was essential, since it was a means of helping the learners to feel a sense of achievement and increase their self-esteem. Several organisational and management issues were also taken up, including the fact that most VI’s were not maintaining attendance records and sending in regular fortnightly reports in the prescribed forms. It was also noted that, in many cases, the two-day refresher training and one day problem-solving sessions for VI’s had not been organised.

Looking at these performance gaps in the context of the original training design is of interest. All the MT’s interviewed felt that the shortfalls in the performance of VT’s could be directly traced to their training through the word method was short to start with (a total of 10 hours), and that it was often not possible to give each person in the small group the opportunity for independent practice, were the major factors mentioned. Also, several persons mentioned the fact that members of the grassroot committees and GP organisers could not provide adequate follow-up to VT’s. The cadre of technical monitors were found to be overlooking several instances of faulty teaching methods, either because they were not making daily centre visits, or because they themselves were not adequately equipped to detect these anomalies.

The cooling-off period (between completing training and starting the Literacy Centre) was longer than planned, mainly because the SRC was not able to prepare learning materials in time. As a result, the VT’s level of skill and motivation may have been affected, according to the District Core team.

**KEY ISSUES**

This study attempts to analyse the training component of the Midnapore TLC with particular focus on:

* Conceptualisation of the training, and its congruence with the basic philosophy of the Campaign.

* Effectiveness of the training in equipping various levels of Campaign activists to perform their roles

* Issues and approaches of relevance in the larger context of training in the Campaign mode.

In exploring these aspects, it is necessary first to appreciate certain inherent contradictions in the Midnapore TLC. The concept of the Campaign evolved through a series of interactions
between a key element of the administrative structure and a member of the CPI(M), who, in spite of their excellent personal relationship, represent traditionally antagonistic groups, in its last fifteen continuous years in power the Left Front and the CPI(M) have worked out a livable compromise with the bureaucracy. From being traditional class enemies, they have now become partners in development. This evolution has been possible because, having come to power through Parliamentary democracy, the Party has perform to appreciate the necessity of preserving at least some segments of the existing system. The presence in the State bureaucracy in West Bengal, of a number of individuals who have Leftist sympathies or who had been part of Leftist student movements, perhaps made this process of acceptance and integration easier.

However, even after a long and intense campaign, the two key elements of the process - the administration and the party cadre at the grassroot level - continue to each be convinced that they alone ran the show while strategically using the structures and systems provided by the other. This is a telling comment on the nature of interactive processes in the campaign.

The Midnapore TLC seems like a classic example of a process designed to increase people's participation, but which is not itself participatory except at the last step in the chain of concept-strategy-planning-implementation. It needs to be emphasised here that this is an aspect which the core team is aware of, and has tried to analyse. The two major factors responsible for pushing the campaign into a limited participation mode have been identified as the pressure of time, and the pressure of numbers, which, combined with a poor resource base, make the top-down military model the only one likely to succeed. It is realised that the fact that an idea generated by the core team was almost immediately implemented across the district, without a trial run, made mistakes very costly. Since the basic rationale behind a campaign approach to literacy is the fact that a large population has to be reached in a short time, and with a limited resource at hand, this analysis raises the very crucial question of whether the campaign mode automatically excludes a participatory planning process.

TRAINING PROCESSES

Like all other elements of the Campaign, the training component was also affected by the inherent constraints of time, numbers and resources. In its earliest formulations, there was little detailing of the training strategy, except for the outline of a two-stage process, with Master Trainers training volunteers. The SRC came into the picture at a comparatively late stage, when the Campaign strategy had already been worked out. Prior to this, the SRC had experience of training functionaries under various adult education schemes under the NAEP. The Midnapore TLC was their first encounter with the Campaign mode. The SRC team itself thinks of the Midnapore Campaign primarily as a learning experience, and feels that TLC's in other districts in the State have benefitted from it.

There continue to be basic differences in the understanding of literacy embodied in the Midnapore Campaign, and that developed by the SRC. Since the SRC was not involved in the initial conceptualising and planning of the Campaign, there was little opportunity for trainers and Campaign managers to develop an integrated perspective. This is more obvious in the post-literacy training of trainers, where the sessions on integrating literacy with development and village-level planning have been designed by the District-level core team.
while the 'literacy' aspects of the syllabus have been left to the SRC. Key persons in the Midnapore Campaign have expressed the feeling that the SRC continues to be committed to a policy of "first literacy, then development", while the TLC ideal is "development with literacy".

The exercise of designing the training programmes for various learner groups started with an assessment of the roles each would play in the campaign. An analysis of the relative importance of various roles followed. The Campaign imperatives of completing the rounds of MT training within three months of the start, and the rounds of VT training in the three months following, with simultaneous initiation of teaching at literacy centres, meant that the most urgent task was to equip activists with basic pedagogical skills. Since the time available was short, the design of the training modules for both MT's and VT's emphasised the mechanisms of teaching. However, if the available date on performance of MT's and VT's is used as an indicator of the effectiveness of the training, most of the gaps noticed are in the area of teaching methods. The reasons for this can be interpreted variously.

* The training courses are too short to successfully develop pedagogical skills.

* The design of the training courses for MT's and VT's places most emphasis on the teaching methods themselves, rather than on the philosophy and principles underlying the methods. For instance, the course for MT's has a mere 6 hours out of 50 hours (12% of the time), devoted to issues of adult learning and group facilitation. The VT training course has a total of 3 hours out of 30 hours (10% of the time) allotted to these topics. This imbalance resulted in the mechanical use of methods without any understanding of, or internalisation of, their ideological underpinning.

* Very little time was devoted during training to preparing activists for their roles in recording and monitoring activities at the literacy centres. Once the Campaign had started, the pressure to perform these roles efficiently led to mechanical application of methods in other roles.

* Both MT's and VT's are, in a sense, primarily communicators and organisers. However, little time was spent during training on developing competence in these areas. Instead, it was assumed that the motivation arising from the political commitment of most of the activists, would be enough to see them through.

* While designing the pedagogical approach to be used in the TLC, and deriving the training input from this approach, no account was taken of the fact that the children and women among the learners would have stiles of learning which were different from the adult men.

* The VT's are the cutting edge of the Campaign. As such, it would have been more appropriate to put the most time and effort behind developing their competencies. Instead, the approach of both trainers and managers in the Campaign was unequivocally hierarchical, with SRC trainers as experts and VT's at the bottom of the heap.
* There was little congruence between the content of the training courses, which focussed on empowering the adult learner during the process of learning, and the process used to convey this content, which was, in the majority of cases, based on authority and control.

* Supportive material in the form of manuals and handbooks did not fulfil the needs of the users. The VT manual repeats the focus on teaching methodology rather than on its underlying principles and the awareness of issues which the lessons were supposed to convey. No manual or handbook was designed for the MT’s.

From one point of view, these observations represent the inbuilt hazards of training in a time-bound campaign approach to literacy, and are basically traceable to a situation where time, numbers and resources are basic constraints. Added to its lack of previous experience in training in a Campaign mode, the SRC team was constrained by its small size in relation to the numbers of MT’s to be trained. Since the intermediate level of District Resource Persons had been dispensed with for the first phase of the TLC, the SRC had no alternative to running courses where strict adherence to a predefined timetable and emphasis on the primer teaching methodology took precedence over the development of trainer competencies or internalisation of a participatory philosophy.

One cannot help but be struck by the contradiction between the expressed ideology of the Midnapore TLC, where, from the very beginning, learning was seen as a tool for empowerment and participation, and the world-view expressed in the training component, where meeting the target became the primary concern. This can be seen as the reflection of an undervaluing, not only of the importance of training as against motivation of activists, but also of the pedagogical skill component in the role of VT’s.

**THE ROLE OF DISTRICT RESOURCE PERSONS (DRP’S)**

The Midnapore experience provides a confirmation of the necessity, in a Campaign approach, for a team of local experts for coordinating the implementation of training programmes. The selection of a team of DRP’s from the best of the MT’s when the Campaign was at the halfway mark in Midnapore, was very much a response to a felt need. Their role was conceptualised as that of organisation, monitoring, supervision and continuing training for the VT’s. They were also to take the major responsibility for training of Master Trainers in the post-literacy phase of the Campaign, thus gradually lessening the dependence on the SRC. The post-literacy phase of the TLC visualises an institutional status for the post-literacy centre, which will be the centre for delivery of government schemes and services as well as of a village-based planning and decision-making process. The volunteers running these centres will be organisers and animators who will facilitate the participation of all sections of the community in planning and decision-making and ensure that disadvantaged groups such as women, tribals and the minorities are not left out of the process. The DRP’s will carry the major responsibility for coordinating these activities at the Block level. However, at least initially, there does not seem to have been a very clear understanding of the nature of the capacity-building exercise required for this cadre.

Given the hierarchical and top-down internal environment of the campaign, it was inevitable that DRP’s would be seen as persons in authority, deputies or understudies to the experts
from the SRC. Coming at that particular stage of the campaign, when one deadline had been crossed and plans for the second phase were in full swing, the directive to the Panchayat Samiti Sabhapatis and BDO's, to identify the best of the MT's for upgrading to DRP's, was misconstrued. It was assumed in some quarters that this was a preliminary to more material rewards for the selected MT's. The criteria for selection therefore included not only performance as a trainer and organiser, but also economic situation and experience as a party worker. As a fallout, it was not always the best trainers who became DRP's. Even though MT's were repeatedly informed that selection as a DRP did not involve any rewards, several MT's who were not selected were under the impression that DRP's will be given preference in recruitment of primary teachers in the district.

Two rounds of training were organised for the DRP's by the SRC trainer team. However, DRP functioning in the field continues to be heavily supported by the SRC, with at least one SRC trainer available as a Resource Person in training programmes organised by the DRP's. Observations made over two days at one of these training programmes may be of use in designing further capacity-building activities for this group.

In spite of the feeling among both the SRC and Campaign managers that DRPs are not yet equal to the task mapped out for them, several of them are sensitive and effective trainers. They very obviously have a basic commitment to the idea of people-centred and people-controlled development. However, there are some areas where their lack of skills, particularly in group facilitation and basic design of training programmes, reduces their effectiveness. For example, even though a team of five or six DRPs is available for training a group of 50 MLs, they do not function as a team. Preparation and performance are by individuals, with each person looking after their own sessions (which are divided up strictly arithmetically). Trainers do not intervene in each others' sessions, even when the situation obviously calls for such interventions. There is little understanding of the logic behind a training design or the sequencing of sessions, so that no effort is made to modify the prepackaged training modules prepared by the SRC, to suit the particular needs of a group. Where changes from the design become inevitable, they are made at random, thus reducing effective learning. For instance, when bad weather makes it necessary to postpone a field visit, the solution is to advance a session at random from the next day to the empty slot, even though this breaks linkages for the learner group. In spite of intentions to the contrary, the extent of participation at the process sessions (Campaign terminology for the discussions in the large group which follow a presentation) is often hampered by the trainer's handling. Trainer consolidation of presentations by small groups are inexpert, trainers relying almost entirely on memory. Sessions are not recorded systematically, and trainer team discussions centre on allotment of sessions rather than on training process.

Most, if not all, the gaps in the performance of the DRP's as trainers can be directly traced to the lacunae in their own training. Several DRP's mentioned the fact that they were handicapped by not knowing how to handle groups of learners many of whom were older than them, and how to tackle situations where issues of inclusion and leadership had not been resolved by the learner group. They also had no confidence in their ability to design a training programme, even if they had an idea of the learner group and its needs. In their opinion, this was a job for the experts. In their perceptions of their own roles, DRP's seem to mirror their attitudes to their trainers, and are burdened by the requirement of acting up to the role of expert. Several of the younger DRP's emphasise the fact that they were
promoted above the other MTs and are very conscious of being in the upper echelons of the Campaign hierarchy. Needless to say, in view of their projected role as community organisers and animators in the post-literacy phase of the programme, this attitude can be a serious handicap. An intensive training effort seems to be called for, with particular focus on building competence in the following areas:

- Philosophy and methodology of participatory training.
- Designing and conducting training interventions for various learner groups after assessing their needs.
- Organising and working with groups at the village level.
- Facilitating exploration of socio-economic-political issues at the village level.
- Addressing the problems and special learning needs of women.
- Preparation of learning materials.

IN Volvement OF SChool STUDENTS AND TEACHERS

The Midnapore TLC differs from many others in the country, in that the involvement of school teachers and students was almost invisible. This was not through any want of trying to involve these sections, who were initially identified as a major local resource. School teachers who became MTs were given special permission to absent themselves from their regular duties for the period of their involvement in the Campaign.

However, many of them dropped out when they found it difficult to remain on call for training volunteers anywhere in the subdivision. Others who continued, expressed reservations about the efficacy of the IPCL model. The leftist teachers' organisations did not make any organised effort to mobilise their members for the campaign. Since the response to the appeal for trainers and volunteers was so overwhelming, no special effort was made to include the teachers.

As mentioned earlier, school children participated in the Campaign as part of the academic requirements for the High School Certificate. No special training was given to these children who were expected to function as Assistants to the regular VT at the Centre. However, later, some NFL groups were organised with learners in the 9-14 age group, where school students were teachers. This group were given a brief training input on teaching the NFL primer. According to the DRP's most of these students were found to be applying traditional teaching methods rather than the IPCL method.

Planning for the post-literacy phase of the TLC includes teaching at two levels - one, an extension of the IPCL primers, to develop and enhance literacy and numeracy skills, and the other, a series of lessons on subjects of the primary school curriculum like geography, life science and arithmetic. It is planned that this latter part of the curriculum be taught by primary school teachers, who, in the opinion of both the SRC team and the Campaign core team, will be more competent to handle them. This effort at tapping local resources might be seriously hampered by the antagonism which a large section of DRP's and MT's feel towards teachers. At a session to discuss the mechanics of integrating teaching by VIs and
school teachers, several persons expressed fears that teachers would look down on VIs, use teaching methods that would go against the IPCL method or treat the learners like children.

In a discussion outside the session, one of the MTs pointed out that school teachers in villages are generally members of the land owning and oppressing classes, and so are hardly likely to encourage people's empowerment. These appear to be valid arguments, and these issues will have to be tackled before the involvement of representatives of formal educational systems can be integrated with the non-formal Campaign learning system. It must be expected that these problems cannot be solved merely by the application of a party whip. The lack of experience of working with this section in the Campaign so far makes it difficult to predict the success of this initiative.

**CAMPAIGN COSTS**

According to the Midnapore Sakshara Samiti, the Midnapore TLC has the lowest per capita cost in the country. A total of Rs.515 lakhs was spent on the first phase, which works out to Rs.32/- per capita for a target population of 16 lakhs. Even if one calculates costs on the basis of number of successful learners, one gets a figure of approximately Rs.42/- per capita, which is significantly lower than the NLM ceiling of Rs.65/- per capita. Of this amount, it is estimated that a total of Rs.68 lakhs (about 17% of the total) was spent on training, as against the 23% of the budget reserved for training according to NLM norms.

The Secretary of the Sakshara Samiti feels that the Campaign did not involve any hidden opportunity costs in the form of the time spent by Government employees, since involvement in the TLC was not at the expense of other routine development work. However, the District Administration bore the cost of fuel for Government vehicles used in the Campaign. This came to an estimated Rs.5 lakhs.

The Midnapore TLC is estimated to have raised an impressive Rs.1 crore in the form of local contributions. Cash donations to the value of Rs.1.13 lakhs were made directly to the Sakshara Samiti. At all other levels, only donations in kind were to be accepted. These contributions came in the form of meals for trainees at VT training camps, free food and lodging to the participants of pahas, donations of slate, pens and paper to learners and kerosene oil for lighting the centres, most of which functioned in the evenings. The total cost of kerosene oil used in the first phase has been estimated as Rs.80 lakhs, almost all of which was borne by learners and VTs. Taking all the local contributions into account, the total outlay in the first phase of the Campaign was Rs.6.15 crores, with local contributions amounting to around 11%.

**CAMPAIGN AS LEARNING EXPERIENCE**

In retrospect, all the key actors in the Midnapore TLC have expressed the feeling that, more than anything else, its importance lies in the manner in which their involvement has led to learning for themselves and others, outside the formal learning environments at training programmes and literacy centres.

* Government employees at all levels who participated in the Campaign have, according to senior administrators, undergone a basic change in their attitudes to people and
the panchayats. There is not only a feeling of increased respect, but also the beginnings of a realisation that their earlier ideas about village-level problems and situations may have been too simplistic.

* Workers and activists of political parties also show changes in their attitudes to the bureaucracy, and feel that shared commitment to a common cause has helped to build personal relationships which will make it easier to work together in future.

* Working together in the Literacy Campaign seems to have changed the way in which members of rival political parties related to each other, if one judges by the fact that the Assembly and Parliamentary elections in 1991 were marked in Midnapore by far fewer instances of inter-party violence that the norm.

* For the Left Front and the CPI(M), the Midnapore TLC experience has led to a process of analysis and reassessment of the role of the party as a catalyst in mass movements and of the nature of the people's participation required to generate and sustain such movements.

* The core administrative team has developed an understanding of the role of motivation in the Campaign mode. In retrospect, there is a feeling that so-called environment-building activities like jathas can generate motivation, but not sustain it. If one is thinking beyond targets, then a back-up of logic has to strengthen the initial motivation before learners will give up their productive time to learn to read and write. In the opinion of the secretary of the Saksharta Samiti, it was political and social pressure that brought learners to the literacy centres, rather than any motivation arising out of jathas, which were seen as tamashas. In his experience, the learner sees the average VT - an educated and unemployed person as the strongest proof of the uselessness of literacy.

If the Midnapore TLC is to progress from being a campaign to being a movement, opportunities must be created for analysing and consolidating all these varied experiences, and learning from them to plan and strategise for the future. The experiences of TLCs in other districts, and of others who are committed to the concept of people-centred and people-controlled social change processes, can also contribute to such an endeavour.
FATEHPUR

Case Study
Prepared by
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Almora, Uttar Pradesh.

Acknowledgements:

* Shri. B.S. Pandey, IAS
* Shri E.A. Farooqui
* Shri Om Prakash
* Smt. Nirmala Shrivastav
* Staff of Literacy Cell, Fatehpur

* Functionaries of Fatehpur TLC.
* Shri Lal Bahadur Srivastav
* Shri Ashok Singh of Sahabhagi Shikshan Kendra, Lucknow
* Shri Ayodhya and Shri Mata Din
HIGHLIGHTS

* Launching : July 10, 1990
* Target of completion : April 30, 1991
* Population (1981 census) : 15,72,421
* Existing literacy rate (1981 census) : 25.97%
  Male : 38.07%
  Female : 12.48%
* Target age group : 6 - 45 years
* Target illiterate population (August 1990 survey) : 4,58,859
* Total Budget for TLC : Rs. 1.70 Crores
* Outlay on Training (25.5%) of Total : Rs.43.32 Lakhs
* Target group coverage (as of August 1992) : 43.84%

TRAINING STRATEGY

<table>
<thead>
<tr>
<th>Level</th>
<th>Nos.</th>
<th>Profile</th>
<th>Time/Days</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY RESOURCE PERSONS</strong></td>
<td>22</td>
<td>School and College Principles, Edcn. Dept. Staff, T.T.C. Staff, District level officials.</td>
<td>Oct.1990 5</td>
<td>SRC Literacy House Lucknow</td>
</tr>
<tr>
<td><strong>RESOURCE PERSONS</strong></td>
<td>70</td>
<td>Principals, Headmasters, T.T.C. Staff, Block level officials</td>
<td>Nov.1990 4</td>
<td>2 Tehsil Headquarters</td>
</tr>
<tr>
<td><strong>MASTER TRAINERS</strong></td>
<td>780</td>
<td>Principals, Headmasters, sub-block level officials, Teachers</td>
<td>Jan.1991 4</td>
<td>13 Block Headquarters</td>
</tr>
<tr>
<td><strong>VOLUNTEER INSTRUCTORS</strong></td>
<td>41620</td>
<td>60% Students 40% Others</td>
<td>Jan-Feb. 1991 4</td>
<td>164 Sub-block level Parichalan Kendras</td>
</tr>
</tbody>
</table>
Data for this study was collected mostly from respondent interviews. Some published documents and records were made available but no training reports were disclosed. The information presented, is therefore subjective and dependent upon recollections of the respondents.

Some Abbreviations used

DM - The District Magistrate, B.S. Pandey
DDO - The District Development Officer, E.A. Farouqui.
NLM - National Literacy Mission
TLC - Total Literacy Campaign
SSK - Samagra Saksharata Karyakram
VI - Volunteer Instructor
MT - Master Trainer
RP - Resource Person
KRP - Key Resource Person.
AN OVERVIEW

BACKGROUND

Fatehpur has been a prominent district on the map of Uttar Pradesh in recent times owing to one major fact - the Ex-Prime Minister Shri V.P. Singh contested the Lok Sabha elections from here. For the same reason, once he was elected and became the Prime Minister, V.P. Singh decided that the first district where the Total Literacy Campaign would be carried out would be Fatehpur.

Predominantly an agricultural area, Fatehpur has 1035 gramsabhas within 13 development blocks, only two municipalities (Fatehpur and Bindki), and four towns. The district is divided into three tehsils - Fatehpur, Bindki and Khaga.

The District Headquarters are in Fatehpur town, and the District Magistrate at the time of V.P. Singh’s tenure was a dynamic young IAS officer, Bijay Shankar Pandey. He took up the TLC as an exciting challenge.

THE BEGINNING

10th July, 1990 was an important day in Fatehpur. The DM called a meeting of his district-level officials to galvanize them into launching the Fatehpur Total Literacy Campaign. The top officials handling the development and education departments mobilized all those under their command. The next few weeks were a spate of meetings at every level, district, tehsil, block and gramsabha. Officials would return from the field at seven in the evening and find the DM waiting to hold a review meeting of the day’s work. Everyone spent late nights at the office, from the DM to the peons.

A budget of Rs.1,70,00,000/- (One crore and seventy lakhs) was sanctioned from the NLM and the State Government. The target group consisted of illiterate persons between the ages of 6 to 45, and the target date for making them literate was April, 1991. The Fatehpur Samagra Saksharata Karyakram swung into action with a media blitz.

THE SURVEY

According to the 1981 census, Fatehpur had a total population of 15,72,421, among whom only 25.97% were literate (38.07% of the male population and 12.48% of the female population). This is as against the all India literacy rate of 36.2% and the Uttar Pradesh rate of 27.16%.

A further survey was conducted simultaneously throughout the entire district on 27th and 28th August, 1990 and the results were computed by 30th August 1990. The findings were that between the ages of 6 and 45, there were 4,58,859 illiterate persons in the entire district. Among these, children from 6-12 years were to be motivated to join the ‘Shakha Vidyalayas’ or be enrolled in the primary schools. The former were temporary non-formal education centres.
There remained 3,60,440 illiterate persons between the ages of 12 and 45 to be tackled through the adult literacy campaign.

THE OBJECTIVES

There are two statements of objectives for the Fatehpur Samagra Saksharata Karyakram (SSK).

I. Objectives as set forth in the ‘Prashikshak Margdarshika’ edited by E.A. Farouqui (D.D.O.) and published by the Jilla Saksharata Samiti, Fatehpur (page 3 and 4) are as follows:

(i) Knowledge of reading, writing and arithmetic
(ii) Awareness regarding health, cleanliness and surroundings
(iii) Civic Sense
(iv) Trade and Industry
(v) Home and Family Education
(vi) Education of women and labourers
(vii) Attitudinal change for development
(viii) Enhancement of people’s participation for socio-economic improvement.

II. Objectives as set forth in the brochure ‘Parichayika’ published by the Jilla Saksharata Samiti, Fatehpur are as follows:

(i) To attain the standards of literacy set down by the NLM
(ii) To make people aware about, and sensitive to their environment
(iii) To increase self reliance by raising the standard of living
(iv) To create organisational ability by developing the mentality of people’s participation
(v) To impart useful knowledge about the administrative system, social equality, health education, national unity, communal harmony and day-to-day affairs.

From the above it is obvious that the scope of the S.S.K. was visualised as more than just being able to read, write and count. It was seen as a major channel for initiating development. Although these objectives were ambitious, a serious effort was made to attain them through the primer that was designed for the literacy classes. The idea was to initiate discussion on development issues among the learners.

According to these objectives the following activities were deemed necessary for the S.S.K.

(i) Environment building through Kala Jatha and publicity
(ii) Survey for identifying illiterate persons and volunteer instructors
(iii) Preparation of a location specific primer and other materials
(iv) Training of trainers, volunteers and animators
(v) Organising and running literacy classes for adults and ‘shakha vidyalayas’ for children
(vi) Monitoring and evaluation
(vii) Post-literacy and other follow-up measures.

STRUCTURE

The DM wanted the S.S.K. to be ‘official oriented’ and yet ‘people’s participation’ was an imperative of the campaign. Therefore, the management of the campaign was divided into two parts - ‘Administrative’ and ‘Organisational’.

Within the ‘Administrative’ setup, the bureaucracy and the entire education department were enlisted for the S.S.K. The DM disagreed with the NLM that non-government organisations and voluntary agencies should implement the programme. He held that paid employees of the government should justify the expenditure on them by becoming accountable to the public and fulfilling a responsible role in this public service programme.

On the other hand, the ‘Organisational’ setup enlisted NGO’s, voluntary agencies, ex-servicemen and retired persons, educated unemployed youth, social workers, eminent persons and others, to make the S.S.K. a people’s movement. A 102-member District Literacy Committee was constituted under the Chairpersonship of the DM. Campaign structures were set up in the following manner:

I. Organisational Structure

```
DISTRICT LITERACY COMMITTEE

EXECUTIVE COMMITTEE

FINANCE SUBCOMMITTEE

PUBLICITY SUBCOMMITTEE

BLOCK LITERACY COMMITTEE

KENDRIYA LITERACY COMMITTEE

GRAMSASHA LITERACY COMMITTEE

GRAM LITERACY COMMITTEE

CURRICULUM SUBCOMMITTEE

MONITORING SUBCOMMITTEE

MUNICIPALITY LITERACY COMMITTEE

KENDRIYA LITERACY COMMITTEE

WARD LITERACY COMMITTEE
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II Administrative Structure

Two new entities were created, the 'Jilla Saksharta Prakosht' or Literacy Cell at the district headquarters, and the 'Parichalan Kendras' at the schools and colleges.

The Literacy Cell was the nerve centre of the entire SSK and all the directives were sent out from here, all data collected here.

The Parichalan Kendras were 180 Centres set up at various schools and colleges all over the district to handle five to ten gram sabhas or wards each. The actual arrangements for running the programme were made by these Kendras, which included publicity, training, implementation, supervision and monitoring. The head of the institution concerned was the 'Kendriya Samanvayak' or Coordinator. The 'Kendriya Sakharata Samiti' or Literacy Committee was the apex body of the five to ten Gramsabha (or Ward) Sakharata Samitis in its area.

No new staff were recruited for the S.S.K. Staff was brought in on deputation from other departments. For example, the Co-Project Coordinator of the S.S.K. was to run the Literacy Cell, so the District Adult Education Officer was given the post and the cell was manned by six full-time clerks from other departments and two peons. There were two clerks working at the block level for the SSK. The BDO and VDO were to be Convenors of the Block and Gram Sabha level Sakharata Samitis. Several district level officials like the CDO, DDO, DIOS, BSA, DPFO and others were recruited as office-bearers in the organisational set-up. The DIOS and BSA enlisted workers at all levels, from the large manpower resources at their command.

No official or employee who was involved in the campaign received any extra allowance, and no one at any level was given TA/DA for attending meetings, trainings or other gatherings. The same holds good for the Volunteer Instructors.

It is also noticeable that there was a great deal of centralisation in the structure. The risk was that the efficacy of this centralised structure depended on some motivated government servants who were all liable to get transferred.
STRATEGY

Using the two-fold structure, a strategy was evolved to make Fatehpur totally literate between July 1990 and April 1991.

Initially it was calculated that 60,000 'Saksharkarmis' or Volunteer Instructors had to be trained to make the 4,58,859 'Saksharharmis' or illiterate Learners literate. They would be supported by the 'Paryavekshak Prashikshaks' or Supervisor Trainers, who would be based at the Parichalan Kendras.

The accent was on voluntarism, so the 60,000 were to be motivated, educated, individuals who would be identified during the survey, or would step forward during or after the Kala Jatha. They were to be trained by the Paryavekshak Prashikshaks, that is, the Master Trainers, who would have been trained by the 'Madhya Stariya Prashikshaks' or Resource Persons, who would have been in turn trained by 'Murdhanya Prashikshaks' or Key Resource Persons.

After being trained, the Volunteer Instructors would organise their literacy classes equipped with the free primers and writing materials for their learners. The Gram Sabha or Ward Literacy Committees would keep track of indicators like attendance and meet every week to discuss progress. The Village Development Officer would report every week to the Block Development Officer who would in his turn report weekly to the Circle Development Officer.

A three-phase schedule was also drawn up. In the first phase, between July and September, 1990, the discussions, consultations and planning, the formation of committees at all levels and the literacy survey were to be completed along with the Kala Jatha and a publicity campaign. In the second phase, up to October, 1990, the learning materials had to be got ready, the batching of illiterate learners for each volunteer completed, training carried out at all levels, environment building activity carried on, and the programme handed over to the people. In the third phase, up to April 1991, the actual literacy programme had to be started and carried through, the environment building activity sustained, steps taken for monitoring and evaluation, and plans made for follow-up.

Agriculturally, November to April is the slack season, so the pressure was to complete all preparatory steps before that, so as to carry on the actual literacy work during those months.

It is evident here that a high impetus plan had been prepared, based on the assumptions that environment building would be very effective and all infrastructural support and logistical arrangements would be very prompt.

However, two things occurred to upset the strategy. The prime mover of the campaign, the DM, was transferred, following the toppling of the V.P. Singh government at Delhi. Secondly, the money sanctioned (0.30 crores) did not arrive from the NLM until January 1991 and from the State Government until April, 1991 (1.40 crores). As a result, after a couple of trainings in October and November, 1990, the proceedings drifted to a halt and the impetus of the campaign was lost.
THE JATHA

There are two points of view in Fatehpur regarding the process of environment-building. The DM felt that a Kala Jatha was unnecessary for motivation of illiterate persons. It was sufficient to speak to them directly and appeal to their sense of achievement. Besides, those who came to watch the entertainment would be in no mood to attend to the messages anyway. Against this viewpoint was the standard campaign approach of a massive publicity blitz using all possible media.

Ultimately, both approaches were followed. The DM and his top officials went to the block headquarters and the gram sabhas to address the people directly about the literacy issue. In the meantime, the Literacy Cell got posters printed and banners made, organised 'cultural programmes', brought puppeteers from Lucknow and Education-Extension vans from Allahabad. Apart from these, there were conventions, Mahila Goshthi, Padyatras, Cycle Yatras and Torch Processions to spread awareness about the S.S.K. Between August, 1990 and February, 1991, there were 19 puppet shows, 50 cultural programmes, 18 women's conventions and 1035 processions and rallies.

Yet the opinion of a wide cross-section of people is that the target group remained largely untouched, resulting in low motivation for the actual literacy programme.

THE BUDGET

A total budget of Rs.1,70,00,000/- was sanctioned to make the target population of 4,58,859 literate. The following outlays were significant:

- Environment Building: Rs. 13,33,000-00
- Survey: Rs. 1,67,000-00
- Exhibition: Rs. 2,00,000-00
- Training: Rs. 43,32,000-00
- Materials: Rs. 74,00,000-00
- Monitoring and Evaluation: Rs. 6,70,000-00

The outlay per illiterate person comes to Rs.37. The proposed budget for training, at Rs.43,32,000 was second highest, next to that on materials. This money was to have been spent on nearly 42,000 people. Training formed 25.5% of the total budget. By August 1992 however, less than 40% of this amount had been spent, that is, Rs.16,00,000.
TRAINING STRATEGY

Conceptualisation

Two individuals appear largely responsible for conceptualizing the S.S.K. training in Fatehpur, the DM and the DDO, who edited the "Prashikshak Margdarshika".

The DM considered training an opportunity to mobilize people and not particularly as a learning event. He disagreed with the NLM who wanted a big outlay on training, and cut down on the number of training days initially proposed. He felt training should not hold up commencement of the work, and that a thirty-minute explanation would be sufficient for grasping the IPCL method. This of course applies only to adults, but then the IPCL method is not for school students to use anyway. Moreover, the DM was of the opinion that attendance at trainings is an indicator of a volunteer's interest and commitment, so neither TA nor free food should be given.

On the other hand, the S.S.K. training was elaborately conceived by the DDO and DIOS. The DDO felt that training was a development of skills, a process of learning from the consolidation of past experience as well as new experiences. This viewpoint was set forth in the handbook "Prashikshak Margdarshika", which was prepared by the DDO and DIOS. Principles of adult learning were emphasized repeatedly and systematic statements of training objectives, duration, venue, profiles of participants and trainers, training content and logistics were given for every level of training. Printed training designs were also prepared.

Structure

The training for the S.S.K. in Fatehpur had a four-tier structure - at the top were the Murdhanya Prashikshak or Core Trainers; then came the Madhya-Stariya Prashikshak or Middle-Level Trainers; these were to train the Prayavekshak Prashikshak or Supervisor-Trainers and finally came the Saksharkarmis or Literacy Workers.

The trainings were as follows:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>NUMBER</th>
<th>DATE &amp; NO. OF DAYS</th>
<th>PLACE</th>
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</thead>
<tbody>
<tr>
<td>KEY RESOURCE PERSONS</td>
<td>22</td>
<td>OCTOBER, 1990 (5 DAYS)</td>
<td>SRC (LKO.LIT.HOUSE)</td>
</tr>
<tr>
<td>RESOURCE PERSONS</td>
<td>70</td>
<td>NOVEMBER, 1990 (4 DAYS)</td>
<td>2 TEHSIL HEADQUARTERS</td>
</tr>
<tr>
<td>MASTER TRAINERS</td>
<td>780</td>
<td>JANUARY, 1991 (4 DAYS)</td>
<td>13 BLOCK HEADQUARTERS</td>
</tr>
<tr>
<td>VOLUNTEER INSTRUCTORS</td>
<td>41,620</td>
<td>JAN-FEB, 1991 (4 DAYS)</td>
<td>164 PARICHALAN KENDRAS</td>
</tr>
<tr>
<td>MID-TERM TRAINING OF NON-STUDENT V.Is.</td>
<td>15,500</td>
<td>AUGUST, 1991 (2 DAYS)</td>
<td></td>
</tr>
<tr>
<td>ORIENTATION TRAINING OF M.Ts.</td>
<td>160</td>
<td>OCTOBER, 1991</td>
<td></td>
</tr>
</tbody>
</table>
Training Resources

At the KRP level, the State Resource Centre was used for the workshop. But the primer designed by the SRC was rejected by the KRPs as they wanted an exclusive primer prepared for Fatehpur.

The Diksha Vidyalaya (Teacher’s Training College) at Fatehpur developed an interesting training material for use at various levels. This was a set of video cassettes depicting role plays of model literacy classes and demonstrating the use of all three books of the primer. The role plays were performed by the teacher trainees at the Vidyalaya. The IPCL method was clearly shown in these cassettes and as such they could have been extremely useful, but they were not widely utilized because of lack of the equipment needed.

The Nehru Yuva Kendra and some NGOs were initially involved in the Jilla Saksharata Samiti and the publicity campaign. However, the programme became totally official oriented and apart from the bureaucracy and the Education Department, no one else played any significant role in the training efforts. One voluntary agency AAKANSHA, in which the DM’s wife took particular interest, carried on the actual literacy work with women, especially Muslim women. But the volunteers received practically no training.

Among others, Government employees worked on deputation for the SSK training. Education Department staff simply took time off from other duties or worked overtime for the training. The policy was to enlist only those staff who volunteered and were interested in the success of the campaign.

Interlinkages with other Activities

There were not very many linkages between training and other activities of the S.S.K. There was no sustained Kala Jatha until the end of the training or even a booster Jatha after the training, which led to a long gap between the environment building activity and actual start of literacy classes. However, at volunteer training camps, processions were taken out with songs and slogans into the nearby villages.

Primer production was also not coordinated with the training. A controversy over the primer took up a lot of time at the KRP level of training.
ANALYSIS OF TRAINING

Overview

As mentioned in the earlier section, a detailed set of guidelines regarding training had been prepared under the aegis of the Jilla Saksharata Samiti and compiled in the handbook "Prashikshak Margdarshika", edited by the DDO. Training objectives, content, duration, venue, logistics, participant and trainer profiles were all meticulously set out. Apart from this, explicit training designs were also printed as leaflets.

After this, all the KRP s needed to do was to take up responsibility for organising, conducting, supervising and monitoring the trainings at all levels. The planning for this was to have been done at the KRP workshop at Lucknow. As it happened, this planning could not take place. The fact that the KRP s were insisting on a separate primer for Fatehpur district became an issue at the workshop and occupied a great deal of the time. There was discussion and debate on the primer and not much attention was paid to training methodology and planning. Consequently the next three levels of training were affected. The logistics of the trainings were handled efficiently but the effectiveness of the trainings remains questionable.

First, where such vast numbers were involved, quality was likely to become a casualty. Instead of breaking up the entire camp attendance (which could be anywhere between 60 to more than 100) into smaller groups with separate trainers, all the participants were made to sit together in a hall and lectured at by one trainer at a time. While this needed far less preparation effort on the part of the trainers, it also resulted in reduced impact.

Secondly, the most important skill-based component was the teaching of the primer according to the IPCL method. However, owing to the debate about the special primer and the delay in getting it approved by the IPCL Committee, and then getting it printed, this crucial training material was ready only as late as January, 1991. As a result, preparations for training in primer usage were incomplete.

Thirdly, the motivational dimension of the S.S.K. trainings was affected right from the KRP level because there was hardly any time devoted to it in the initial workshop. Processes of societal analysis and principles of adult learning were not given any emphasis. The assumption seems to have been that the Jatha would motivate the people sufficiently. It turned out to be a mistaken assumption and added to this the trainings failed to provide the required awareness input.

All in all, the guidelines set out in the 'Prashikshak Margdarshika' were largely ignored and the training designs perfunctorily followed.
DETAILED ANALYSIS OF TRAINING

I. Murdhanya Prashikshak or KRP level

At this level, the objectives matched the proposed content areas very closely. Only a couple of objectives were missed out like discussion of training logistics, and environment building. An extra topic was added to the contents, i.e. Preparation of Training Material. There is however, no mention of the principles of adult learning, appropriate methods or awareness about the importance of literacy. No special consideration was given to the fact that the IPCL method required unlearning of traditional concepts and that space needed to be provided for this. Further, despite the fact that all participants were from Fatehpur, there was no specific input on the Fatehpur SSK. The actual course content for the next three levels did not finally get mapped out.

The participants were given a manual called the “Proudha Shiksha Salahkar” which, though a comprehensive Adult Education handbook in itself, is far removed from the TLC concept. Methods used during the workshop were lectures, demonstrations, case-studies and some practice. But although it was a workshop, group work and discussions do not seem to have taken place at all. Sessions carried on late into the night. The workshop lasted five days. There was also an evaluation of some sort on the final day.

The participants, that is, the KRP’s were selected on the basis of their motivation, strong academic interest and ability to be innovative. The list included school and college principals, staff of the Teachers’ Training College and the Education Department, district officials for Adult Education and Youth Welfare, representatives of the Nehru Yuva Kendra, and a BDO. The trainers were staff of the training department at Literacy House.

II. Madhya Stariya Prashikshak or RP level

At the RP level, the proposed content was in close accordance with the objectives, except that two topics were in excess – knowledge of government department programmes and identification of illiterate persons. The methods suggested were lectures, discussions, demonstrations and group work.

The training lasted 4 days and took place simultaneously in two Tehsil Headquarters - Bindki and Fatehpur - with 35 participants in each batch. The KRP’s were divided up between the two camps, some took sessions at both. The Teachers’ Training College at Fatehpur had better infrastructural support, but the location proved distracting to those participants who had come with a hidden agenda of personal and official work. The Government Girl’s Inter-College at Bindki offered a more congenial atmosphere, the training was residential with late night cultural programmes.

Regarding training material, it was a month after the KRP workshop and the primers were
not yet ready. Cyclostyled versions were distributed but they lacked the essential component of the pictures which were to be used to initiate discussions for each lesson.

The trainers included KRP’s and visiting speakers were district level officials. The participants were headmasters and principals, staff of the Teacher’s Training College, and block-level staff.

III. Paryavekshak Prashikshak or MT level

The objectives of the MT training closely matched the content areas, except that the important objective of “Learning how to Sustain the Interest of Illiterate Learners in the Process” was left out in the list of contents. The contents list also included ‘Development programmes in Fatehpur’ in excess of the objectives.

The participants at this level were to play an important role as far as implementation and monitoring of the actual campaign was concerned, but there was no special motivational input, nor any provision for learning how to sustain the tempo of the work.

The sequencing in the design was also not logical or conducive to learning. Sessions on the primer were interspersed with a session on training logistics. Insufficient time was devoted to the primer, which had become increasingly important by this level of training. Most remarkable is the fact that the training apparently continued beyond the formal ending. In three days out of four, post-lunch sessions were scheduled for heavy doses of information presumably through lectures. Late evening slots had comparatively less demanding sessions, perhaps as an allowance for those participants who wanted to leave for the night. This is despite the guidelines in the ‘Prashikshak Margdarshika’ that training should be completely residential and ‘Jathas’ should be organised every day. The participants opine that sessions were inconsiderately long and no one stayed the night anyway.

The training lasted for six days and was held simultaneously in the 13 block headquarters in school premises. Resource Persons organised and conducted the training, supported and supervised by KRP’s. Participants included a wide variety of people - teachers, headmasters and principals, and sub-block level functionaries. This heterogeneity and the regimentation diluted the impact.

IV. Sakshar Karmis or VI level

The objectives of the VI training were more or less dealt with in the contents, a large number of them being covered in the topic ‘Responsibilities of a Volunteer Instructor’. In fact, this list of responsibilities was quite overwhelming. One topic in excess of the objectives was Government Development Programmes in Fatehpur.

Considering the role of a VI, the most important training aspects should be motivation to sustain their own interest and that of their learners, and development of skill in using the
primer. The former was however, perfunctorily dealt with at the level of environment building, that is, use of processions and slogans. The latter had four sessions set aside for it of which only two were for practice. Considering that participant groups of more than 100 were involved, very little skill enhancement could actually take place.

The sequencing of topics also did not facilitate learning. For eg.in the midst of practice sessions for the primer was a late evening session on designing a follow-up programme. Among the training materials were the primer and a handbook for volunteers.

This was a four-day training held simultaneously in 168 Parichalan Kendras in two or three batches. The trainers were the MTs, supported and supervised by RPs and even some KRPss. Among the participants, 70% were school students. They were at an advantage, being used to attending school and listening to lectures, compared to non-student VIs, especially women. Moreover, in the follow-up, MTs found it easier to supervise their own students. But the word method (IPCL) requires a maturity that students of classes VI and VII lack, therefore the actual extent of internalisation was not satisfactory.

The original training design had a two-phase training programme for VIs, 4 days followed by 3 days after two or three months. As it happened, it was assumed that student VIs were performing sufficiently well, and only non-student VIs were called after six months for a mid-term refresher training, since there were several dropouts by then.

**SUMMARY**

To sum up therefore, at all levels, the objectives and content areas did not mention any awareness raising activity or principles of adult learning or appropriate training methodology. Sequencing was usually not logical. There was a predominance of lectures. Insufficient time was provided for practice with the primer. The lectures on Government Development Programmes appear to have been tagged on in the end, there was no stage setting for this input. Hardly any training material was used apart from the primer and handbook. There was no evaluation of the trainings but the learners were evaluated through questions in some camps. Owing to the large numbers of participants and lack of sufficient planning and preparation at the KRP and RP levels, there was deviation from the original directives and therefore, dilution of impact. No space was provided for unlearning the traditional synthetic method and internalising the word method at any level.
KEY ISSUES EMERGING FROM THE DOCUMENTATION OF TLC TRAINING IN FATEHPUR

K.R.P. Workshop

The orientation workshop of the KRP's at SRC Lucknow was dominated by the debate on the primer. There was practically no input on training methodology and pedagogy, the lack of which was keenly felt by the KRP's. There was also practically no collective reflection, planning or preparation for the next three levels of training. As a result, the KRP's were ill-equipped to conduct these, but were compelled to go through with the procedure. The trainings deviated increasingly from the original guidelines at every subsequent level and there was almost complete dilution of impact at the VI level.

Training Guidelines in Prashikshak Margdarshika

An excellent set of training guidelines were prepared by the DDO and the DIOs in the form of the 'Prashikshak Margdarshika'. It contained an explicit enunciation of participatory training principles, including respect for the adult learners and their experience, collective living, sharing, reflection and analysis; learning by doing; evaluation through solicited feedback, and so on. None of these however, were actually implemented during the trainings, which were conducted regimentally in the traditional style.

Separate Fatehpur Primer

The crucial learning material at all levels of the training was the primer. Since Fatehpur Key Resource Persons insisted on a separate primer for Fatehpur, there was a prolonged controversy about it resulting in printing delays. The production date just about coincided with the final phase of the training, at the Voluntary Instructor level. As a result, there was inadequate preparation for training in primer usage, which was intensified with each level of training.

Lack of Space for Unlearning

As the Fatehpur TLC relied heavily on government officials and teachers to implement the programme, the imminent clash between traditional structures of teaching-learning, and the word method (IPCL approach) based on tenets of andragogy, needed to be tackled in the trainings at various levels. But the necessary space was not provided for tackling this, or for unlearning what they had believed in and practised all their lives. So ultimately it was the traditional structure that was perpetuated, defeating the very purpose of the TLC.

Lack of Gender Specific Approach

The Pre-TLC statistics indicate a female literacy of 12.48%. This needed serious planning on how to tackle the problem of female literacy, given the scanty numbers of literate women who could be VIs. The social milieu of Fatehpur would preclude the use of male VIs for illiterate
women learners. Moreover, the training of VI’s who would handle women learners needed special inputs on gender sensitisation, more so as this was an agenda of the TLC itself. This planning and input was missing in the training of the Fatehpur TLC resulting in further marginalisation of the women learners and VI’s.

**Input on Development Programmes**

The RP, MT and VI trainings had an additional content area tagged on, about development programmes of Fatehpur. The speakers on this topic were several and their sequencing erratic, based on their own convenience. They delayed session on primer practice and diluted the training impact even further.

**Student VIs**

The Pre-TLC literacy rate in Fatehpur is an indicator of the difficulty of finding suitable VI’s. 60% of the VI’s who were trained were school students, an easy target group because the entire training and management structure was dominated by teachers. But the student VIs were unable to use the primer which needed discussion on issues relevant to adults. Ultimately a large percentage of VIs dropped out, including non-student VI’s, whose high turnover was also caused by the total lack of incentive.

**Transfer of DM**

The most demoralising event for the Fatehpur TLC was the spate of transfers that took place just as the campaign was gearing up for action. The DM, whose strong personality was a prime mover was the first to go, followed by all the top people who were involved in the TLC.
CONCLUSION

Impact Analysis

To consider the impact of the training of the S.S.K., the following figures might be useful:

<table>
<thead>
<tr>
<th>TIME</th>
<th>NO. OF ILLITERATE PERSONS COVERED</th>
<th>NO. OF VIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY, 1991</td>
<td>4,58,859</td>
<td>41,620</td>
</tr>
<tr>
<td>AUGUST, 1992</td>
<td>2,01,171</td>
<td>17,528</td>
</tr>
<tr>
<td>% DROPOUTS</td>
<td>56.16%</td>
<td>57.89%</td>
</tr>
</tbody>
</table>

Initially, considerable impetus had been created by the district level officials, starting from the DM. But the spate of transfers of most of these officers resulted in a slackening of the tempo. Their replacements were not as involved in the S.S.K. and devoted less time and energy to it.

There were also dropouts from the training at every level. Out of 22 KRPs, only 7 or 8 were available for a refresher workshop. Out of 780 MTs, only 160 took part in an orientation training in October, 1991.

The reasons for these figures can be attributed to the inadequate motivation created during the trainings and the lack of reflection and analysis to create awareness. Environment building activities could not provide sufficient impetus to withstand obstacles like learner apathy, and the initial enthusiasm of VIs was also damped.

Moreover, the VIs were mostly school students. Their continued involvement in the S.S.K. was more due to their teachers than an innate eagerness to bring about total literacy. Those who were not students were deterred by the total lack of incentives, compounded by lack of interest of the learners and physical difficulties like lack of kerosene for lighting. Furthermore, the original scheduling went haywire with the delays, and agricultural work became the first priority for the rural illiterates.

Other 'volunteers' like the MTs, RPs and KRPs were, in the final count, all employees of the government and operating within government structures for the last so many years. Some of them were on the S.S.K. bandwagon more out of a righteous sense of duty than a burning desire.

The DM's concept of 'Total Voluntarism' was based on assumptions like, total credibility of the government and high motivation of the target group and all functionaries. Neither of these assumptions was however, supported by fact.

Yet there have been certain exceptions to the above. There are people in Fatehpur for whom the S.S.K. offered a great opportunity to realize their own dreams. These people have worked selflessly and tirelessly to make the campaign a success. They belong to every level - the KRP
who is the revolutionary principal of a rural school and organised trainings of VIs that are remarkable examples of participatory training; the RP who organised literacy classes for jail convicts; the MT in a remote corner of the district who takes pride in maintaining meticulous standards of work and meticulous records; the muslim lady VI who is bringing about a quiet social revolution in her community. For these people, the S.S.K. has become their personal crusade. Without recognition, without even training or adequate learning materials they have carried on with their endeavour for over a year.

The conceptualisation of the entire S.S.K. training was based on some principles which are enunciated in the ‘Trashikshak Margdarshika’ (pages 6-9).

Firstly, considering the target group and the target time, training has to be highly intensive. Moreover, to unlearn the traditional methods, learners should be provided with sufficient space and motivation. Further, there should be a clear understanding of the Fatehpur S.S.K. and its conceptualization and their role and responsibilities at every level. To facilitate these, training should have:

- Participation of both trainers and participants at every stage, from preparation to evaluation.
- Collective reflection and discussion, group work, mutual sharing of knowledge, less lecturing and more learning by doing.
- Close links with reality.
- Learning processes based on past experience of participants, and flexibility.
- Experience of collective living
- Evaluation of trainings through soliciting feedback.

The tragedy of Fatehpur is that, despite this explicit statement, training was carried out in the traditional rigid way. There was no reflection on these principles by the group of KRP.

Outside the context of training and looking at the campaign in its totality, there were people who had thought of adult literacy as a tool for social change. This is evident from the S.S.K. objectives and the essays in the appendix of the ‘Trashikshak Margdarshika’. These emphatically state that illiteracy should not be equated with ignorance, and that it has been a cause of exploitation and oppression. True literacy means knowing the reasons behind one’s down-trodden condition. The faculty of critical thinking should be developed for people to make their own decisions and act upon them. It should lead to exercising of more control over one’s life and situation.

But it appears that these revolutionary thoughts remained mostly limited to the paper they were printed on. Despite the ambition, the zeal and the careful thinking that went into it, the Fatehpur Samagra Saksharata Karyakram remains unfulfilled. The insecure foundations of the training and the overt hostility of the state government have been stumbling blocks, and total literacy remains a distant dream.
APPENDIX ONE : TRAINING DESIGN OF KRPS

Objectives:

i) To acquaint Key Resource Persons and chief functionaries associated with the project, with the various aspects of the Samagra Saksharata Karyakram, Fatehpur.

ii) To enhance skill in using the various learning materials available in the project.

iii) To finalise the contents and discuss the designs of the proposed training programmes for different levels of functionaries associated with the project.

iv) To clarify responsibilities of functionaries at different levels.

v) To discuss logistics and arrangements for training programmes.

vi) To discuss procedures for environment building, publicity and evaluation.

Venue and Duration:

Five days at Literacy House, Lucknow.

Contents:

i) Design of the KRP training programme. State of literacy in Fatehpur district and the scheme for the Total Literacy programme.

ii) Responsibilities of a KRP and what is expected of a KRP.

iii) Strategy of the Samagra Saksharata Karyakram.

iv) Preparation of training designs for various categories of functionaries.

v) Practice in methods of using learning materials to be used in the programme.

vi) Production of resource material for trainings of various levels of functionaries.

vii) Publicity for the programme, evaluation and maintenance of records.

Arrangement:

During this training, the trainers and the KRPs will learn from each other through lectures and discussions. There will be efforts to enlist active participation of the KRPs at every stage of the programme. Emphasis will be laid on discussions and group work. Participants will prepare training designs for various levels, decide responsibilities, and prepare write-ups and resource materials through group work. Mass-communication media related to training will be used to the extent possible to convey clearly the conceptualisation of the programme, its strategy and ideas regarding training.
APPENDIX TWO : TRAINING DESIGN OF RPs.

Objectives:

i) To acquaint participants with the various aspects of the SSK, Fatehpur.

ii) To clarify responsibilities of RPs.

iii) To discuss training design for MT training.

iv) To enhance skill in using the various learning materials available in the project.

v) To discuss methods of arranging training programmes.

vi) To learn about environment building, publicity and evaluation.

Contents:

i) Design of the Training programme for RPs.

ii) Samagra Saksharata Karyakram, Fatehpur.

iii) Responsibilities of a RP.

iv) Design of training programme for MTs.

v) Practice in using the learning materials to be used in the programme.

vi) Methods of arranging training programmes.

vii) Discussion on development schemes.

viii) Identification of illiterate persons.

ix) Environment building, publicity and evaluation, and maintenance of records.

Arrangement:

Opportunities shall be provided during the training for participants to learn together through lectures, discussions, demonstrations and group work. The participation of the RPs shall be enlisted at every stage of running the training programme. The principle of learning by doing shall be mainly used in the learning process. Communication media shall be used to the extent possible to convey clearly the conceptualisation of the programme, its strategy and ideas regarding training.
Design of Training Programme for RPs.

Day One: Morning

Plenary Session

1. Registration, mutual introduction of participants and trainers, and discussion on proposed design for RP training.

Lecture Discussion

2. Conceptualisation of National Adult Education programme and National Literacy Mission.

Afternoon

Lecture Discussion

1. Knowledge of the various aspects of the Samagra Saksharta Karyakram, Fatehpur.
2. Responsibilities of RPs.

Night

1. Film show

2. Self study of resource material

Day Two: Morning

Lecture Discussion

1. Discussion of design of MTs training
2. Group discussion on training design
3. Responsibilities of MTs.

Afternoon

Lecture Discussion

1. Arrangements and logistics of training programme
2. Introduction and demonstration of learning materials in SSK.

Night

1. Discussion and demonstration of media for environment building puppet show, cultural programme.

Day Three: Morning

Group Work

1. Group practice in use of learning materials of the S.S.K.

Afternoon

Discussion by experts

1. Discussion on development schemes of the district

61
Night

Collective &
Group work 1. Practice with media for environment building

Day Four: Morning

1. Discussion on development schemes by specialists

Afternoon

Collective &
Group work 1. Discussion on training programme for VJs

Lecture &
Discussion 2. Discussion on publicity and evaluation write-ups

Night

1. Cultural programme by participants
2. Film show

Day Five: Morning

Collective
Discussion 1. Processes of publicity and evaluation
and Group work 2. Write-ups and proforma for publicity and evaluation of the programme.

Afternoon

Plenary

A NOTE ON THE ACTUAL TRAINING PROGRAMME

The actual training programme conducted at Bindi Government Girls Inter-college differed to some extent from the proposed design. Details of the differences are as follows:

i) On the morning of day one, there was a lecture on Health by the CMO before lunch.

ii) The discussion on the Fatehpur SSK was omitted on day one and took place on day two before lunch.

iii) The discussion on responsibilities of MTs was left out on the morning of day two and put into the hour long group practice session with learning materials, on the morning of day three.

iv) Two hours out of three on the morning of day three were spent on development programmes, instead of group practice with learning materials.

v) The training programme was concluded on the afternoon of day four.
APPENDIX THREE : TRAINING DESIGN OF MTs.

Objectives:

i) To acquaint MTs with the various aspects of the Samagra Saksharta Karyakram, Fatehpur.

ii) To clarify responsibilities of MTs.

iii) To discuss the design of the training programme for VIs.

iv) To discuss learning materials to be used in the programme and develop skills in using them.

v) To discuss methods arranging training programmes.

vi) To discuss environment building, sustaining interest of the illiterate learner in the learning process, publicity and other topics.

Contents:

i) Design of MT training programme.

ii) Discussion on Samagra Saksharta Karyakram Fatehpur, and its various aspects.

iii) Responsibilities of a MT.

iv) Strategy for training VIs and training design.

v) Introduction to the learning materials to be used in the programme and practice in using them.

vi) Methods of arranging training programmes.

vii) Discussion on development schemes in Fatehpur.

viii) Environment building, publicity, records and evaluation.

Arrangement:

These training shall be residential. The trainer team should reach the venue a day earlier and confirm arrangements for boarding, lodging, meeting room and so on. There should be great efforts to take help from local people. With a view to imparting practical knowledge about Jatha and rallies, participants should organise Jatha everyday. Organisers should arrange for sufficient supplies of handbills, posters, mobile cultural programmes, play cards and so forth. Priority shall be given during the training to lectures, discussions, demonstrations, group work and learning by doing methods. There will be sufficient practice in methods of using materials. Appropriate use of communication media will also be attempted.
Design of Training Programme:

Day One: Morning Session

Plenary Session

1. Registration, introduction of participants, and trainers to each other, Presentation of proposed design of training programme.

2. Discussion of responsibilities of MTs.

Afternoon Session

Lecture Discussion:

1. Conceptualisation of the National Adult Education Programme and National Literacy Mission.

2. Knowledge of various aspects of Samagra Saksharata Karyakram, Fatehpur.

Night Session

1. Self study of resource material.

Day Two: Morning Session

Lecture:

1. Strategy and design of VI Training

Discussion:

1. Group discussion on training design.

Afternoon Session

1. Introduction and demonstration of learning materials to be used in the programme.

Night Session

1. Use of video and audio cassettes in environment building.

Day Three: Morning Session

1. Lecture and discussion on methods of arranging training programmes.
2. Lecture and group discussion on important points for arranging training programmes.

Afternoon Session

1. Group practice on use of learning materials to be used in the programme.

Night Session

1. Group Practice on use of learning materials.

Day Four: Morning Session

1. Practical knowledge on various aspects of publicity and evaluation procedures for the programme.

2. Lectures and discussions by experts on main development schemes of Fatehpur.

Afternoon Session

1. Question and answer session.

2. Ending.

Night Session

1. Planning by trainer team for environment building and local people's cooperation.

APPENDIX FOUR: TRAINING DESIGN OF VIs

Objectives

i) To tell volunteers about the Samagra Saksharata Karyakram, Fatehpur.

ii) To clarify responsibilities of a VI.

iii) To give information about the steps being taken to organise the programme at the village/ward level.

iv) Discussion on learning materials and imparting of skills on methods of using them.

v) To train volunteers in methods of teaching, and to arrange field practice.

vi) Practical discussion on topics like environment building, sustaining learner interest, publicity and evaluation.
vii) To acquaint volunteers with activities to be implemented in the follow-up.

Contents

i) Brief information about the Samagra Saksharata Karyakram.

ii) Training design of VI Training.

iii) Responsibilities of a VI - raising people's awareness, identification of learners, introduction to possible learners, organising the literacy programme, examining and evaluating the programme, organising contact programmes for the learners, organising continuing education activities after the programme.

iv) Knowledge of learning materials to be used in the programme.

v) Practice of VIs in teaching methods.

vi) Useful knowledge about environment building Jatha and rallies; functional discussion on evaluation topics.

Arrangements

VI training to be done in two phases. Trainer team should reach the venue a day earlier to confirm arrangements for boarding, lodging, meeting hall, etc. Local people's involvement should be solicited. With a view to enhancing skill in Jatha, rallies and environment building, these should be organised everyday at the villages or wards close to the camp venue. For this, trainer team should organise sufficient supplies of posters, handbills, mobile cultural shows, play cards, etc. from the programme headquarters.

During the training, emphasis will be laid on discussions, demonstrations, and methods of learning by doing. The trainer team should ensure that there is sufficient opportunity for practising the use of the learning materials.

Design of Training Programme

Phase - One

Day One: Morning Session

1. Registration, mutual introduction of participants and trainers, presentation of proposed design of VI training (Plenary Session).

2. Conceptualisation of National Adult Education Programme and National Literacy Mission (Lecture Discussion).

Afternoon Session

1. Knowledge of various aspects of Samagra Saksharata Karyakram, Fatehpur (Lecture - Discussion).

2. Responsibilities of VIs (Lecture - Discussion).
Night Session

Self Study of Resource Material.

Day Two: Morning Session

1. Identification of Learners, motivation, and environment building through rallies, jatha, slogan and street plays.

2. Arrangements for teaching Vls (Group work and Discussion).

Afternoon Session

1. Introduction and demonstration of learning materials used.

Night Session

1. Environment building through video and audio cassettes, etc. (Demonstration and group-work).

Day Three: Morning Session

1. Practice with learning material (Group work).

Afternoon Session

1. Practice with learning material.

Night Session

1. Design of follow-up programme (group work and discussion).

Day Four: Morning Session

1. Demonstration of use of learning material (Plenary).

2. Main development schemes of Fatehpur (discussion in plenary).

Afternoon Session

1. Discussion on development schemes

2. Publicity, initiation and evaluation procedures - functional knowledge of various aspects (plenary).

3. Question answer session, conclusion.
Phase - Two

Day One

- Discussion of VIs experiences, attendance of learners, progress in learning, environment building, etc. (plenary).

Day Two

1. Discussion on problems of VIs and solutions (panel discussion).
2. Demonstration by VI's on teaching methods (group work).

Day Three

1. Planning for the rest of the period (group work).
2. Observations of programmes run by VIs.
3. Question and answer session, Conclusion.
ERNAKULAM

Case Study
Prepared by
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Centre for Adult Continuing Education,
University of Kerala.

Acknowledgements:

* The State Resource Centre, Kerala
* Kerala Association for Non-formal Education Development.
* Centre for Adult Continuing Education and Extension, Kerala.
* Kerala Sastra Sahitya Parisad, Trivandrum and Ernakulam.
* Integrated Rural Technology Centre, Palghat
* District Collector, Ernakulam.
* Members of Ernakulam District Total Literacy Programme.
* Master Trainers and Volunteer Instructors of Ernakulam.
HIGHLIGHTS

1. Target group 1,74,624 (between 5 to 60 years age group)
2. No. of Instructors trained : 22,627 ( Majority - Female Volunteers)
3. No. of Master Trainers : 1,200
4. No. of Centres organised : 18,561
5. No. enrolled : 1,61,091
6. No. made literate : 1,25,254
7. Official inauguration of the campaign : 26th January 1989
8. Official declaration of Total Literacy: 26th January 1990

Training Strategy

```
District Resource Team (25 to 30)

A.P.Os. (20 projects)

Master Trainers (1200 Academic Admin.
3+3+2 days + monthly meeting/orientation
2 days Res. Training +
(Monthly meeting/discussion)

Volunteers (22,627)
3+3+2 days + monthly meeting/orientation
```

(A.P.Os. Training Distt. level)

M.Ts. Training I Phase Dist. level
II Phase Project, III Panchayat level
Volunteers Training I and II Project level
III Phase Panchayat level.
- Supplementary Training programmes were conducted according to the need at different areas to equip the functionaries.

- High degree of commitment was seen among the functionaries

- Sufficient materials were produced and distributed for Instructors.

- Performance of Padayatras and Kalajathas and other aspects related to motivation campaign were highly commendable

- Resource for training (Human as well as Non-human Resources) were mobilised at local level, which proved the will and commitment

- A high degree of enthusiasm was created and maintained among the functionaries as a result of the training programme

- Organising a training programme as a part of T.L.C. for the first time in India was really a challenging experiment.

**Key Issues in Training**

- Maintaining the quality, with the large number of trainees was a problem (quality and quantity)

- The methodology of the training programme was weak. Focus was on sharing the information/knowledge. Development of necessary skills not attempted properly

- Application of relevant Audio-Visual materials

- Monitoring, Evaluation and Documentation of the training process were weak

- Training was equated with mobilisation volunteers (M.T./V.I.)

In short - Kerala was able to achieve because of the typical environment existing in the State. That does not mean that T.L.C. model can be applied in other districts/states.

A systematic and scientific analysis of the existing environment, literacy level, resources, socio-political movements, etc. are some of the aspects to be taken care of, before launching a T.L.C.
KERALA AND TOTAL LITERACY PROGRAMME

A number of programmes were conducted in the State for literacy namely F.F.L.P., R.F.L.P., N.A.E.P., M.P.F.L., and N.L.M. Also Governmental and Non-Governmental agencies did a lot of work in the field of adult literacy in Kerala. Kerala Granthisala Sangha (Kerala Library Movement), Kerala Sasthra Sahithya Parishad (KSSP), Kerala Association for Non-Formal Education and Development (KANFED), Development Department of the State Government, Nehru Yuva Kendras, Universities in Kerala (Kerala, Calicut and Mahatma Gandhi) etc. are some of the major agencies.

Social and political movements have a strong base among the people of Kerala. The educational and social reforms of the Maharajas, contributions of Christian missionaries, Sree Narayana movement and the work of Nair Service Society in the area of education, contributions of social reformers like Chattambi Swamy, Sree Narayana Guru, Ayyan Kali and others, the socio-political movements and the freedom struggle played a very important role in creating a suitable environment for people’s participation in social/educational programmes. An excellent network of Rural Libraries, good transport and communication facilities, trade union movements, youth organisations, people’s perception of education, social mobility, political commitment etc. are some of the major aspects which have contributed a strong base for creating a suitable environment for literacy programmes. Infant Mortality Rate (IMR) is only 26 per 1000 live births - which is equivalent to some of the European countries, maximum enrollment of boys and girls in schools are some of the indexes of a better level of life in the state. The padayatras, kalajathas, and such other motivation campaigns have also polished the existing environment for the programme. Table - I reflects the rate of growth in literacy in the state.

The high rate of literacy in the state enabled the organisers to mobilise sufficient human resource for the programme, which was basically a very important aspect for systematic organisation of the programme.

OVERVIEW

Organisational Structure and Strategy:

Many programmes such as Farmers Functional Literacy Programme (F.F.L.P.), National Adult Education Programme (N.A.E.P.), Rural Functional Literacy Programme (R.F.L.P.), Mass Programme for Functional Literacy (M.P.F.L.), etc. were launched to eradicate illiteracy in Kerala. Such programmes were implemented in Ernakulam also, but were not progressing as envisaged by the organisers.

The Kerala Association of Non-Formal Education and Development and Kerala Sastra Sahithya Parishad had some experience in the field of Adult Literacy in Kerala. After discussion with the Director General of NLM, a project report was finalised by April 1988. The project was forwarded to NLM through Kerala Sasthra Sahithya Parishad. Thus the Ernakulam District Literacy Council was registered with the District Collector as the Chairman. The Council was formally responsible for the implementation of the project.
Members of Parliament, Members of Legislative Assembly, Representatives of local bodies, prominent citizens of the District, top Government Officials, representatives of Kerala Association of Non-Formal Education Development and Kerala Sasthra Sahithya Parishad etc. were members of the Council. A broad-based people's forum was also formed to mobilise and strengthen support and cooperation from all sections of society.

A three-faceted organisational machinery was planned for the actual implementation of the programme in Ernakulam as follows:

i) Project Office machinery with four Project Officers and other full time staff.

ii) The Government system headed by the District Collector.

iii) The people's network with Kerala Sasthra Sahithya Parishad's leadership.

The district was divided into 20 sub-project areas considering the number of illiterates.

All the Assistant Project Officers were deputed from service and were not given any deputation allowance or any other financial benefit. They came forward because of their personal interest and commitment towards the programme.

Panchayat level, and ward level committees were formed for the effective implementation of the programme. Thus the spirit of the programme was seen at the grassroot level. Panchayat Presidents, Members, Executive Officers, Members of the Political parties were actively involved in the committee system. The Executive Officer of the Panchayat was the Convenor and a voluntary worker of the locality was the Joint Convenor of the Panchayat level committees. M.Ts, Instructors and other interested persons were also members of the committee. Thus the organisational structure of the programme was systematically planned to enlist maximum participation of the people.

The District Collector played the major role in the management of the programme. He was supported by Deputy Collectors, Tahsildars and other Government level functionaries who were given responsibilities of different Taluks. The Government of Kerala also extended strong support to the programme.
TIME SCHEDULE OF THE CAMPAIGN

15th December, 1988  :  Inauguration of the office of the Campaign

16th December, 1988  :  Formation of the District Literacy Council

21st January, 1989  :  Arranging the inauguration and Five Padayatras to be conducted in the District

26th January, 1989  :  Contact with all the concerned officials and non-officials

26th January, 1989  :  Meeting of the District Literacy Council

26th January, 1989  :  Inauguration of the Campaign—Lighting of the Nehru Saksharata Jyothi

27th January, 1989  :  Preparation and distribution of publicity materials

28th February, 1989  :  Discussion with various organisations, selection and training of troupes for street drama, music, dance etc.

Field meetings at various levels (Corporation, Municipalities, Blocks, Panchayats and Wards).

Formation of Ward Committees at the Corporation, Municipalities, Blocks and Panchayat levels.

Publicity starts mounting

Posters, Stickers, Pamphlets, Cinema slides etc. used widely.

Street performance begin

Identification of Master Trainers and Volunteer Instructors

Padayatras to begin.

1st March, 1989  :  Materials to be got ready

30th April, 1989  :  Training of Master Trainers and Volunteer Instructors

Organisation of Literacy Brigades and Literacy Circles

Survey for identification of illiterates in the age group of 5-60

Publicity campaign intensified
15th April, 1989: Twenty Kala Jathas and Street performances in 1200 centres

25th April, 1989: District level inauguration - Teaching of Illiterates begins

1st May, 1989: Actual Literacy Campaign begins

2nd October, 1989: Publicity Campaign to continue. Trainers and Instructors to have monthly meetings.

3rd October, 1989: Post Literacy Campaign and Evaluation

20th October, 1989: Victory Festivals

21st October, 1989: Valedictory

Distribution of Certificates, Awards etc.

Procession, Cultural events etc.

According to the schedule, the programme was expected to be completed by October 2nd, 1989, but the general election to the Parliament took place on 22nd November, 1989 and caused some dislocation. The organisers were forced to extend the duration of Ernakulam District Total Literacy Programme upto January 26, 1990.

The Ernakulam Total Literacy Campaign can be divided into five major areas, namely:

1. Setting up District, Block, Panchayat and Ward level Committees.

2. Environment Building and motivation campaign

3. Preparation of learning-teaching materials and training

4. Actual imparting of literacy

5. Monitoring and evaluation.

There was a systematic planning procedure for different areas.

The focus of the present report is on training aspects of the Ernakulam District Total Literacy Programme. The literacy level of Ernakulam district when compared with the State showed a systematic growth.
### LITERACY LEVEL - KERALA AND ERNAKULAM

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<td>5.85%</td>
<td>4.95%</td>
<td>10.72%</td>
<td>8.40%</td>
<td>7.65%</td>
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In 1971, the difference was 4.95% and in 1981 there was a growth of 7.65%. The high growth rate of literacy was also a crucial factor in organising a Total Literacy Campaign. According to the report of the Collector, Ernakulam District has a distinguished tradition of supporting popular movements. The implementation of Land Reforms Act (1969), and Family Planning programmes with active people’s participation were suggested as examples. The Government machinery also learned some practical lessons by participating in such programmes.

### DETAILS OF JATHAS

1. **Padyatra**

Five Padayatras were organised in January 1989. The team consisted of artists trained in street performances. The Kerala Sastra Sahithya Parishad street performance team is famous in Kerala through the popular movements. The Padyatra team touched majority of the local bodies in the District and was given an enthusiastic reception everywhere. On 26th January, 1989 the Chief Minister of Kerala received the Padyatra captains at Rajendra Maidan, Ernakulam where the inaugural function was organised. School children, literacy workers and the public actively participated in the procession on the final day.

The performances of the Padayatra focussed on the following aspects:

1. Declaration of the Literacy programme (TLC)
2. Building environment by sharing information
3. Need and importance of Literacy
4. People’s participation in the programme

2. **Kalajatla**

Twenty Kalajatla teams were planned for 20 project areas. Nearly 300 potential artists were drawn from various youth organisations like DYFI, Youth Congress, AIYF, MES etc. Majority of the members were from Kerala Sastra Sahithya Parishad (KSSP). All of them were trained in different phases by experienced KSSP artists at different places. The first leg of the training was for 5 days and the second was for 3 days (residential in nature). They were trained in different art forms based on songs and dramas specially written for the literacy campaign. The following items were included in the performances:

1. Need to become literate
2. The advantages of literacy
3. The drawbacks of illiteracy, etc.
Each Jatha was expected to cover all the wards of Panchayats and Municipalities between the 15th to 20th April, 1989. Arrangements for food, accommodation, etc. for the teams were made by concerned committees by mobilising resources at the local level.

As a result of the touching performances of the Jathas, thousands of youngsters were motivated to join the programme as functionaries and the illiterates were attracted to the literacy classes.

3. One Day Padyatra - Ward Level

In addition to the above mentioned programmes, a one day padayatra was also organised throughout the district. The padayatra visited all the major areas of the concerned ward which gave the programme massive support and enthusiasm.

<table>
<thead>
<tr>
<th>Summary</th>
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<tbody>
<tr>
<td>1. Five Padayatras</td>
</tr>
<tr>
<td>2. Twenty Kalajathas</td>
</tr>
<tr>
<td>3. One day padayatra</td>
</tr>
<tr>
<td>- District level</td>
</tr>
<tr>
<td>- Project level</td>
</tr>
<tr>
<td>- Ward level</td>
</tr>
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</table>

ART FESTIVALS

In addition to the Padayatras, meetings, Kalajathas, Film shows, street performances, Art festivals also were organised for learners and instructors, with an objective to ensure their participation and to strengthen the spirit of a mass movement. The festivals provided an opportunity for them to express their hidden talents, which in turn touched upon their aesthetic abilities and skills. Festivals in the form of competitions were organised at the Panchyat level, project level and District level. The following items were included for learners/neo-literates competitions.

1. Group song
2. One act play
3. Mono-acting
4. Reading
5. Quiz
6. Fancy Dress
7. Writing
8. Speech
9. Rural arts.

Separate competitions were organised for the instructors with the following:

1. Light music
2. Group Song
3. Mono act
4. Local group-dance music
5. One act play
6. Essay writing
7. Diary writing
8. Painting
9. Quiz
10. Fancy dress
11. Story writing
12. Recitation of poems
13. Speech
14. Writing of poems etc.

It was reported that the standard of performances of the instructors was higher than that of the neo-literates. Excursions and study tours were also organised to enlarge the vision and experience of learners.

In short, a cultural awakening was created as a result of the art festivals throughout the District.

**TRAINING IN ERNAKULAM DISTRICT TOTAL LITERACY PROGRAMME (EDTCP)**

Training programmes were planned to equip the functionaries at different levels to conduct trainings in a systematic way within the limited time of the Campaign.

Basically the conventional method of training was adopted in a pyramidal structure.

In a mass programme like EDTLP development of specific skills of participants was not practically possible. An important feature of the training programme was that it was equated with the mobilisation of large numbers of M.Ts and Instructors. Formal evaluation and documentation of the training programmes was however not done. According to the organisers evaluation was only partially done through the interaction and reaction of the participants.

Another important feature was that the classroom method of teaching (banking system of education) was followed in the majority of the training programmes where the Resource Persons/Master Trainers were dominating. The participants were expected to apply the knowledge gained from the camps in their literacy classes.

**TRAINING STRUCTURE**

```
1. Assistant Project Officer
   2 days - residential

2. District Resource Team
   (Academic Core Group)
   (25 to 30 members)

3. Master Trainers
   7 days. 3+3+2 (three phases)
   (At District/Project level and
   Panchayat level)
   1st phase residential

4. Instructors
   7 days. 3+3+2 (three phases)
   (At Project & Panchayat level)
   Non-residential.
```
Training of Assistant Training Officers

Ernakulam District was divided into 20 project areas. One Assistant Project Officer (A.P.O.) was in charge of one project area. Their salaries were paid from the project funds. Assistant Project Officer meetings were organised once in 15 days to discuss the administrative and management aspects of the programme along with the District Collector/Deputy Collector/Tahasildar/District Medical Officers/Advocates and other officials as required. After the organisation of the first phase training programme of Master Trainers there was a demand from A.P.O.s for training. Thus a 2-day residential training programme was planned with an objective to equip them in the academic contents of the programme. The District resource team acted as resource persons for the programme. No formal evaluation of the training programme was conducted. Actually, this training programme was not visualised by the organisers in the beginning stage nor at the planning level. The need for this training was felt by the organisers after the 1st phase of M.Ts training. Thus steps were taken to train them. According to the A.P.Os this training helped them to understand the academic content (Primer, Handbook, Supplementary materials etc.) of the programme. No specific training programme was organised on administrative and management aspects of the programme. Such meetings served as a morale booster for the A.P.Os who were the backbone of the administrative structure.

Training and District Level Resource Team

Ernakulam District Total Literacy Programme was the first of its kind in the country. Ernakulam project was an experiment in the field of Total Literacy Campaign. Mobilising human resources and training them for the programme was really a hard task. The responsibility of preparation of the training materials was in the hands of the District Resource Team which included 25 to 30 persons. The members of the team included KSSP, representatives of SRC, College and High School teachers, professionals including doctors, engineers, lawyers and Government Officials. The team sat together for a 3-day workshop to discuss and plan the training programme.

Persons from Government Departments, Voluntary Organisations and State Resource Centres had some experience in organising training programme for Adult Education functionaries, especially Volunteers. The team discussed different aspects of organising trainings for different levels of functionaries of the Total Literacy Campaign. In fact the team evolved a training programme based on their limited experience. Self study, sharing of experiences, discussions, group work, etc. were the methods applied. The following were the products of the workshop:

Training materials, primer, training schedule, mobilisation of further resources, etc. The District Resource Persons used to meet before the M.Ts Training programmes for further discussion. The duration, content, process etc. were decided by the team.

Training programmes were organised by the team with support from the Project Officers, and Assistant Project Officers. The detailed notes and summary of the training programmes for M.Ts and Instructors were included in this section.
In addition to the training programmes monthly meetings of concerned committees were organised at the Panchayat level, Project level and even at the Ward level (whenever necessary) to discuss problems and suggest solutions.

**HIGHLIGHTS OF MASTER TRAINERS TRAINING**

The major objective behind the training programme was to equip the M.Ts to train the Instructors and to supervise the literacy classes.

a) Number of days training in each phase
   - Phase - I - 3 days
   - Phase - II - 3 days
   - Phase - III - 2 days
   + additional training programmes for certain groups

b) Total number of training camps in one phase
   - Phase-I was organised at Ernakulam in which 600 candidates (MTs) participated

c) Average number of MTs camp
   - They were divided into batches of 50 for administrative convenience

d) Average number of RPs per camp
   - There were 25 to 30 members in the District Resource Team to train the MTs with administrative support from Assistant Project Officers

e) Average number of MTs per class room or group per R.P.
   - The Resource Team in groups organised the classes. (1 of one R.P. for 20-25 MTs - in the 1st phase)

f) Methods applied in the training
   - Lecture (General and Sessions and group sessions)
   - Question Answer method
   - Group work (for future planning)

f) What were T/L materials given to MT's
   - Primer, Handbooks, Black Board and chalk, additional reading materials, work book for learners
   - Flash cards, charts and Note books and pen
   - Some improvised materials for teaching adults, prepared by participants
   - Survey forms for enumeration of the illiterates
   - Notes and forms for evaluation

80
(ii) After the camp

h) Was camp residential

i) Were resource needs fully met from grants

j) What local resources were received, if any

k) Venue of training camp

l) From which sections did master trainers come and how were they selected

m) How many/what percentage of MTs dropped out i.e. did not conduct training for volunteers

n) Which master trainers subgroup performed their functions best.

o) Did they learn to sing songs

p) How was the mood and Motivation built up for MTs

: Newsletter
: Additional materials related to Kala Jatha, songs, posters etc.

: Phase - I - residential
: Phase-II & III non-residential.

: Resources were not fully met from the grant. Resources were mobilised at local level also.

: Materials for food and refreshments, publicity materials like boards, banners, materials for writing (pen, notebooks, etc.)

: In the local schools.

: Majority of them were Kerala Sastra Sahitya Parishad activists, teachers, and members of local voluntary organisations. (Selection through invitation and KSSP contacts). Majority of them were graduates and post graduates.

: Drop-outs in the case of MTs were very low (exact figures are not available but according to organisers it was below 4%). Those who had academic skills, conducted classes and others extended support in the organisation and management of the programme. Nearly 2,600 trained MTs were kept as reserve.

: MTs responsible for academic activities especially Kerala Sastra Sahitya Parishad activists.

: Some of them, those who were interested in songs

: Highly motivated and enthusiastic group
q) Each MT trained how many batches of volunteers, i.e attended how many camps.

: MTs were classified into two: (i) Academic and (ii) administrative. The training programmes were a combined effort of both (Please see Appendix -9)

r) What was the main problems faced in MTs training

: Only 600 MTs participated in Phase-I of the training. On placement, more MTs were needed. So an one day training was organised at project area level after the Phase-I MTs training and before the Phase-I of Instructors training. Thus the first 600 MTs were given academic responsibility and the rest of them were given the responsibility of supervision and management. Later certain changes were made by the concerned assistant project officers. Those who were capable of taking class were given academic responsibility for the smooth functioning of the programme.

s) What were main positive features of MTs training that is capable of being emulated elsewhere

: MTs training programmes were organised just before instructors training. MTs were a highly committed group. They worked in teams where a high degree of team spirit was seen. They played different roles like Manager, Supporter, Resource mobilizer etc. in the EDTLP.

t) Was monitoring/evaluation report filed at the end of each MT camp

: Formal report was not seen

u) What percentage of MTs were (i) Full time project staff (ii) Village convenors or other organisational roles: (iii) Involved in monitoring and evaluation

: No full time project staff (Only part-time, according to the needs) Please see items (r) and (s)

Master Trainers Training: Content

1. Need and importance of Literacy programme
2. Rudiments of Adult Psychology
3. Methods of teaching adults
4. Instructors training - organisation and management
5. Primer - Analysis and explanations of lessons from the primer and related information.
6. Problems related to the organisation of literacy classes, supervision - motivation of learners, drop outs, resource mobilisation etc.
7. Monitoring and evaluation of the learners
8. (Certain topics were added according to local needs in the project and Panchayat level training programmes - e.g. human needs, developmental activities, health problems etc.).

NOTE: Phase - I : Items 1 to 6
      Phase - II : Items 4, 6, & 8
      Phase - III : Items 4, 7, & 8.

HIGHLIGHTS OF VOLUNTEER INSTRUCTORS' TRAINING

The major objective of the Instructors Training programme was to create awareness and to prepare them for the effective organisation of adult literacy classes at the local level.

  a) Name of Campaign : Lead Kindly Light
                       (Ernakulam District Total Literacy Programme)

  b) Total number of target illiterates : 1,74,624 (between 5 to 60 years)

  c) Total number of volunteers trained : 22,627 (in different phases) (Majority were Girls)

  d) Total number of Master Trainers trained : 1,200 (In different phases)

  e) Total number of Resource Persons trained : Resource Team in the District - 25 to 30

  f) Number of Key Resource Persons

  g) Number of days of training in each phase
     : Phase - I - 3 days
     : Phase - II - 3 days
     : Phase - III - 2 days
h) No. of training camps in one phase : 20 camps were organised at the project level

i) Average number of volunteers per camp : 200 to 1,200

j) Average number of M.Ts per camp : Minimum one M.T. for one ward of the local body. At an average 5 to 6 M.T.s (academic) in charge of one Corporation/Municipality/Panchayat, additionally about 6 to 7 M.T.s for the management and support of the training programmes.

k) Average number of volunteers per class room per M.T. : One M.T. for 30-40 (at an average) Volunteers

l) Was camp-funding fully grant based : (i) T.A. to participants (actual) was paid from the grant.
   (ii) Resources for the organisation of the camp at project level were mobilised at the local level.
   (iii) Phase-II of the training at Panchayat level was fully met from the grant.

m) What local resources were raised : Money, materials for food and refreshments and other related resources were sponsored by individuals and local shops/institutions (e.g. banner sponsored by some shop, tea by another).

n) Venue of training camp : Local schools (Government as well as Private)

o) What was the food/refreshments served : All meals and tea/snacks

p) Were songs sung/taught : Only in certain centres (where talented participants were available)

q) What environment building strategies were used and what effect it had : (1) House visit - one day survey
   (2) Padayatras (Procession on foot) for street performance and Kalajathas
   (3) Corner meetings
   (4) Public meetings
(5) Literacy processions students and public
(6) Literacy walls/Boards/Banners/slides.
(7) Literacy Day Celebration
(8) Art festivals for learners and instructors
(9) Committee system and involvement of local bodies organisation and agencies.
(10) Media - Press, Radio, T.V.
(11) Administrative Heads, Religious and Political leaders etc.
(12) Nehru Saksharata Jyoti
(13) Film shows
(14) Badges and stickers on vehicles

In short, the environment building programme was very successful and the organisers were able to maintain the spirit created during this process.

- Identification of sufficient number of motivated instructors (in the beginning stages)
- Declaration of Parliament election in October/November 1989. (Instructors involvement in election campaign)
- Instructors faced difficulty in reaching the expected level of learning.
- Time management of the training programme
- Lack of Audio-Visual materials
- Lack of systematic monitoring and evaluation of the training
- Hesitation of certain religious groups in the beginning.
- Lack of facilities for practical work/demonstration/small group discussion etc.
s) Details of what you consider most positive or successful aspects worth emulating elsewhere:

* The strategies for environment building and maintenance
* Mass movement and involvement of people
* Mobilisation of resources at local level for training
* Organizer's faith in people
* A combined effort of Governmental and Non-governmental agencies.
* Supplementary Reading materials for Instructors
* One day survey to identify the illiterates.
* Committed and well structured implementation machinery with a control room for 24 hours a day.

t) What percentage of volunteers was:
   a) School students
   b) Unemployed youth
   c) Casual labourers/ workers
   d) Regular employment
   e) Retired persons

   Not less than 60% were from the group of Unemployed youth and majority were girls.

u) How many/what percentage of volunteers were trained in supplementary camps:

   Approximately 4000 out of 22,600 (nearly 17%)

v) How many/what percentage of volunteers received no training:

   Nil (at least one day training was given to all volunteers)

w) Materials given to Instructors:
   (a) At the camp:

   1. Primer
   2. Guide to Volunteer Instructors
   3. Diary for Instructors to write daily activities
   4. Attendance book for each literacy class
   5. Visitor's book for each class
   6. Form for writing First Information of class
   7. Note books for Instructors
   8. Survey forms for enumeration of the illiterates.
   9. Black boards and chalk

   Seven sets of additional reading materials were given to instructors.
(x) After the camp

1. Plan of Action and Evaluation forms
2. Notes for instructors
3. Newsletters

y) Evaluation of Training

No formal evaluation of the training was conducted.

2) What other roles in the campaign did M.T's play?

* M.Ts worked in the committees. They also took part in the evaluation process (learners)

* M Ts extended support in supervision, management and organisation of the programme

* They extended all possible support to the Asst. Project Officers in organising arts festivals for learners and instructors, organising corner meetings, identification of dropouts, solving problems at local level etc.

Monthly Meetings

In addition to training, monthly meetings were organised at the Panchayat level. Assistant Project Officers and other officials like the B.D.O., Panchayat President, Executive Officer etc. participated in such meetings. Problems related to the Literacy Programme were sorted out and solutions were suggested. During October (2nd half) and November 1989, monthly meetings were not regular, because of the declaration of Parliament elections. The election process, naturally influenced the programme.

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**STRUCTURE OF TRAINING**

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<th>Duration</th>
<th>Level</th>
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<td>3 days</td>
<td>Project Level</td>
<td>200 to 1200 participants - batches of 25 to 30</td>
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<td></td>
<td>(Non-residential)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>13 to 14 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase - II</td>
<td>3 days</td>
<td>Project Level</td>
<td>200 to 1200 participants - small batches of 25 to 30</td>
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<tr>
<td></td>
<td>(Non-residential)</td>
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<td></td>
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<tr>
<td></td>
<td>13 to 14 hours</td>
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<td></td>
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<tr>
<td>Phase-III</td>
<td>2 days</td>
<td>Panchayat Level</td>
<td>Instructors of the concerned panchayat participated.</td>
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<tr>
<td></td>
<td>(Non-residential)</td>
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OCCUPATIONAL PROFILE OF INSTRUCTORS

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INSTRUCTORS TRAINING : CONTENT

1. Need and Importance of Literacy Programme.
2. Rudiments of Adult Psychology
3. Methods of Teaching adults
4. Identification of learners, organisation and conduct of literacy classes
5. Primer - Analysis and explanations of lessons from the primer, related information and use of hand books and other materials.
6. Problems faced by Instructors in the organisation of literacy classes.
7. Monitoring and evaluation of learners
8. Local needs and problems like development and people drop out of learners development of improvised teaching aids etc.

NOTE: Phase - I : Items 1 to 5
      Phase - II : Items 5, 6 and 8
      Phase - III : Items 6, 7 and 8

SPECIAL TRAINING PROGRAMMES

A number of special programmes were planned and implemented by the organisers on demand. A three-day programme was organised for about 200 nuns (Catholic church) of Ernakulam District, as they were interested in participating as instructors. Subsequently, they identified areas where the community people were illiterate.

Supplementary training programmes (one day) were organised in the following areas.

1. Mattancherry
2. Pampankuda
3. Thrippunithura
Identifying sufficient number of motivated instructors to organise classes in these areas was a real problem for the organisers. With the help of local bodies and voluntary agencies however, more and more instructors were identified in these areas and one-day training programmes were organised for them.

Through such additional training programmes nearly 4000 instructors were trained from 7 to 8 Panchayats. According to the plan of action, 20,000 Instructors were to be trained for the smooth organisation of literacy classes. Due to the effective campaigns for motivation, the organisers were able to identify and train approximately 2600 additional Volunteer Instructors. These instructors also extended all possible support and cooperation for the entire programme.

**MATERIALS FOR TRAINING**

Different types of materials were prepared for the trainers, the majority with an intention to equip the Volunteer Instructors.

1) Primer,
2) Note Books for Instructors,
3) A handbook for instructors based on the primer
4) Monitoring and Evaluation forms,
5) 7 additional books (for extra reading by instructors).

**The Primer**

There were 37 lessons in the Primer. The name of the Primer was “Aksharam” (Letter). It was divided into four parts: Part-1 - Our needs; Part-2 - Our Land; Part-3 - The Universe; and Part-4 - Our Institution. The first lesson was on Food. Each lesson included exercises and points for discussion. Songs were also included in the text.

**Work book for Learners**

A separate work book was prepared in two parts for the benefit of the learners. It was expected to help the learners to write letters and words.

**Hand Book**

A hand book was prepared to equip the Volunteer Instructors. Detailed notes on the lessons included in the Primer were given in the hand book. In addition to that, some basic information on adult education programmes was also given in the hand book. In addition to the hand book, 7 other additional books were also prepared for the benefit of Instructors.

Contents of the materials are given below. It was first published in April 1989 followed by a second edition in July 1989:

1. The need for literacy
2. Literacy and social development
3. Literacy and Kerala State
4. What is to be done?
5. Some relevant portion from Kothari Commission Report (war against illiteracy)
6. Ernakulam Total Literacy Campaign
7. Special features of T.L.C.
8. Plan of action
9. Awareness Campaign
10. Akshara Kala Jatha
11. Organisation of Total Literacy
12. Literacy Survey
13. Primary and related teaching materials
14. Identification of instructors and their training
15. Organisation of literacy classes
16. Literacy work and adult psychology
17. The primer - Askharam
18. A brief note on each leasson from the Primer which includes objectives, explanations, methodology etc.

Some additional teaching aids were also developed by the functionaries like flash cards, charts, pictures etc. Posters were produced at the district level as a part of the environmentbuilding programme. Newsletters were circulated to share information (with photographs and news items) to the functionaries at different levels. Some aids were developed from locally available materials, by M.Ts and Instructors to teach the illiterate adults. Low cost materials like letter cards, number cards, letter disc etc. were also prepared which in turn attracted the attention of learners.

**ANALYSIS OF THE TRAINING PROGRAMMES**

As mentioned earlier, the conventional method of training was followed in this programme. The whole programme being experimental in nature, the organisers naturally faced a lot of problems.

In the beginning they were not sure about the participation of volunteers and M.T's training. The number expected was between 300 to 400, but to their surprise, approximately 600 participated in the programme. This created some problems in the organisation and management of training. But it was a confidence booster and clearly came out as the result of the successful motivation campaign organised throughout the district. The increase in the number of participants influenced the expected quality of the training programme. On placement of M.Ts it was felt that more M.Ts were needed for the smooth organisation of the programme. A one day training was planned at project level to mobilize more M.Ts. Thus another 600 M.Ts were identified. As a result M.Ts were classified into 2 sections (1) Academic and (2) Administration. Those who were better in taking classes for instructors were given academic responsibilities and others were expected to support them in the management of the programme. No specific training on administrative and management aspects of the programme was given to M.Ts except a few lectures. Due to their better educational background, personal experience, and commitment they tried to manage the programme. The committee system which was very strong at the grassroot level supported the M.Ts and Instructors in the conduct of the programme.
One of the plus points to be noted in this context was the massive support given by the people, in the organisation and management of training programmes for (a) Padayatras and Kalajathas, (b) Master Trainers, and (c) Instructors. Majority of the resources needed were locally mobilised (food, accommodation, banners, boards) which clearly reflected the spirit and enthusiasm of people. M.T's training programme (8 days) was not sufficient to create confidence necessary for executing the job. Lack of systematic monitoring and evaluation of training programmes was a limitation. These aspects were not properly planned by the organisers. The same mistakes were repeated in the instructors training also.

Specific materials aiming at the roles to be played by the M.Ts were not prepared. They were given general materials, which were also given to instructors.

Lecture method was followed, generally in all sessions except in certain question-answer sessions. At the end of each training programme, group planning sessions were organised in which participants sat in groups to plan their future programmes. A scientific linkage between objectives and content, content and methodology was not seen in all the training programmes.

Least attention was given to developing the concerned skills of the participants in all the training programmes. The same process was repeated in Instructor's training also. There was a high degree of transmission loss in these programmes. There was no "supporting system" to strengthen the training programmes except the newsletter and meetings.

After the first phase of the Instructors' training an enquiry was conducted (by the organisers) on the actual teaching/learning process at the literacy centres to identify the relationship between training given and actual practice at the grassroot level. It was found the discussion method, key word (generative word) were not practical in the field because the learners were interested to write and read their names, house names and felt needs. The majority of the learners were properly motivated, and their interest was in the 3 R's.

In Phase-II of training programmes these points were shared with the trainers (both at M.T. and Instructor levels). Some improvised teaching-learning materials were then developed by M.T.'s and Instructors as a result of their interaction with the community and learners. (Charts, letter cards, boxes with letters, literacy games, letter disks, number cards etc.)

The quality of volunteerism was high in the context of training and in the conduct of literacy classes. Sufficient number of instructors were not identified in the beginning stages. Special efforts were made through the committees and as a result sufficient candidates were mobilized. Only one-day training programmes were conducted for such groups, which was basically not sufficient. Materials were given (Primer, hand book etc.) and certain lectures were delivered. This helped to create some sort of awareness among the trainers. Not less than 4,000 participants were trained in such one-day programmes.

Special training programmes were also organised. The training for Assistant Project Officers was not planned in the beginning stage. The content of the 2-day training was academic in nature. All of them (A.P.Os) were on deputation from service and had some experience at their official level. But most of them were new to this programme. This was a group of highly motivated and committed workers, especially selected by the District level organisers. No
specific training on administration and management of the programme was given to them. Meetings were organised once in 15 days to discuss the problems related to administration, management and monitoring of the programme.

In short, the whole training programme was managed by the District Resource team, with support from District level organisers. Institutions and agencies in the state with experience in the field of training functionaries were not contacted by the organisers. Assistant Project Officers were of the opinion that majority of the Instructors were not able to reach the expected level of learning as perceived by the organisers. No evaluation was conducted to identify the Instructor achievement level.

**HIGHLIGHTS**

- High degree of commitment was seen among the functionaries
- Training was equated only with mobilisation of large number of workers.
- Proper and logical relationship of objectives, content and methodology was not seen.
- Training process was not properly monitored and evaluated.
- The programme was trainers (R.P/M.T.) centered
- Focus of the programme was on sharing knowledge/information.
- Changes in attitudes and skills were not attempted.
- Training needs were not identified in a scientific way.
- Lecture was the major method applied.
- Instructors were given instructions to follow (because of the limitations of time, sharing of experience was not taken care of).
- Organisers were in a hurry to complete the programme within the time frame.
- Expertise available in the state was not properly utilised.
- Sufficient materials were produced for instructors.
- Performances of Padayatras and Kalajathas were highly commendable as a result of excellent training given to the team.
- Perfect discipline was maintained in all the training programmes.
- Resources for training (food, refreshments, other facilities etc.) were mobilised at local level (except Phase-I of M.T's training and Phase-III of all the other training programmes). That proved the will and commitment towards a programme which was for the public and of the public.
- Proper audio-visual materials were not prepared for training.
- A high degree of enthusiasm was created as a result of the training programmes in the district.
CONCLUSIONS

The EDTLP was an innovative experiment in India in the field of Adult Literacy. The programme has a lot of merits to be pointed out. At the same time some limitations have been noticed in the area of training.

The typical socio-political environment in Kerala characterised by high level of literacy, availability of a number of committed and motivated agencies and workers, specificities of geography and culture, involvement of women's groups and female participation, facilities for education, political will etc. were some of the basic reasons for the meaningful implementation of the programme. That, however, does not mean that this programme can be implemented in the same way in other districts/states in India. A systematic and scientific study of the environment of the concerned areas, levels of literacy, cultural and linguistic specificities, etc. are some of the aspects to be studied before launching a Total Literacy Campaign (T.L.C.).

Training plays a very important role in the effective organisation of T.L.C. It is through the training programmes that the linkage is established between organisers and grassroot level workers. If the training aspect is not taken care of, it would adversely affect the whole campaign. Commitment and political will towards the whole process also plays very important role in the same.

Innovative training strategies in consultation with professionals and practitioners should be developed according to local needs. Training is to be seen as a development strategy in the context of T.L.C. Mobilisation of large number of workers is necessary keeping in mind the quality of training required, which is of utmost importance in T.L.C.

Translation of the process of T.L.C. from one place to another will not solve the problem of illiteracy. Efforts are necessary to strengthen the quality of training and the organisational system in T.L.C.

In the light of the Ernakulam experience it seems that further studies are necessary in the following areas of T.L.C:

(i) Materials used and methods applied
(ii) Motivation campaigns
(iii) Levels of achievement in literacy
(iv) Methods of monitoring and evaluation
(v) Post-literacy and follow-up activities

Indepth analysis of these areas would help to strengthen literacy movements all over the country.

Let us not curse the darkness, but light a candle.

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8. Indian Journal of Adult Education (IAEA, New Delhi)


10. Films of Total Literacy Campaign


13. K. Sivadasan Pillai, Evaluation study report - Adult Education programmes in Kerala (Seven Southern Districts)

14. K. Sivadasan Pillai and V. Reghu - Adult Education Programmes in Kerala (Chapters for Kerala gazetteer-unpublished)


(Radio talks, Television programmes, Slides, Video, Films, Primer and other related materials aprepared of EDTLP were also helpful).
ACKNOWLEDGEMENTS

A. Institutions/Agencies

1. State Resource Centre, Kerala
2. Kerala Association for Non-Formal Education Development, Trivandrum
3. Centre for Adult Continuing Education and Extension, University of Kerala, Trivandrum
4. Collectorate, Ernakulam
5. Kerala Sastra Sahitya Parishat (KSSP), Trivandrum and Ernakulam
6. Integrated Rural Technology Centre, M undu, Palghat
7. Kerala Saksharata Samity, Trivandrum
8. Centre for Development Studies, Trivandrum
9. Local Voluntary Organisations, Ernakulam

B. Officers and Functionaries Interviewed

1. District Collector and Assistant Development Commissioner, Ernakulam.
2. District Organisers of KSSP
3. District Resource Members, Project Officers of the Ernakulam District Total Literacy Programme (EDTLP)
4. Director, State Resource Centre
5. Secretary, Kerala Association for Non-Formal Education Development
6. Master Trainers/Volunteer Instructors
7. Members of Panchayats/Teachers (School and College)
CHITTOOR

Case Study
Prepared by

D. Ramakrishna, RISE

&

V. Nandagopal, KRUSHI
I. A. Chittoor District

* Total Population of district : 32,49,565
* No. of Mandals : 65
* Total Literacy Rate : 31.65%
* Target group population (8-35 years) : 14,93,035
* Target group illiterate : 6.06

B. Akshara Thapasman (TLC)

* Programme preparation : 25th May, 1990
* Programme launched : 2nd October 1990
* Environment building : 2nd October 1990
* No. of cultural troupes : 437
* No. of performances : 12,235
* Achievement of literacy : 87.5%
* Total Budget : Rs. 3 Crores
* Teaching/Learning : Rs.92,59,794.00
* Training Expenses : Rs.31,95,278.00

II. Flow Chart Of Training

<table>
<thead>
<tr>
<th></th>
<th>SPELL - I</th>
<th>SPELL - II</th>
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<tr>
<td>Days/Nos.</td>
<td>Days/Nos.</td>
<td></td>
</tr>
<tr>
<td>A) Key Resource Persons (KRP)</td>
<td>1 Day workshop</td>
<td></td>
</tr>
<tr>
<td>B) MCOs Training (RPs)</td>
<td>5/260</td>
<td>2/800</td>
</tr>
<tr>
<td>C) VCOs Training (MTs)</td>
<td>4/3000</td>
<td>-</td>
</tr>
<tr>
<td>D) VIs Training</td>
<td>4/60,000</td>
<td>3/60,000</td>
</tr>
</tbody>
</table>
Post-Literacy Training

* MCOs Training (RPs) 5/450 (SPELL-III)
* Monitors Training 3/17,000

Strengths and Weaknesses

* Environment building very effective
* Commitment of DC and DDO inspired people
* Content of training syllabus very comprehensive
* Relevant handouts were provided
* Volunteers’ manual guidelines for teaching primers were useful
* Planning and preparation of training inadequate
* Variable participation of trainees across spells
* Duration and focus of content not structured with consideration of participant’s profile.
* Negligible documentation on training areas.
* Adequate KRP's and RPs were not identified from different sectors.
* Choice of methods were not matched to the content to upgrade participant's skills and awareness.
INTRODUCTION

METHODOLOGY OF STUDY

A. Sampling the area:

We had chosen mandals to provide a range of situations:
- Municipality area
- unreach area
- S.C., S.T. populated area
- Political variability
- NGO involvement not present
- NGO involvement present

According to these criteria we selected 8 mandals out of 65 in Chittoor District. These were Puttur and Vadamalpet mandals in the Eastern region, Santhipuram and V.Kota in the southern part, Madana Palli (Rural and Urban) and Nimmanapalli, in the western part and Tirupati (Urban).

B. Framework of the study

Our study is only on the Training Component of the Campaign, based on the understanding that training is a key activity that is required to enhance the quality of work. Basically we studied the following content to explore and understand key issues which emerged:

- Training preparation of various levels
- How was training conceptualised?
- How was the training implemented as strategy?

C. Source of information:

(i) Primary Source

We used two types of sources to collect data for critical analysis. The primary source was the people who were involved as key persons in the process of training whom we interviewed. These were people from the following five categories:

- Key resource persons.
- Mandal Co-ordinators.
- Village Co-ordinators.
- Village Volunteers.
- Z.S.S Staff members.

(ii) Secondary Sources

We used documents, as secondary sources to collect various information. There were various kinds of documents, which contained statistics, process, feelings, and observations about our content area. They provided very detailed information on various aspects.
- Training designs.
- Evaluation Reports.
- Circulars
- Status Reports.
- Training Reports.
- Hand outs and Pamphlets.
- Manuals.

**PHILOSOPHY OF THE CAMPAIGN**

"Akshara Tapasman" - the Total Literacy Movement of Chittoor District was started more as a social reformist movement than as the traditional Adult Education Programme. In fact, the movement had to be started to plug the loopholes of the existing mass education programmes. The basic premises on which the movement was based were:

1. Literacy is not simply alphabetisation or the “art of signature”. Literacy is defined as a great “equaliser” between the illiterate poor and literate elite sections of the society. For an illiterate youth, literacy provides a new social status and awareness about the happenings in society. The existing feelings of isolation and alienation from the rest of society in the minds of illiterates will yield place to a broad perspective. The self-confidence so acquired dispels the existing “Dependency Syndrome” in illiterates and prepares the path for their “self reliance”. The illiterate youth so transformed acquire both vertical and horizontal social mobility, which can be progressively harnessed to bring in revolutionary social/economic changes. Hence, literacy movement has a far-reaching individual and social significance. This fact has to be driven home to every person working in the movement so that they realise the importance of their work and get a perspective about the task ahead of them.

2. Literacy cannot come about as a piecemeal Government programme, but only as a voluntary people’s movement backed by the entire Government machinery. In order to take the message of the movement to all the households in the district and motivate literate sections to come up as “volunteers” to teach deprived fellow-citizens, a mass Campaign is to be launched. The local cultural troupes, demonstrations, meetings, publicity through all available media on a scale not witnessed hitherto shall be used to generate mass enthusiasm. The campaign is equated to the renewal of the “struggle for Independence” - the time for the social and intellectual liberation of the deprived illiterate sections of society.

3. The volunteers so recruited are to be grouped and trained as a disciplined force. A sense of pride about the work they have taken up will be instilled in them. They shall be give social recognition and leadership qualities. Accordingly, proper training and continuous motivational activities are to be planned throughout the campaign.

4. Literacy cannot come about through “incremental” efforts - as effects of such efforts will be annulled by increase in absolute numbers of the number of illiterates. Accordingly, the movement follows a total approach covering all the illiterates in the productive age group of 9 - 35 years. Since it is this age group which is sitting in
the driving seat of the society, educating all of them would ensure total literacy in all age groups over a period of time.

5. Literacy is the vehicle for the deprived and the downtrodden, like women, SC/ST etc., to know their legal rights. It is a weapon by which they can organise themselves and claim their rights by following peaceful, legal constitutional remedies.

6. Literacy provides an opportunity for proper implementation of the Government programmes. It facilitates scrupulous implementation of developmental activities being taken up by the Government, by ensuring accountability. It facilitates fulfilment of Government objectives of providing universal elementary education, universal immunisation, popularising social forestry etc., by explaining these to each and every person in the community.

7. Literacy provides for a better democratic polity, where people start questioning every action that is affecting their life. Only this can help in responsive and responsible Government set up at the grassroot level.

8. If all these objectives are to be fulfilled the existing “pedagogy” shall be modified to start from “known” and progress towards “un-known”. The issues taken up shall be the ones with which people are concerned in their day-to-day live.

9. “Basic literacy” to all in the target group is not the end of the programme. Imparting literacy shall be a continuous programme. The minimum levels of learning achieved in the total literacy campaign are to be upgraded, improved upon and consolidated so as to achieve “Autonomous learning” on the part of all learners. Such Autonomous learning shall help in “Functional Literacy” and help to upgrade the existing skills and technology relating to their economic trades.

10. By transforming the illiterates into “Autonomous learners” and having demonstrated to them the benefits of education, avenues are to be opened for their “life-long education”. If majority of the learners pursue “life-long education”, society will become a “Literate Society”.

The objective of the movement is to achieve such a “Literate Society”.

BACKGROUND

Chittoor District lies at the southern most tip of Andhra Pradesh, sandwiched between Tamil Nadu and Karnataka States. The language and culture of the district are enriched by influences from neighboring States, and have acquired the status of a separate entity in Andhra Pradesh. The District is also known by the myriad temples, e.g. Tirupati and Srikalahasti, built here.

With an area of 15,152 sq.kms., it is one of the biggest districts in the State. The 30 lakh population is dispersed in 8500 hamlets, posing major logistical problems in implementation of any large scale programmes.
The rural economy is dependent on dryland groundnut cultivation and irrigated patches constitute only 25% of cropped area. Vast stretches of arid lands, perpetually dry rivers and successive failure of monsoons tell the tale of poverty here.

Culturally however, Chittoor is extremely rich. There are several art forms, like Veedhi Natakam, Kolattam, Pandari Bhajana, Chakka Bhajan, Pillanaguttu, Silambu, Stick fighting, which are deeply rooted in the culture of the people here. Many of them are based on Puranic traditions. These forms, which are becoming extinct in other areas, still draw huge crowds (many a time throughout the night) in the rural areas of this district.

Politically all rightist parties are strong in this district. Because of illiteracy and ignorance political structures are also using the poor to further vested interests. These forces exert a pressure to force them to live in a culture of silence.

As in most other places in the State, social welfare legislations are practiced more in the breach. The practices of untouchability and bonded labour are still rampant despite stern legislations. The minimum wages prescribed by the Act never really get implemented. The land assigned to landless SCs has been usurped from them without a word of protest from them. The primary cause for perpetration of these atrocities - overtly or covertly - is the absence of awareness and organisation among the rural poor. It is in fact, this state of affairs which gave rise to Akshara Tapasaman.

Literacy in this programme has been viewed as the primary instrument for transforming the illiterate youth into an aware, self-reliant and self-confident force.

The campaign started on 2nd October, 1990. The events preceding the formal launching of the programme are summarised hereunder.

Chittoor District is the first District in Andhra Pradesh and 3rd in India to have undertaken the literacy campaign (T.L.C) under the National Literacy Mission.

| Total population of the District  | 32,49,565 |
| Total number of hamlets         | 9,200     |
| Total number of Mandalas        | 65        |
| Total number of Municipalities  | 5         |

**Literacy status of the District before T.L.C**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Literacy</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>36.23</td>
<td>46.89</td>
<td>24.82</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>29.94</td>
<td>39.26</td>
<td>20.39</td>
</tr>
<tr>
<td>Chittoor District</td>
<td>31.65</td>
<td>43.06</td>
<td>20.24</td>
</tr>
</tbody>
</table>

**Target Group of T.L.C**

Selected as the age group of 9 - 35 years. The Z.S.S decided to build awareness among the illiterate youth. But this segment is from oppressed groups like women, Scheduled Caste, Tribes and poor peasants etc.
Literacy Status in the target group - 9 - 35 age group:

Total population of the District = 32,49,565
Total persons in 9 - 35 years age group = 14,93,035
Illiterate in the 9 - 35 years = 6.06 lakhs. age group (after survey)

STRUCTURE OF SAKSHARATA SAMITHI

The District Administration set up a separate Body/Agency for the implementation of the T.L.C programme. It is called “Zila Saksharata Samiti” (Z.S.S) and registered under Societies Registration Act XXI of 1860. Similarly “Mandal Saksharata Samiti” (M.S.S.) of Mandal level and “Gram Saksharta Samiti”(G.S.S) at village level were formed as implementing branches of Z.S.S.

ZILLA SAKSHARATA SAMITI (ZSS)

\[ \text{Executive Committee} \]

\[ \text{General Council} \]
- President
- Secretary
- Propaganda
- Political Representatives

\[ \text{Sub Committees} \]
- Academic committee
- Finance Committee
- Committee Monitoring Others
- Committee- Resource Team
- BGVS
- NGOs
- Publicity

Executive Committee

District Collector is the President, and District Development Officer is the Secretary of ZSS. All other District level officers are Committee Members. This Committee exercises the power vested in General Council in day-to-day functioning.

General Council

Total 130 members. Officials + N.G.O.S + Resource Persons + Individuals + others. This is the main policy-making body under the chairmanship of the District Collector.

Academic Committee:

An Academic Committee was formed just before the implementation of the post literacy programme.

Cultural Committee

The cultural Committee comprises of cultural Resource Persons, representatives of BGVS, of NGOs and the Mandal Cultural Coordinators.
Monitoring and Evaluation Committee

The entire district is geographically divided into 25 areas, and each area was supervised at district level by one department head from Government district level.

Z.S.S office staff

There were the following full time staff members, but all are Deputed from various departments.
Section writers
- Accountant
- General Correspondence Assistant
- Typist
- Statistical Assistant
- Administration Manager
- Programme Coordinator
- Training Coordinator

FORMATION OF MANDAL COMMITTEES

Campaign committees were formed at Mandal level involving political parties, voluntary agencies, concerned N.F.E/A.E Supervisors and Youth Clubs. The Mandal Praja Parishad President was made the President of the Committee with the Mandal Development Officers as the Convenor. All Mandal Committees held their meetings and finalised the main issues. Three coordinators were appointed at Mandal level - Academic, Monitoring and Cultural and each was given specific tasks to perform.

FORMATION OF VILLAGE COMMITTEES

Village committees were formed at the Gram Panchayat level with Sarpanch as President and Gram Panchayat Members, Village Teachers, Village level voluntary workers, N.F.E/A.E. Workers and Youth Association/Clubs and Village Centre Coordinators as members.

For administrative and monitoring convenience, the village was divided into “Village Centers” consisting of approximately 25 illiterates situated within a radius of 1.k.m. For each of these Centers, a Coordinator - usually a dedicated teacher was appointed.

All Village Committee held their first meeting on 29th Sept. 1990 to discuss the following issues.

a) How to run the publicity campaign in the village.

b) Involving all members of village community in the campaign

c) To supervise functioning of Volunteers to enthuse learners.

ENVIRONMENT BUILDING CULTURAL TRoupes

The major component of the campaign was spreading the literacy message through cultural troupes. Finally, 152 modern and 285 traditional troupes (total 437) performed by covering
each and every hamlet in the district at least once. Each Mandal committee worked out a
date-wise programme for coverage of all hamlets. The troupe normally arrived in the hamlet,
usually in the evening, met all the village elders, learnt of the village problems and explained
the importance of literacy in person-to-person conversations. Each member of the troupe had
food at the village itself, and at night they performed in the village. Wide publicity was given
about the arrival of the troupe by the village committee. On completion of the cultural
programme, to drive home the importance of literacy, one of the members gave a public
speech to enroll volunteers from educated rural youth. The names so collected were passed
on to the Village Coordinator who personally met the prospective volunteer and enrolled
him. By 14th November, all Hamlets were covered by Cultural troupes. In fact the 437
troupes had staged 12,235 performances in this period.

PADAYATRAS

The cultural programmes were followed up by Padayatras in the villages. The Padayatras
were done under the leadership of village committees. The objectives of Padayatras was not
merely to demonstrate support for the movement but to discuss with each family and ensure
their involvement in the campaign. About 1.5 lakh people participated in these Padayatras
in each and every village.

TORCHLIGHT PROCESSIONS

This phase of campaign was rounded off with torchlight processions on 14th November,
1990. All these processions were done by newly recruited volunteers and some of the
learners. An estimated 1.46 lakh people participated in these Torchlight processions on 14th
November. On conclusion of Phase - I of campaign, 12,235 cultural programmes were
performed and 58,996 volunteers enrolled. Besides these various publicity methods were
used to consolidate and build tempo among the illiterates.

TEACHING LEARNING MATERIAL

1. Primers:

S.R.C, Hyderabad produced 4 primers on the lines prescribed by National Literacy
Mission. However, it was felt that the contents of the primer would not serve the
needs of Chittoor District. The main problems, of violation of minimum wages,
bonded labour, and protection of civil rights, were not covered in the primer. It was
accordingly decided to write primers focusing on the problems of the weaker
sections, the exploitation being faced by them and also to seek remedies within the
framework of the constitutional privileges. An attempt was made to prepare primers
which were progressive in nature for nurturing the learners into self-confident youth
who could demand and protect their legal rights. Prof. V.L.N. Reddy of Adult
Education Department, S.V. University, Tirupati, prepared these primers in accordance
with National Literacy Mission norms.

The first primer was approved by N.L.M on 22nd November, 1990 and second, third
primers on 16th December, 1990.
2. **Volunteer Guide Book**

Detailed background information on each lesson was prepared and published in the Volunteer’s Guidebook. The Guidebook was prepared stressing the “Discussion method” of teaching. The Teachers’ Guidebook was prepared by Lecturers of DIET, Karvetinagar.

3. **Attendance Register**

An attendance register containing monitoring Schedules and Syllabus, apart from attendance forms, was also prepared.

4. **Writing Material**

The concept of practicing on slate was dispensed with as it is associated with primary school teaching and it was found to be unnecessary. Instead, notebooks, pens and pencils were supplied to the learners. The purpose of this arrangement was to give confidence among learners that they could learn quickly. Arrangements are being made to give another notebook if the first one is filled. The blind belief that all education has to start with “Slate” is proposed to be dispelled by this.

The concept of Black-board was also found to be unnecessary. The Black-board it was felt brought in a formal school atmosphere in which the adult learner feels uncomfortable. Akshara Tapasman teaching was to be done only in a family atmosphere, where learners are to be firstly accepted by volunteers as their own family members. In such a situation the blackboard has no place.

**TRAINING**

The Core team is the pioneer of the implementation of training programme of I.L.C in Chittoor District. It consists of the President and Secretary of Zilla Sakshrarta Samiti, Training Coordinator and Representatives of resource institutions like D.I.E.T and Adult Education Department of S.V. University. This core team was involved in preparing primers and learning materials. This core team has organised a centralised training programme for all the trainers (Mandal Coordinators). In turn Mandal Coordinators took the responsibility of organising the training for village coordinators at their respective Mandals. Similarly, the village coordinators had organised training for all the village Volunteers at the panchayat level. The structure of training adopted a “multiple-approach” to allow large number of trainers to be available at grassroot level.

**STRUCTURE OF THE TRAININGS**

The training in TLC was done in 3 phases.

**Phase I:**

The Mandal Coordinators training programme was called Phase I. It was covered in 3 spells (3rd spell focuses on Post-Literacy campaign).

- 260 MCOs were trained in spell I
- 850 MCOs were trained in spell II and
- 450 MCOs were trained in spell III

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Phase II: Village Coordinators (VCOs) training programme was called Phase II.

- 3305 VCOs were trained by MCOs at 65 mandal headquarters. It was covered in only one spell.

Phase III: Village volunteers training was called Phase III, covered in two spells, by VCOs, MCOs and additional resource persons.

- 66572 volunteers were trained at 1295 gram panchayat headquarters.

FLOW CHART OF TRAINING

<table>
<thead>
<tr>
<th>Phase</th>
<th>Mandal Coordinators Training</th>
<th>Spell I</th>
<th>Spell II</th>
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<tr>
<td></td>
<td>Dec.15-19,1990</td>
<td>5 days</td>
<td>2 days</td>
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<table>
<thead>
<tr>
<th>Phase</th>
<th>Village Coordinators Training</th>
<th>Jan.7-10,1991</th>
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<tr>
<td></td>
<td>4 days</td>
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<table>
<thead>
<tr>
<th>Phase</th>
<th>Volunteers Training</th>
<th>Jan.21-24,1991</th>
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<tbody>
<tr>
<td></td>
<td>4 days</td>
<td>April 25-27,1991</td>
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Training of Post-Literacy campaign

<table>
<thead>
<tr>
<th>Phase</th>
<th>Mandal Coordinators Training (Spell III)</th>
<th>Aug.21-25,1991</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>5 days</td>
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<table>
<thead>
<tr>
<th>Phase</th>
<th>Monitors Training (VOC’s + Volunteers)</th>
<th>3 days</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Aug.30th to Sep.2nd 1991</td>
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CORE TEAM/KRP PREPARATION

The President and Secretary of Zilla Saksharata Samiti visited Ernakulam and studied the experiences of T.L.C. Later, the Training Coordinator also visited Kerala, because Ernakulam remained the only model of T.L.C at that time in South India. The team studied "environmental-building” as well as teaching literacy. They also studied the training experiences by interacting with K.R.Ps. Seven members of the core team had one day met to plan for training programmes at different levels. The following categories of members participated in this.

- Training Coordinator
- Writers of Primers
- Lecturers from D.I.E.T
- Secretary and President of Z.S.S
- B.G.V.S Coordinator
They had discussed about the structure of training, list of the content and resource persons. In fact, there was no separate Academic Committee. The President and Secretary of Zilla Saksharata Samiti took almost all final decisions. However, they did not discuss anything about the existing available resources of training expertise in the district. Also they did not try to utilise the other resources like, SRC, NIRD, DRU, NGOs, BGVS etc. There were no discussions on training designs, methods and modules. However, they discussed the number of the participants, venue, duration finalised and other logistics.

Besides this, they entrusted the Training Coordinator, with the responsibility of preparing the learning materials and coordinating the resource persons during the training programme.

**MANDAL COORDINATORS TRAINING (PHASE I)**

* To promote M.C.O's as potential resource persons to train the village coordinators at their respective Mandals

* To provide them necessary skills to train village coordinators, who in turn will train village volunteers.

* To familiarize M.C.Os about the Aims and Objectives of the Z.S.S and N.L.M, and to make T.L.C a movement in Chittoor District.

* Provide necessary skill and knowledge about the teaching methods and easy techniques in Literacy Teaching.

* To make them aware about the Adult learning and psychology and Motivational techniques and problems.

**ABOUT PARTICIPANTS**

260 members participated in this training programme, 3 coordinators representing each Mandal. These Coordinators were selected by the Mandal Development Officer (M.D.O) and a representative of B.G.V.S., according to guidelines of District Collector.

All these Coordinators are teachers by profession, and working in Government Schools. A few participants represented NCOs as Cultural Coordinators. There were only 4 women participants. It was a heterogeneous group, by educational background, nature of work and experience. Most of the participants were in the 28 years to 45 years age group. Very few were above 50 years.

The number of members had been increased to 850 in Spell II. At this stage active VCOs, 10 to 12 of them representing each mandal participated.

No. of Participants:

<table>
<thead>
<tr>
<th>SPELL - I</th>
<th>SPELL - II</th>
<th>SPELL - III</th>
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<tbody>
<tr>
<td>260</td>
<td>850</td>
<td>450</td>
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The group size did not remain constant in the course of the three spells.

There were many dropouts and new-comers in each spell.

LOGISTICS OF THE TRAINING EVENT

All the three spells were residential, organised as centralised programmes, (5+ 2 +5 days).

Spell - I was organised at Kalyana Mandapam Tirupati. There was not a conducive learning environment in this Kalyana Mandapam, which is located besides the main traffic road.

Spell II was organised at the campus of DIET (District Institute for Education Training) Karveti Nagar. This is an isolated place, with minimum infrastructure. It was very difficult to provide the minimum required facilities for such a large number of participants.

Spell - III was organised in a college campus at Tirupati. It was quite a comfortable place to stay and learn.

OBSERVATIONS

* Almost all the trainers/Resource persons are from teaching/Academic background.

* There was no clear distinction of roles or responsibilities. Most experts acted as mere resource persons. There was no link up of pre-sessions and no initiation in building group processes.

* Resource institutions like S.R.C, D.R.U., N.I.R.D., N.G.O’s etc., were not involved or were not utilised in the Training Programme.

* Efficient persons from the teaching profession or NGO sections were not involved in this training.

* The only positive point is that all the Core Team members were involved in the preparation of Primers I, II, III & IV and “Volunteers’ Guidelines” manual.

IMPLEMENTING STRATEGY

ZSS intended to provide large number of resource persons at the district level and to provide common framework of training designs and contents. All mandal coordinators were brought for Phase-I training. Since it was a huge number, the participants were divided into 6 training units in spell - I. The Training Coordinator performed a difficult task in trying to involve resource persons and take care of training in all the units. All these 6 units were conducted in the same campus. The 850 participants were divided into 9 units. It was found that this group size was unmanageable. Having different units in the same campus itself initiated a learning environment.

The same approach was adopted in spell - III also, with 6 units. Since the same Resource Person had to deal with the same topic in all the units, the design could not be effectively dealt with. Topics were as follows:
Spell - I

- Aims and Objectives of ZSS, NLM & TLC
- Why T.L.C is a movement
- Roles and functions of village Coordinators and Volunteers
- Motivation of learners through Volunteers
- Organisation of Training levels
- Easy methods of learning the Alphabet
- Psychology of Adult learners
- Teaching methods of Primer I, II, III.
- Monitoring mechanism of Literacy teaching.
- Social Problems.
- Evaluation techniques of learners and volunteers.

Spell - II

- Motivation techniques
- Philosophy and background of Primers II & III
- Demonstration lessons (on Primers II & III)

Spell - III

- Aims and Objectives of the Jana Chaitanya Kendra (J.C.K’s).
- Roles and functions of monitors.
- Post Literacy Programmes and Literacy movements in other countries.
- Effective use of Library in J.C.K’s
- Population Education
- Short time training programme at J.C.K’s.
- Building leadership qualities at J.C.K’s
- Maintenance of records at J.C.K’s.
- Rural communications skills.
- Utilisation of Social resources.

TRAINING DESIGN

The Training Programme for Mandal Coordinators was held in 3 Spells in 5+2+5 days. Spell-I was organised before starting the Literacy Teaching. Spell-II was held during the implementation period of Literacy Teaching, with a gap of four months after the Spell-I. Spell-III Training took place immediately after completion of the Literacy teaching and before implementing the post Literacy Campaign. The training design for Spell-I was not prepared.

Training design of Spell II
From 22-4-91 to 23-4-91 (Two days)

1st day - 22-4-91

10.00 a.m to 11.00 a.m. Registration
11.00 a.m to 12.00 Noon Motivational Techniques
12.00 Noon to 1.00 p.m. Problems (interaction)
1.00 p.m. to 2.00 p.m. Philosophy of Primer-II
2.00 p.m. to 3.00 p.m. Lunch
3.00 p.m. to 4.00 p.m. Demonstration lesson by Resource Persons (Primer-II)
4.00 p.m. to 5.00 p.m. -do-
5.00 p.m. to 6.00 p.m. Demonstration lesson by a Volunteer and Learners from the local Centre.

Night
Discussion on Demonstration lesson.
Video films and cultural activities.

2nd Day - 23-4-91

9.00 a.m. to 10.00 a.m. Primer-III - The philosophical background.
10.00 a.m. to 11.00 a.m. Primer-III - Demonstration by Resource persons.
11.00 a.m. to 11.15 a.m. Tea-break
11.15 a.m. to 12.00 Noon Demonstration lesson by Participants.
12.00 Noon to 1.00 p.m. Demonstration lesson (Primer-III)
1.00 p.m. to 2.00 p.m. Lunch
2.00 p.m. to 3.00 p.m. Demonstration lessons (Primer-III)
3.00 p.m. to 5.00 p.m. Discussion on Demonstration lesson by volunteer and learner from the local centre.
5.00 p.m. to 6.00 p.m. Discussion on the Future programme.

Training design of Spell III
Post-Literacy Programme - Mandal Coordinators Training (5 days)
Phase I - Spell III

21-8-91

9.00 a.m. to 10.00 a.m. Registration
10.00 a.m. to 11.00 a.m. National Literacy Movement - Education as continuous process.
11.00 a.m. to 11.15 a.m. Tea-Break
11.15 a.m. to 1.00 p.m. Literacy Society - Self reading
1.00 p.m. to 2.00 p.m. Lunch
2.00 p.m. to 3.30 p.m. Aims and Objectives of Jana Chaityana Kendras and functions of the monitors.
3.30 p.m. to 4.00 p.m. Tea-break
4.00 p.m. to 5.30 p.m. Post-Literacy Programme in other countries.
5.30 p.m. to 6.00 p.m. Discussions on the above topics.

22-8-91

9.00 a.m. to 10.00 a.m. Post Literacy Programmes in other countries.
10.00 a.m. to 11.00 a.m. Library in Jana Chaityana Kendras Newspaper, Fortnightly, Monthly, Wall Post etc.
11.00 a.m. to 11.30 a.m.
11.30 a.m. to 1.00 p.m.
1.00 a.m. to 2.00 p.m.
2.00 a.m. to 3.00 p.m.
3.00 p.m. to 4.00 p.m.
4.00 p.m. to 4.30 p.m.
4.30 p.m. to 5.30 p.m.
5.30 p.m. to 6.30 p.m.

**Tea Break**
**Discussions on above topics**
**Lunch break**
**The Jana Chaitanya Kendras Libraries and communication centres.**
**Building Literacy Environment at Jana Chaitanya Kendras through posters, wall writings etc.**
**Tea break**
**Discussions on above topics.**
**Discussions on group reports.**

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**23.8.91**

9.00 to 10.00 a.m
10.00 a.m. to 11.00 a.m.

Kendras

11.00 a.m. to 11.30 a.m.
11.30 a.m. to 1.00 p.m.
1.00 p.m. to 2.00 p.m.
2.00 p.m. to 3.00 p.m.
3.00 to 4.00 p.m.
4.00 p.m. to 4.30 p.m.
4.30 p.m. to 5.00 p.m.
5.00 p.m. to 7.30 p.m.

**Debates at Jana Chaitanya Kendras**
**Short time training programmes at Jana Chaitanya Kendrasorganising games at JCKs.**
**Tea break**
**Discussion on above topics.**
**Lunch break**
**Study tours**
**Population education**
**Tea break**
**Discussions on group reports.**
**Building educational environment at village level.**

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**24.8.91**

9.00 a.m. to 10.00 a.m.
10.00 a.m. to 11.00 a.m.
11.00 a.m. to 11.30 a.m.
11.30 a.m. to 1.00 p.m.
1.00 p.m. to 2.00 p.m.
2.00 p.m. to 3.00 p.m.
4.00 p.m. to 4.30 p.m.
4.30 p.m. to 5.30 p.m.
5.30 p.m. to 6.30 p.m.

**Organising Mock Parliaments, leadership qualities.**
**Maintenance of the records.**
**Tea break**
**Group Discussion on above topics.**
**Lunch break**
**Utilisation of the Social resources. Rural Communication media at village level.**
**Tea break**
**Group discussion**
**Group reports at plenary**

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**25.8.91**

10.00 a.m. to 11.00 p.m.
11.00 a.m. to 11.30 a.m.
11.30 a.m. to 1.00 p.m.
1.00 p.m. to 2.00 p.m.
2.00 p.m. to 3.00 p.m.
3.00 p.m. to 4.00 p.m.
4.00 p.m. to 5.00 p.m.

**Jana Chaitanya Kendra as learning centre.**
**Tea break**
**Introduction of the IV primer**
**Lunch break**
**Jana Chaitanya Kendra as a social reforming centre.**
**Review on Training Programme.**
**Conclusion**
METHODS

Lecture Methods

Spell-I effectively used this method to impart rich information to the participants. This information helped the participants analyse the social scenario in the present Indian context and inspired them to be part of this literacy movement. Useful handouts were prepared on each theme, which helped to build new knowledge. In fact, using of aids and techniques like dialogue and discussion (plenary), geared the participants involvement in the learning process.

Although resource persons were from academic backgrounds, in the process they respected and gave validity to the experiences and thoughts of participants. They also shared a few cases experienced by the participants and analysed them. These techniques helped the participants to become a part of the training process.

Demonstration Method

This method was used for the purpose of imparting skill on easy teaching, literacy methods, motivating illiterate learners and organising mock parliament at village level etc. The resource persons organised demonstrations and presented analyses. This helped the participants to understand the usage of method, but they failed to acquire the skill because they had not had enough practice. As a matter of fact they could not acquire self-confidence to use this method. Most of the participants felt that they needed some space to demonstrate such acquired teaching skills within the training itself. This is why they allowed the volunteers to teach in a conventional way. Since it was a larger group, and the trainers had assumed that all MCOs were experts in teaching literacy, they did not give much attention to practicing new literacy teaching methods in the training programmes.

Group Discussion

This method was used for the content of door to door campaign with illiterates. It helped the participants to enhance their awareness on complex scenario of illiterates. The participation of the trainers also was very high. It was not a small group discussion, but took place at the plenary. Meanwhile they used this method for motivation of the illiterates. Since this was a larger group, few participants were involved in the discussions. Small group discussions were not structured in any spell of Phase-I. However, this helped the participants to keep in mind the considerations for using this method at field work.

Role plays

This method was used to help participants to understand the complexity of social problems in spell-I. A few small groups were formed and each was assigned role plays on various issues. After presentation of their role plays in plenary, they had discussions about various social impediments of the people. It did help the learning process but was not much used in the whole training.
Field visits

Field visits were organised twice in spell-I. This method was used to acquire skill on motivating the illiterates and embarking on a campaign in the village. Trainers took the group to near by villages and provided scope for them to participate practically. There was no field trip in Spell - II, but in spell-III a mock parliament was organised in the village. It provided scope to get an understanding about the village situation.

Handouts

During the MCOs training programme, KRP's disseminated very valuable handouts. But there was no structured time to go through those handouts.

The following handouts were distributed:

- Aims and objectives of Z.S.S
- Introduction to primers, and easy teaching of the Alphabet using symbols
- About participatory training
- Roles and responsibilities of mandal coordinators, village coordinators and volunteers.
- The functions of Jana Chaitanya Kendras.
- Post-literacy and follow-up programmes.
- Mass media resource to Jana Chaitanya Kendras.
- Techniques of preparing learning materials in JCK (paper cutting etc.)

Sequence of Contents

Even though a training design was prepared in Spell-I with sequence of the contents, in reality it was not implemented because 4 training units were formed and the training coordinator was busy struggling to engage resource persons so that sessions did not go uncovered. As spell-II has limited and specific content framework, the content flow was not wiped out. But in spell-III which also consisted of 6 training units, the content was not dealt with in a sequential manner, as proposed in the design. Also, the same resource persons covered all training units in this spell.

Trainer-Trainee Relationship

The trainer - trainee relationship was very cordial and supportive in Spell-I. But in Spell-II, with a large group, short time, and new participants, it was very difficult for trainers and trainees to establish relationships with each other. The KRP's had to remain very busy to manage the whole team, and could hardly find time to relate to each other. During Spell-III, once again a relationship was established and was supportive.
FACTORS FACILITATING LEARNING PROCESS

Spell-I

- Group discussions, and field visits enhanced the learning process.
- New methods of teaching of the Alphabet increased the interest
- Participants involvement in role-plays also helped them to understand complex situations.

Spell-II

- Participants were involved in demonstration sessions, where they experienced the teaching of literacy with the new method.

Spell-III

- Venue was very conducive for learning.
- Sharing of participants' experiences in group discussions related to field issues and increased the interest level among the participants.
- Creative methods and techniques of post-literacy campaign were also interesting.
- Demonstration of organising Mock Parliament.
- Contact programme.
- Interaction with various department heads such as animal husbandry, social forestry, DRDA etc.

FACTORS HAMPERING THE LEARNING PROCESS

Spell-I

- Environment was not conducive.
- Too much content in view of the short duration.
- Lecture method was overused.
- Trainer-trainee relationship was not established.
- The venue of training was in the town, so few learners were willing to stay back in the evenings.
- The logical flow of the content was not considered.
- "Participatory Principles" were dealt with theoretically in the sessions, but not practiced.

Spell-II

- The size of the group was un-manageable.
- Too many training units were organised in the same campus.
- Duration was very short.
- Participants felt that they knew the teaching methods very well. Trainers failed to break this assumption.
Spell - III

- Large group
- The relationship between trainer and trainee was very weak.
- Many new participants joined.
- There was no structured programme for exchange of experiences in the evenings, though the course was residential.

EVALUATION

- At the end of each spell there was an evaluation. Trainers collected these evaluation reports from representatives of each training unit.
- The participants expressed their opinions and feelings very frankly.
- There were no built-in monitoring mechanisms in spell-I and spell-II. In spell-III there were day-end reflections.
- No intensive evaluation on the training process was undertaken.
- Evaluation formats were not used.
- Spell-I evaluation findings were not used in further spells.
- Training Coordinator did not know or was not sure what was going on in each unit, and no mechanisms were set up for monitoring.
- No individual feedback on training programme was sought.

VILLAGE COORDINATORS TRAINING PROGRAMME - (PHASE II)

Village Coordinators training (VCOs) is called Phase II training of T.L.C. This Phase promoted potential training abilities among VCOs in order to support Volunteers. Since VCOs are the immediate supporting structure, they should know the philosophy and teaching methods and have the ability to motivate volunteers and illiterates. Also, they have to evaluate the literacy programme within their own area, and should plan to strengthen the weak centres. MCOs organised training at Mandal level for all VCOs with the support of Additional Resource Persons. ZSS organised 65 Training programmes for VCOs at the District level.

Trainees

VCOs were selected by MCOs with the guidelines of Z.S.S. Criteria adopted were as follows:-

- should have academic potentialities,
- rapport with villagers and Panchayat representatives,
- ability to organise the training programme.

Each training programme covered 100 to 150 participants at the mandal level. The age group of the VCOs was 25 to 55. A few women were also involved in each training programme. Almost all participants and trainers were at equal level in respect of their age group, education and experience in teaching profession.
Dates & Duration

Phase-II was a one-spell course. It was planned for 27th December, after MCOs training, but was postponed to 7th to 10th January 1991 (4 days). There was no disturbance during this session. However, this period was not sufficient to cover all content areas and accomplish the proposed activities, because it was a non-residential programme. KRP s covered the same content in 5 days, as in the residential course in Phase I for MCOs.

Logistics:

MCOs used schools, colleges, Mandal offices and PHC meeting halls as training venues. They provided food from hotels. Travel allowance for VCOs was provided. Most of the venues had some minimum infrastructure, which created a learning environment within the campus. Venues were accessible.

Trainers/Resource Persons

Mandal Coordinators were the trainers, who were trained by the KRPs in Phase-I. This trainer team consisted of two or three persons. Z.S.S had provided an additional team of Resource Persons to support them at the Mandal level. All of these additional resource persons were from Adult Education and Non-formal education departments. Since they had rich field experience, they also assisted the MCOs at the training and literacy programmes. Each additional Resource Person was incharge of one or two mandals to assist the MCOs. Besides this, resource institutes like the University and DIET were involved in VCOs training at nearby centres. MCOs used few other resource persons such as NGO representatives, PHC doctors and MCOs etc. However, they did not concentrate much on using the existing potential resource persons and experts in this training and to get other departmental representatives to talk about developmental activities in their respective areas.

Objectives:

- to make them understand the philosophy, and objectives of NLM as well as T.L.C
- to impart the ability to teach primers and run supporting programme at village level.
- to increase consciousness on social issues and development activities.

Design

The training design was prepared by KRPs and discussed at MCOs training programme. Relevant contents, which are incorporated in MCOs training, are not covered here, including the content on motivating the volunteers. The design was not focused on methods and Resource Persons.
100% LITERACY, CHITTOOR DISTRICT
TIME TABLE FOR THE SECOND PHASE TRAINING
PROGRAMME SPELL I
7-1-1991 TO 10-1-1991 (4 DAYS)

7-10-1991

9.30 a.m. to 10.30 a.m. - Registration
10.30 a.m. to 11.30 a.m. - Inauguration
11.30 a.m. to 11.45 a.m. - Tea break
11.45 a.m. to 1.00 p.m. - Aims and objectives of Saksharata Samiti and
                           National Literacy Mission
1.00 p.m. to 2.00 p.m. - Lunch break
2.00 p.m. to 3.00 p.m. - Role and Functions of the village Coordinators
                          and Volunteers
3.00 p.m. to 4.00 p.m. - Motivation of Learners through volunteers
4.00 p.m. to 5.00 p.m. - Group discussion.
5.00 p.m. - Field visit (door to door campaign and dialogue with illiterate).

8-1-1991

9.30 a.m. to 10.30 a.m. - Consideration of organising training at various
                            levels.
10.30 a.m. to 11.30 a.m. - Easy methods of learning the alphabet.
11.30 a.m. to 1.00 p.m. - (Adult) psychology of learners.
1.00 p.m. to 2.00 p.m. - Lunch break
2.00 p.m. to 5.00 p.m. - Introduction of Primer - I
5.00 p.m. to 6.00 p.m. - Field visit on motivation of illiterates.

9-1-1991

10.30 a.m. to 1.00 p.m. - Introduction of Primer - II
1.00 p.m. to 2.00 p.m. - Lunch break
2.00 p.m. to 3.00 p.m. - Supervision and maintenance of Reports and
                         Records (Monitoring)
3.00 p.m. to 3.15 p.m. - Tea break
3.15 p.m. to 4.30 p.m. - People's participation and coordination in literacy
4.30 p.m. to 5.30 p.m. - Group discussion

10.1-1991

9.30 a.m. to 1.00 p.m. - Introduction of primer III
1.00 p.m. to 2.00 p.m. - Lunch break
2.00 p.m. to 3.00 p.m. - Evaluation of Learners and Volunteers.
3.00 p.m. to 5.00 p.m. - Evaluation of Training Programmes and
                          Valedictory
METHODS

Trainers used different methods in this course, but the lecture method was used predominantly. As we mentioned earlier this training was focussed on enhancing knowledge. The following methods were also used:

- Lecture
- Group discussion
- Demonstration
- Field visit

Lecture Method

It was used by all Resource Persons in all training programmes. Through this method, they transferred the information related to various contents. Generally while using this method, they used board and chalk only. Trainers did not use aids like posters, slides and charts etc. Though it led to a fall in the interest level of participants, a lot of information was provided through this method.

Group Discussion Methods

The discussion method was used in two contexts. One was before the participation and Coordination through other agencies. Most discussions were at the plenary but there were no processes of generalising principles and providing inputs. Consequently, they remained vague discussions.

Demonstration Method

Though the trainers used the demonstration method, there was no scope or space for trainees to practice. As a result trainees could not develop adequate skills and confidence to teach literacy.

Field Visit

Organised on the first day, to expose trainees to illiterate learners. It helped them to understand the complexity of the illiterate's situation and experiment with motivating techniques.

TRAINING/LEARNING MATERIALS

Trainers provided only primers and manuals to volunteers. No handouts were circulated.

TRAINING PROCESS

Training programme was inaugurated by M.D.Os in a formal way. Participants were known to each other, but some effort could have built the group for collective learning. Trainer-
trainee relations were friendly and comfortable. Most of the content was dealt with by the trained M.C.Os. Even though arrangements were good, a conducive learning environment could not be built.

FACILITATING FACTORS

- New information on various contents created interest among trainees.
- New themes were incorporated in trainings.
- Involvement of higher Government authorities in training, brought fellowship with VCOs.

HAMPERING FACTORS

- No acceptance by senior teachers on input of MCOs (because some of the MCOs were junior teachers).
- Training was not creative enough to sustain the interest of the participants.
- This course only provided information and did not focus on building awareness or skills of trainees.
- The Lecture method was over used in the course.

EVALUATION

A formal evaluation took place at the end of the course. There were no inbuilt monitoring mechanisms. In the course of training, there was no reflection or informal dialogue about training. The M.D.O was responsible for monitoring the process, (mostly regarding physical arrangement).

VOLUNTEERS TRAINING PROGRAMME
IN TLC - PHASE - III

This training programme concerned the field functionaries of Total Literacy Campaign, and comprised of training pre-service/in-service trainings conducted by village Coordinators and Mandal Coordinators. This was the key training component that could make a success of the T.L.C programme in the District. It has been focused on sustaining the literacy environment and the spirit of voluntarism among volunteers. The training of volunteers was organised on a large scale at the district level by using local resource persons, in order to make learners capable of organising literacy classes. Z.S.S organised approximately five hundred and fifty trainings, an average of 9 courses in each mandal. After consolidating the information from sample mandals this general report has been prepared. All these trainings were implemented with a centralised approach, such as criteria of volunteers, training designs, and common budget provided by Z.S.S office.

1. About Trainees

It was a heterogeneous group by profession, gender, age and experience. The
trainees were in the age group of 12 to 55 years, the maximum numbers being in the 15 to 20 years range. There was an educational variation among them (8th standard to graduation). Most of the volunteers were school students. The Z.S.S organised women volunteers training separately in some places, where large number of women volunteers were available. Trainees were agriculture labourers, farmers, employers, students, retired employees and rural traditional workers (weavers, bamboo cutters and stone cutters). Similarly, they also came from multi-caste and multi-religious backgrounds. Most of the trainees had no teaching experience. Participants group size was varied from place to place, and ranged from 26 to 150 participants. Z.S.S provided a set of criteria for selection of volunteers.

2. Selection of Trainees

All the participants of phase III were selected by MCOs, VCOs and M.D. Os according to the following criteria:

1. Those who had studied above 7th class.
2. Those who were above 12 years age.
3. They should have abilities to read and write properly.
4. Ability/willingness to teach 10 illiterates voluntarily.
5. Interest to initiate social activities to create enthusiasm among the illiterate learners.

3. Dates and Duration

The training of village volunteers was organised at the same time all over the district. Since there were ample number of resource persons for support at the village level, an average of 8 courses at different villages in each Mandal were organised.

Spell - I - 21st to 24th January - 4 days
Three months field work (Literacy classes)

Spell - II - 25th to 27th April - 3 days

During this season there is not much agricultural work for the volunteers and physically also it was a good time for training. It was a non-residential course and participants were provided with lunch and tea.

4. Logistics

Generally available rural infrastructures were used as training centres. Volunteers trainings were organised, at panchayat level. Schools, primary health centres, meeting halls, panchayat offices and co-operative society buildings were used as for training centers. These had minimum infrastructure facilities. Each centre lies within 5 to 6 km. of participants’ villages. No facilities to stay were available at the centres. Most of these centres were overcrowded by outsiders (not participants). In some
places volunteers of Scheduled Castes and Tribes had problems with food and living with other trainers.

5. Trainers/Resource Persons

The trainers were selected and trained by Mandal coordinators with the guidance of the Z.S.S. The number of trainers were also according to 1:10 ratio of participants. Besides, there were a few Resource Persons involved, to share various bits of information and enhance the knowledge of participants as below mentioned:

- P.H.C Doctors
- Revenue Inspector/M.R.O
- Bank Staff
- Animal Husbandry
- Headmasters/Lecturers
- Local Leaders
- N.G.Os representatives
- High school teachers

6. Specific Objectives of Phase - III

Spell - I: To deepen volunteerism among volunteers so as to make a success of T.L.C.
   To enhance the understanding about Literacy movement and the role of the volunteers.
   To acquire the needed skill for teaching literacy.

Spell - II: To promote the abilities to teach primer II and III and the philosophy behind them.
   Upgrading the skill to motivate drop-out learners to be involved in literacy classes.

7. Training Designs

The core team of the Z.S.S prepared the training design and circulated it to all village Coordinators. There was no prior detailed training design prepared for Spell I. A list of guidelines was circulated by the Secretary of the Z.S.S, with detailed contents to be covered in Spell I. The trainers kept in mind these guidelines while organising the course. As already mentioned this course was organised in two spells as pre-service and in-service trainings. The specific objectives of each spell were kept in mind when the designs were prepared.

Meanwhile trainers collected the practical problems relating to field literacy sessions and incorporated them in the design of second spell. Trainers prepared the detailed design of second spell. Choice of methods were left to the trainers.
Spell - II — Village Training at 25th April to 27th April, 1991

25th April, 1991

10.00 a.m to 11.00 p.m. - Registration of the participants. Discussions on different issues.
11.00 a.m. to 12.00 Noon - Review on I Primer teaching.
12.00 Noon to 1.00 p.m. - II Primer - Teaching methods
2.00 p.m. to 5.00 p.m. - II Primer - Teaching methods

26th April 1991

10.00 a.m. to 11.00 a.m. - II Primer - Teaching methods
11.00 a.m. to 12.00 Noon - Teaching methods. Multiplication subtraction etc.
12.00 Noon to 1.00 p.m. - IIIrd Primer - Demonstration by the Volunteers.
3.00 p.m. to 3.45 p.m. - 'Akshara Thapasman' fortnight.
4.00 p.m. to 5.00 p.m. - III Primer - Teaching methods.

27th April, 1991

10.00 a.m. to 11.00 a.m. - III Primer - Teaching methods and techniques.
11.00 a.m. to 12.00 Noon - II Primer - Teaching Techniques and methods.
12.00 Noon to 1.00 p.m. - Role and function of the volunteers at Akshara Tapasman Programme.
1.00 p.m. to 2.00 p.m. - How to motivate and encourage the dropout learners.
2.00 p.m. to 3.00 p.m. - Contact programme, discussion on future programme.
3.00 p.m. to 5.00 p.m. - Valedictory

8. Content Areas of the Training

Spell I

- Objectives of National Literacy Mission and total Literacy Campaign.
- Role and functions of volunteers.
- Motivation of illiterate learners.
- Easy teaching of the alphabet, numerals, words (Primer I)
- Introduction and philosophy of primers.
- Maintenance of records and reports by volunteers.
- Category and psychology of Adult learners.
- How to evaluate the learners
- Social problems and acts (Minimum Wages)
- Discussion about various departments.

Spell II

- Problems faced in Motivation.
- Teaching methods of primer II and III (Multiplications, subtractions and general knowledge).
- How to motivate and encourage drop-out learners
- Contact programmes.
- How to play games.

Training Methods Used

Since the Training is conducted by School teachers they often used the lecture method. They also used other methods like demonstration, discussion and field visit to some extent. In the planning of the particular content area, it was left to the resource persons to choose the methods based on the content, as well as the capabilities of trainer. If we classify the methods used in training, very broadly, we can put them into three sections as follows:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Methods</th>
<th>Aids/Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>for knowledge building</td>
<td>Lecture</td>
<td>dialogue</td>
</tr>
<tr>
<td>(implementing information)</td>
<td></td>
<td>chalk and board</td>
</tr>
<tr>
<td>for awareness raising</td>
<td>Discussion dialogue</td>
<td>video film</td>
</tr>
<tr>
<td>(plenary)</td>
<td>question and answers</td>
<td>books and reports</td>
</tr>
<tr>
<td>for skill building</td>
<td>Demonstration</td>
<td>individual/</td>
</tr>
<tr>
<td>group work</td>
<td></td>
<td>field work</td>
</tr>
</tbody>
</table>

Lecture Method

Lecture method was over-used in Spell I, because the major focus was on imparting information about various content areas. As we mentioned the specific objective of Spell I is to promote knowledge. So, Trainers, and Resource Persons used the lecture method, where they were comfortable to disseminate information. During the use of this method trainers adopted different techniques and aids to sustain the learning process, such as chalk and board, dialogue, questions and answers and audio-visuals. No hand outs were provided to the participant, except the volunteers manual. In reality most of the trainers were not used to any other aids or appropriate techniques. This method was predominantly used throughout the course.

Discussion Method

Trainers used the method of discussion to enhance awareness and provide new information. However, this was not used in small group discussions. It has been used in plenary with the techniques of dialogue. During this session participants became vocal and shared information. It was used to find out the practical problem of teaching through "Word Approach". Besides that, through this method they gathered social problems at village level and used the information for future plans.
Demonstration

It was used to upgrade the skill of teaching literacy among the volunteers. Trainers took demonstration class and assigned the participants to take demonstrations. It was used to teach the Alphabet especially in spell-I. "Word approach" related to primer I. Similarly demonstrations were used in Spell II to teach primer II and III. This did not provide the opportunity to all volunteers, few of them demonstrated while other participants observed. Those who used it acquired the skill. Volunteers who observed the session only enhanced their awareness.

Role Play

Role play was used to understand the complexity of Social problems. Through this, participants saw the issue in a critical manner and discovered fresh insights into the issue. Besides this it geared up the interest-level of participants in the course of time and sharpened their abilities to be brief and generalise the principles of theme.

Field Visit

In a few training centres, trainers had to fetch illiterate learners from the villages, dialogue with them and motivate them to attend literacy classes. They had contact programmes in the Second Spell. Trainers took them to Government Offices (like M.D.O office or M.R.O offices) and had talks with them about office structure and roles and functions of the staff. This did not happen in all the courses. A few trainers had organised field visits, which were quite useful for gaining new insights.

Training/Learning Materials

Trainers provided a few materials to all participants, which they need in training and in field work as follows:

- Primers I, II & III.
- Formats of periodical reports.
- Attendance Registers.
- Volunteers manual.
- Manavabharatham video films.
- ‘Velugubata’ fortnightly.

Training Process

Even though there was a training design prepared (for Spell - II) it was not strictly followed, because of the difficulty of getting local Resource Person to take other topics, whereas in Spell - I they had only the content framework. This content framework (not a detailed design) was dealt with based on the availability of resource persons, which affected the sequencing of the content.

This programme was usually inaugurated by village Sarpanches or Mandal Development Officers.
a) **Factors Facilitating the Learning Process**

- Trainees were motivated by the Cultural Action programmes and other media to become Volunteers in this programme.

- New information and new approaches were taught by the resource persons generating enthusiasm for learning.

- The Volunteers manual and primers helped them to move effectively with the learning process.

- Literacy was linked up with various social themes and other developmental activities, which sustained their interest level.

- Taking the participants through a new experience, that of a collective learning process.

b) **Factors Hampering Learning Process**

- Trainer-trainee relation did not go beyond a teacher - student relation.

- Always under pressure to accomplish the proposed content, the trainers were left with no space to relate to each other.

- A large portion of the subject was left to teachers who did not even participate in Phase I (MCOs) and Phase II (VCOs) training.

- Even though the Roles and responsibilities were clearly explained, it caused a lot of tensions in training centres.

- The resource persons failed to link up their content with that of previous session, having come only to take a single session. Since some of the resource persons were untrained, they could not communicate the philosophy of T.L.C effectively.

- Local leaders used this “structured event” to generally talk about their own political interests, but with no relevant content whatsoever.

- Inability to build the group and individual learning in the process.

- Trainees used commercial films in the course of time.

- Timings were not maintained, Volunteers hardly stayed 4 hours everyday in the training programme.

- There was a serious problem and scarcity of power for Agricultural work. Whenever power-supply was available, participants rushed back to fields for irrigation. Because of this, the content was not covered completely.
Most of the training centres were located in the middle of the village. This led to considerable disturbances from villagers.

Overuse of the lecture method hampered the learning process.

EVALUATION AND DOCUMENTATION

There was no inbuilt process of monitoring in this training course. Formal evaluation sessions were held at the end of the first Spell. This was done orally. The outcomes of evaluation findings were not used in preparing for the Second Spell. A formal closing ceremony was held where few participants shared their feelings about training. This evaluation session was not organised in a critical manner.

Most of the trainers prepared data-based reports for administrative purposes but not much was recorded about the training process. These training experiences are not yet published anywhere. An ongoing documentation of the training programme stills needs to be done.

FOLLOW-UP

- Requisite books and pencils (Primers manual, attendance register etc.) were supplied.
- Support for Volunteers in teaching literacy at the centre was provided by M.C.Os and V.C.Os.
- The trainees were assisted by trainers and VCOs to motivate the illiterate adults to join the centre with the support of village elders.
- Monthly review meetings were organised by V.C.Os.
- On the spot training programmes were organised.
DUNGARPUR

Case Study
Prepared by:
Preeti Oza, PRAYAS.
HIGHLIGHTS

District Profile:

Population : 8.76 lakhs

Area : 174 Panchayats and 2 Municipal Towns

Literacy Level : 31.36%

Male : 47.08%

Female : 15.78%

Total number of illiterates : 4 lakhs

Adult illiterate : 2,15,000

(Age group - 15-40 Years)

Launching of Total Literacy Campaign:

Zilla Saksharata Samiti, Dungarpur (ZSSD) set up in April 1991, with District Collector as Ex-officio Chairman and Project Officer, Adult Education, as Member Secretary.

Structure

District Campaign Committee for coordination of whole campaign. It is divided into sub-committee to oversee different tasks: (i) Survey; (ii) Environment Creation and Information; (iii) Primer and Material preparation and distribution; (iv) Training; (v) Monitoring and Evaluation; and (vi) Finance.

Executive Committee (E.C.)overlooks the execution of different programmes through its main implementing person, the Secretary, ZSSD.

Coordinating and Implementing Committee at Panchayat Samiti Level, Gram Panchayat Level and Village Level each.

Environment Building :

- Contact with educational department of government, and teachers and students of schools/colleges.

- Organised Gram Sabhas, Open Seminars and Public Seminars.
- Folk cultural forms need to progress the message of literacy.
- Padayatra and survey.
- Other activities like Kavi Sammelan, Film shows, Women's meetings etc.

Training Conceptualisation and Structure:

* Model developed on BGVS guidelines.
* KRP, RP, MT, and Volunteers Training, including seminars, orientations and workshops.
* Trainings for Cultural Teams, Information Collators, Supervisors, etc. also organised.

Profile of Functionaries:

Volunteers: Consisted of students primarily (Nos. trained 22,000)

Master Trainers: Consisted of teachers of Middle and Primary Schools (Nos.trained - 1353)

Resource Persons: Senior Teachers and Trainers from NGOs (Nos. trained -77)

Key Resource Persons: Senior Officers in formal education, adult education and DIET and BDO. (Nos.trained - 10).

Key Issues in Training: No Systematic efforts made to know trainee needs at different levels of training based on BGVS outline and planned at high level meetings.

Education Department (Teachers/Students) involved.

KRP Trained BGVS? SRC

RP Training 3 days

MT Training 4 days residential

VIs mostly students : Trained as per guidelines

MTs also supervisors

MTs take classes while weekly field visits.

Many orientations and trainings for others.

Weekly MT meeting and problem solving/orientation

Public sharing of information/materials (Primers)

VI/MT Training focused on primer

Documentation - Minutes of meetings only

Monitoring - Systematic but no evaluation of training.

Dungarpur is one of Rajasthan’s smallest districts spread over 3770 sq. kms. situated on its southernmost tip and bordering the state of Gujarat.
PROFILE OF THE DISTRICT

GENERAL

‘Dungarpur’ literally implies a district dotted throughout by ‘dungars’ or small hills/hillocks resulting in geographically undulated terrain almost all over. Agricultural activity being the mainstay has hardly evolved and is being done in the valleys and small terraces with corn and rice and some pulses as main crops. No significant industrial development has taken place and only in the last five years has marble and granite mining come up as a major industry. The other significant feature of Dungarpur is its location in the southern tribal belt of Rajasthan as a result of which 70% of its population is tribal. The Bhil tribe as the community is known, is naturally mostly rural. In fact, of the total population of Dungarpur which is 8.76 lakhs approximately, 8.10 lakhs people live in villages and 0.67 approximately are city dwellers. Like in most tribal areas (and unlike in the rest of India), the ratio of men to women is 4.37 to 4.39 in favour of women. The poor economic profile of the district causes very high migration of most labouring population to the neighbouring state of Gujarat seasonally, and sometimes for very long stretches of time. Of the 30% non-tribals the major population consists of Patidars (farming community) which own most of the (little) fertile land of the district, the Labanas (previously a nomadic community) and a small percentage of upper castes. Administratively, Dungarpur has 174 Panchayats with 856 villages organised in 5 Panchayat Samitis (P.S) - Sagwada, Aspur, Simalwada, Bicchiwada and Dungarpur. Besides there are two Municipal towns - Dungarpur and Sagwada.

EDUCATION AND LITERACY

Educationally Dungarpur is slightly more advanced than other tribal districts of Rajasthan. Dungarpur has a literate population of 31.36%, of which 47.08% are men and 15.78% women. The 1991 statistics reveal that 2.21 lakhs people are literate of which 1.76 lakhs are men and 0.45 lakh women.

The 1991 census further confirmed and updated by the Survey done during the Total Literacy Campaign has clearly earmarked the illiterate population age and area wise as given in the following table:

<table>
<thead>
<tr>
<th>P.S/Town Area</th>
<th>Illiterate Population</th>
<th>Total Illiterates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[6-8 ] [9-14 ] [15-40]</td>
<td>[15-40] [Years] [Years]</td>
</tr>
<tr>
<td>Sagwada</td>
<td>3,875 6,964</td>
<td>34,798 45,477</td>
</tr>
<tr>
<td>Aspur</td>
<td>4,198 8,896</td>
<td>40,723 53,817</td>
</tr>
<tr>
<td>Simalwada</td>
<td>7,817 14,452</td>
<td>56,319 78,588</td>
</tr>
<tr>
<td>Bicchiwada</td>
<td>5,272 14,332</td>
<td>42,996 62,600</td>
</tr>
<tr>
<td>Dungarpur</td>
<td>4,958 9,101</td>
<td>37,352 51,411</td>
</tr>
<tr>
<td>Town Sagwada</td>
<td>216 515</td>
<td>1,505 2,236</td>
</tr>
<tr>
<td>Town Dungarpur</td>
<td>38 525</td>
<td>1,228 1,791</td>
</tr>
<tr>
<td>Grand Total</td>
<td>26,374 54,555</td>
<td>2,14,991 2,95,920</td>
</tr>
</tbody>
</table>

*Source TLC Documents.
TOTAL LITERACY CAMPAIGN - DESIGN, STRUCTURES AND PROCESSES

In 1991 the Government of Rajasthan decided to launch Total Literacy Campaigns in three of its districts including one tribal area. With special encouragement from the then education secretary, Dungarpur took up the challenge alongwith Sikan and Bharatpur.

The preparations began early in 1991 under the previous District Collector but the foundation was cemented by the present District Collector Mr. O.P. Saini, also the Chairperson of the Dungarpur District Literacy Committee (or the Zilla Saksharta Samiti, Dungarpur [ZSSD]).

Organisational Structure

Zilla Saksharta Samiti Dungarpur (ZSSD)

The ZSSD was registered as a society in April 1991 with the District Collector as the ex-officio chairman and Project Officer, Adult Education (AE) as Member Secretary. It has 2 constituents: i) the District Campaign Committee (Co-ordination) or DCC, i.e., the general body with 29 members, taken from sections of the public, the government, NGO’s and some people’s representatives and ii) the Executive Committee (E.C) consisting of 13 members mainly Block Development Officers (BDOs), District Education Officers, representatives of the Directorate of Adult Education and State Resource Centre (SRC), etc. Both these bodies are chaired by the Collector. The D.C.C. was divided into 6 sub-committees to oversee different tasks of the campaign as follows:

1) Survey  
2) Environment Creation and Information  
3) Primer and Material Preparation and Distribution  
4) Training  
5) Monitoring and Evaluation  
6) Finance.

The D.C.C. was the chief co-ordinating body for TLC whose work was to finalise the various programmes regarding the TLC and issue necessary financial and administrative sanctions to the E.C. The functions of the sub-committees are self explanatory. The E.C’s function was to overlook the execution of the different programmes through its main implementing person, i.e. the Secretary of the ZSSD.

The Implementing Machinery

Besides the District Level Coordinating Committee a three tier implementing system was instituted for TLC, such as at the Panchayat Samiti level, Gram Panchayat level and Village level and at each level a Co-ordinating Committee (C.C.) was also formed. Each C.C. was headed by the Akhar Commander (mostly a senior officer of the District or Block) who is a representative of the Collector. He/She was assisted by the Area Co-ordinator and 2 deputed teachers who handled the day to day business of the TLC at the Block, based in the Block Literacy Control Room. The Panchayat level C.C. was headed by the senior most headmaster in that Panchayat who, besides his regular tasks was given the charge of overlooking all the
centres in the Panchayat. He was the Akhar Senani who was helped by the Supervisors each of whom guided 5-6 centres in the Panchayat Area.

Village level Coordination Committees were also formed consisting of some respected citizens, panchayat and caste leaders etc. The Supervisors of the centres, (all teachers of the Panchayat schools) and the Akhar Doot (Volunteer Instructors) were also members and were to meet with the villagers and among themselves every week.

Monitoring

The V.C.C. met every week where Supervisors, Akhar Doots and at times, village leaders came together to discuss the problems of the centres, the motivation of learners and collect the information of attendance and progress of the Akhar Doots and their work and Centres.

The P.C.C headed by the Akhar Senani met every week where Supervisors brought their records. They also discussed common problems regarding the centres, learners, the Akhar Doots, learning-teaching material and other matters. Each P.C.C. consisted of a Suchana Sankalak (Information Collector cum Collater), a part time educated unemployed youth whose role was to collect statistics regarding attendance and progress of each centre with the help of Supervisors and Akhar Doots, and collate them into a Panchayat level record. He would then hand over this record on a particular day, to the Panchayat Samiti Control Room at the B.D O.'s office. 5 Panchayats were handed over to a Block level Officer (mostly with a vehicle and touring job) who was given the extra charge of overlooking the literacy work in the Panchayats and intervene to solve problems that may arise there, the District level C.C. also met every week where the Akhar Commander and Area Coordinator brought reports of their Blocks, discussed major problems, progress of learners, policy matters and broad programme planning changes, problems, progress of learners, policy matters and broad programme planning and changes.

In this way, the 2 main arms of the TLC were: i) the implementing constituent, and ii) the monitoring arm which maintained records, monitored and passed on information, thus maintaining a smooth communication flow and problem-solving mechanism.

However, the statistical records as required by the TLC were handled and sent by special appointed messengers called Suchana Sankalaks or Area Co-ordinators or specially deputed persons, so that they were maintained in a timely and systematic manner and that the programme implementors were not bogged down by record keeping, but rather had time to guide, solve problems, and manage the issues that arose at the field level or even above.

Records of District level meetings and several special meetings which were often called were mostly printed as guidelines, for further implementation or change in action. Records from the field were maintained in simplified uniform formats developed by TLC Dungarpur at all levels, except the District level, where these were computed in accordance with the National TLC guidelines.

Finally it must be noted here that an overwhelming involvement of the Education Department in the implementation and monitoring of the TLC Dungarpur has been a critical aspect of the programme.
ENVIRONMENT BUILDING : POLICY, PROGRAMMES
AND ACTIVITIES

The experience of Kerala model has shown that the success of TLC depends greatly on the extent of people's motivation and mass mobilization that is generated before the programme. In fact, the environment building process within the campaign approach can be seen as a very crucial factor in the implementation of a Total Literacy Campaign.

The Dungarpur Campaign has been very particular about this and a variety of extensive and intensive efforts were put into environment building, as soon as the TLC was launched. Environment building was in fact an ongoing feature carried out before and during the TLC implementation.

TLC Dungarpur has taken pains to involve large sections of the public, from a variety of backgrounds and experience, as well as persons representing different constituencies and loci of power in the implementation of different stages of the campaign.

As mentioned earlier, the teachers and students of Government schools and (to some extent) colleges have been the mainstay of the TLC in many ways, because they were almost the only literate group in the district. The village school students organised literacy rallies in their villages and undertook sloganeering and wall writing.

Every school in the district observed a Sankalp Divas (pledge taking ceremony) where they pledged to serve the Saksharta Abhiyan and organised cultural shows with messages of literacy and education for all. There were intra-school and inter-school competitions all the way from the village to the District levels. Poster competitions were also held, and for all of this prizes were distributed through people's support. Apart from this support from students and teachers several other activities were undertaken.

Gram Sabhas: Every officer in the District was entrusted with the task of helping villagers organise Gram Sabhas at the Panchayat level. In the Gram Sabhas, the villagers invited officers and many times even the Collector for lecture and open discussions on illiteracy and the ways to eradicate it. It became a matter of prestige and a challenge for all Panchayats to organise a successful Gram Sabha. The participation and support of different sections of society was reflected through various activities during the environment building phase.

Open Seminars and Public Meetings: These were organised with different sections of people such as Students, Government employees, Voluntary Agencies, people's representatives etc. to discuss about, and involve people in the TLC.

Cultural Folk Forms as Vehicles to Profess the Message of Literacy:

A brainstorming workshop of some local artists, writers, poets and dramatists was held to explore the use of various forms of local cultural expressions. Subsequently another workshop cum training of the District Cultural Team (Zilla Samskritik Dal) was organised. That became the backbone of the environment-building activities marked by cultural shows all over the district. Special recordings of songs and slogans were made and distributed
to tea-shops, cassette shops and public address system owners, so that they could be played to the public regularly. Later when the TLC programme was in full swing in April 1992, it was realised that one district team could not cover 174 villages and 2 town areas. The identified performers were called and trained to form 10 more teams to tour the 5 blocks in May and June 1992. Each of these teams was fortified when 2-3 puppeteers trained under the campaign were asked to join each of these teams. In interviewing the performers it was learnt that the cultural teams were very flexible and besides performing according to the route charts, they performed extempore at village squares, village bus stops, at labour work sites, public gatherings etc., thereby mobilizing the masses for literacy, in a natural and informal way.

The cultural shows were supported by public in every way. Respected leaders of villages and district were asked to address the gatherings. Teaching of lessons in a fun setting was done through these programmes and a lot of local people were encouraged to sing, speak, and write about the new message of literacy. Cultural shows were organised to involve the local public in the literacy campaign.

Naturally, with an enthusiastic public and a golden chance to perform, a lot of local creativity burst forth at evening performances. The cultural team also evolved new ideas/programmes as it advanced in performing from village to village, adapting to the needs and issues of the communities there.

**Padyatra and Survey:**

Another major effort at environment building was the Padyatra carried out between 18-23 November 1991 across 174 Panchayats. In this, several departments were involved as also a senior District and Block level officer who was made in charge of one Panchayat. Even the Collector took charge of a Panchayat named Kanhari and took part. This Panchayat was subsequently adopted by the Collector to implement the literacy programme.

The Padyatra included meeting people, house to house contact, village meetings and even cultural shows occasionally, in all of which the local people’s participation was a crucial factor.

The Padyatra was also effectively used to reconfirm the survey of the illiterate population done earlier, by actually going door to door and rechecking the records. Here it is important to note that the survey includes identification of guineaworm patients and information on determining water sources as these were priority issues.

At every home visit the ‘sena’ inscribed the Total Literacy Campaign Logo on each house, which became so popular that the symbol came to be called the Akhar Devata (Literacy deity). The Padyatra was also the main basis for identifying Volunteer Instructors or Akhar Doots. At public meetings held during the Padyatra, in hamlets and villages, adult groups were identified and allotted there and then, to the literate person to join as a Volunteer Instructor.
Meetings of Political Party leaders & Workers at the District Level

When it was found that an overwhelming wave of support was forthcoming for the TLC Dungarpur from the masses, the various political party leaders and workers began to feel alienated in the process. Special Literacy Seminars were held in all the 5 Blocks where the present and past political leaders, people's representatives from the village to the district level and party workers from all political parties were invited. Their views on literacy, and the Campaign were elicited and problems in implementing the TLC in their constituencies were shared.

The political party chiefs of the District pledged support to the programme widely and jointly appealed to the public (through the press) to come forward and join the TLC in every possible way. This way, their alienation was ended and once again their commitment, for whatever it was worth, was gained.

The Unions & Associations

Leaders of government, semi-government and various employees' unions with varied political hues and views and other labour unions also had meetings to ensure that their members gave support to the TLC from within and without the Departments and areas they worked in. The TLC objectives and strategy of implementation was clarified and their support specifically ensured. Banks & other Institutions promised to display literacy slogans and posters on their walls as an awareness creation measure.

Other Activities that helped to build the Environment and elicit Support for TLC at large

1) Kavi Sammelan:

In 4 places in the District local poets/bards were invited to present before large public gatherings their poems/lyrics on education, literacy and development.

2) Fairs and Weekly markets

The tribal people throng these places of fairs and weekly markets with such gusto that they are receptive to such messages on literacy. The TLC organisers put up exhibitions and cultural shows on literacy affairs and weekly markets since large numbers of the population visit these places.

3) Akhar Rath Yatra:

Trucks were borrowed from transport owners, to supply the teaching/learning materials to each of the Blocks and some Panchayats. These did not remain ordinary trucks, but were decorated and flagged off with much fanfare as literacy chariots. They were welcomed at their destinations, at pre-arranged timings by the villagers and the government officers, thus adding to the motivational spirit of learners in the Panchayat.

4) Marking an Historical Event

A formal commencement or opening ceremony of the TLC was organised, on March 1, 1992, in a village called Rasta Pat. In the early '40s, the ruling kings of Dungarpur
discouraged tribals from taking education. A tribal teacher in Rasta Pal was caught by the kings’ soldiers, tied to a horse and dragged behind it for his crime of teaching. His girl student Kali, came to his rescue and snapped the rope with an axe. The soldier shot her dead at the spot. The old mother of this brave young girl and the old teacher, Sagabhai, were invited to launch the TLC campaign.

5) Special Meeting of head of Caste and Religious Associations in Dungarpur

Leaders of different Caste and Religious groups were called at a special meeting to clarify the purpose of literacy and ensure that the illiterates in their community came forward to become literate, while the literate of their groups supported the Campaign in every way.

6) Women’s Participation

Special efforts were made to involve women in the Campaign through special women’s cells at the District, Block and village levels. A series of Mahila Sammelans were planned in the Blocks with the help of the Women’s Development Programme functionaries.

7) Film Shows

Films and video shows have a special attraction in the villages and towns. Films on illiteracy were therefore shown in a large number of villages by different government Departments.

8) Press

The local and state level newspapers and magazines were widely used to regularly flash news about events taking place in TLC.

In this way support from various government departments was sought for survey, Padyatra, meetings, overseeing and supervision of TLC, film projection, and environment building, thereby roping in manpower, monetary and material resources from all quarters, besides the public themselves. This allowed for involvement of people and cost-cutting throughout the campaign.

Much thought and effort at mass mobilization in a decentralized and participatory way was invested into the campaign through voluntary work, contribution in kind and generation of goodwill, all of which grew out of the campaign’s environment building activities. This was envisaged not as a one time event, but as a continuous process to boost the TLC from time to time.

**BUDGET AND ITS USE**

Dungarpur was allotted a total of Rs. 3,59,02000 of which 2/3rd contribution came from the Government of India and 1/3rd from the Rajasthan Government.
A. The Collector had very definite views on cutting wasteful spending such as:

- TLC has to be as much a voluntary effort as is possible and people's contributions in terms of efforts, time, kind and cash must be generated at every possible level.

- If money is spent very leniently then it will be looked upon as another government programme where money flows easily and no work gets done. Also the people will crowd for sake of remuneration and monetary benefits, rather than their commitment to work.

- In case the TLC does not show the expected results, and the expenditure is high there would be a lot of criticism, so it is best to cut costs in every possible way from the very beginning.

B. In this background, the budget was used very judiciously for the Total Literacy Campaign.

C. By the time of this study, 160 crores had been released and about 44 lacs only had been spent, of which approximately Rs.26 lakhs was spent on teaching materials and Rs.10,08,000 approximately on training.

FRAMEWORK OF THE PRESENT STUDY

What follows is a study of training strategy in the Total Literacy Campaign of Durgapur.

Objectives

1. Documenting how training was conceptualised and implemented in the Total Literacy Campaign in the District.

2. Identifying key factors that affected the process.

3. Suggestions for future course of training in TLC.

Data Collection

Primary data was collected through questionnaires, different parts of which were administered to available Akhar Doots, Master Trainers, Resource Persons, Key Resource Persons, Cultural Team, Suchana Sankalaks (SS) and Evaluators. (Appendix V). The 4 part questionnaire was as follows:

1) Part I (Personal Information)
2) Part II (Views on trainings attended as Trainees)
3) Part III (Views on Trainings conducted as Trainers)
4) Part IV (Overall information of training philosophy, structure, process, budget etc.)
Part I and II - Filled by Akhar Doots, Evaluators and Sachana Satinalakas

Part I, II and III - Filled by MT's and RP's

Part I, II III and IV - Filled by KRP's

Besides questionnaires extensive interviews of around 20 persons ranging right from the Chairperson, ZSSD to the Akhar Doots were conducted and a lot of information gathered first hand, about the actual situation in the field and experiences of attending the training programmes. As most of the Centres had been suspended temporarily, centre visits were not possible. Valuable secondary data was collected from the Zilla Saksharta Prakoshtha (Control Room) at the Collectorate.

Training notes taken as the training sessions were being run have also been examined, alongwith video cassettes made on the programme.

Sample

A representative sample from the Dungarpur Panchayat Samiti and Dungarpur Town was selected as these area represent more or less the literacy average of the District itself. 10% of the Akhar Doots (about 153) from the village and town areas filled up the questionnaire. A very big sample of MT's. (15%), RP's (4%) and KRP's (2%) answered the questions so that a specific picture of the nature of trainings could evolve.

FINDINGS AND ANALYSIS

Training - as it has been Conceptualized and Structured

The TLC Dungarpur has developed its basic structures and processes modelled on the Bharat Gyan Vigyan Samiti (BGVS) Guidelines. Therefore, the trainings were also mostly designed and implemented according to the models specified by the BGVS.

As per the action plan of TLC Dungarpur the total number of all illiterates was 4 lakhs while those in the age group above 6 to 40 years were almost 3 lakhs. In the age group of 15-40 years there were about 2,15,000 learners approximately. The initial proposal chose to include the total target of 4 lakhs, which in practical terms was later restricted to 2 lakhs learners in the initial stage. The intent, objectives and focus of training and resources to be used give a clear picture about the seriousness with which training aspect was dealt with.

SELECTION OF FUNCTIONARIES AT DIFFERENT LEVELS IN TRAINING AND ORGANISATIONAL STRUCTURE

a) VIs : Mainly selected during the Padyatra when the survey identified the literate persons of the villages (mainly students) and noted all those who were interested in teaching adults. As this was done in front of the public. The villagers also helped in identifying and ratifying the selection of VIs. About 22,000 VIs were selected during this process. Later 5000 new Akhar Doots had to be selected due to drop-outs.
b) MTs: During the first Survey and Padyatra many persons (mainly teachers of middle and primary schools) were involved. Those who did laudable work were identified by the BDO, and the Area Coordinators did the final selection and sought their consent. 1500 MTs, were thus identified, of which 1353 were trained.

c) RPs: Resource Persons were also mainly senior teachers from the education department, many of whom had earlier coordinated the Padyatra. Here a few trainers from NGOs also participated. 125 RPs were selected and identified initially, of whom 77 were trained to be Resource Persons.

KRP: These were mainly selected by the Collector from among those senior officers in the Formal Education, Adult Education Departments and DIET, as also Block level Officers, showing promise in working with the people and those with some past experience in previous district level campaigns on other topics. 10 KRP were thus selected of which about 8 continued to work in the campaign. All KRP from outside the State and districts were called for RP's and MT's training from time to time.

RPs for Cultural and Puppetry Teams: For these specialised trainings, well known local artistes known to have contributed to other campaigns, or having a public image or state level identity were identified and those showing promise were retained as Resource Persons for training Block Level Cultural Teams. The members for these teams were identified during the initial environment building phase, when cultural teams performed at various villages.

Suchana Sankalaks were unemployed educated youth identified by the Akhar Senas from their Panchayats. Supervisors were mainly Master Trainers, but also those identified by the Akhar Senanis from teachers working under them.

Evaluators: A deliberate effort was made to involve as evaluators, those persons who were never directly or indirectly associated with the Campaign. So the Grade 1 teachers of Dungarpur town schools were taken as evaluators. A total of 100 evaluators were identified and trained.

PROFILE OF LEARNERS

Volunteer Instructors (VIs)

A majority of the VIs (about 90%) were students of class 7 to 12, themselves below the age of 18 years (51.63%) while 42.5% were between 18 to 40 years, mostly on the younger side.

Master Trainers (MTs)

MTs were mostly teachers in Government schools and only 25% had some prior experience of working for Adult Education. 56.3% were either High School students or under graduates, while the rest were graduates or above.
Resource Persons

RPs were mostly teachers and some others with experience in cultural forms or in adult education.

KRP's

KRP's were all post graduates above 45 years of age working as senior officers in the adult education department etc of the District.

1. It is clear that no systematic efforts went into knowing the learner needs at different levels of training because most of this assessment was based on the BCVS outline and the rest was planned out at high level meetings.

2. Objectives of training were generally specified at the start of the training but in some cases objectives were added after consultation or modified, while about 40% said no change was brought about.

3. The content of training focuses on imparting literacy, functionality and awareness aspects.

4. It is surprising that although primer practice and literacy work was focussed upon as outline of objectives laid out, participants did not feel that enough emphasis was given to these aspects during the training.

5. It is clear that the MTs training were the most elaborately planned. This has had a positive affect on how much could be covered. Also it might be well to note that MTs training were residential while the VTs training were day-time trainings. The trainer/trainee ratio in MTs training was higher than VTs.

6. A range of methods were used during the trainings at different levels, from lectures, small group discussions, role-play, self-study, simulations, exercises, demonstration and use of audio-visuals, etc.

7. Songs and cultural programmes, as also posters and case studies were used during the training programmes.

Just using a variety of methods does not ensure the efficacy of training, it gives us a picture of the effort put into making the training as interesting as possible. The Dungarpur trainings do score high on this.

KINDS AND LEVELS OF TRAININGS

Training in Dungarpur TLC took the form of Seminars, Orientations, Workshops and training per se or a combination of these. Besides the specific trainings of VTs, MTs, RPs and KRP's, several special trainings were organised from time to time for Cultural Teams, Information Collaters, Supervisors etc. as the need arose. The following list of training events gives the range of trainings conducted.

LIST OF TRAINING/ORIENTATION/WORKSHOPS, EVENTS FOR TLC DUNGARPUR

1. 9-10, May 1992 : Workshops in District Education and Training Centre (DIEC), Dungarpur, to set down the norms for an appropriate Primer and work on the outline.
2. **September 1991**: Brainstorming Workshop of local cultural performing and creative artists and writers to explore how the message of literacy is spread.

3. **October 1991**: Workshop for actually creating dramas, plays, songs, poems, slogans and forming of a District Cultural Team for Environment Building.

4. **November 1991**: Workshop on Primer Development held by SRC Jaipur in which a 6 member team participated.

5. **January 1992**: Training of 10 Key Resource Persons from Dungarpur by SRC and BGVS.

6. **January 1992**: Workshop to prepare Part II of primer, organised by DIET.

7. **January and February 1992**: 3 Tier Trainings (Phase I) of VIs, MTs and RPs


9. **April 1992**: Two day training of newly identified local performing artistes to form 10 Sanskritik Dal for continued motivation building of adult learners.

10. **11-16 May 1992**: Puppetry Development and Operation Workshop to develop artistes to join the cultural teams.

11. **13 May 1992**: One day Orientation of Resource Persons

12. **14 May 1992**: One day Orientation cum Training of Suchana Sankalaks and Supervisors of Centres

13. **18-22 May 1992**: One day Seminar cum Training Input for Akhar Senani at each of the 5 Panchayat Samitis.


15. **June 6, 1992**: One day orientation cum training of old and new VIs.

16. **July 6, 1992**: One day Seminar/workshop for finalisation of the exam paper for the block and District level officers and Examination Sub-Committee members.

17. **July 27, 1992**: One day Seminar cum Workshop of Key Resource Persons on understanding Part II of Primer and work out some training details for the RP's subsequently.

18. **27-28 July 1992**: 2 day Training of RPs to learn about use of Primer II and workout subsequent Trainings for MTs and VIs.

19. **August 1, 1992**: One day Orientation cum Training of the learner evaluators (all Grade 1 teachers and Gazetted Officers) at each of the 5 Panchayat Samitis on "How to Evaluate Adults".

Although the actual contents of the training changed to some extent, the focus for training of each of the four main levels remained more or less as follows:

**A. Volunteers**

1. Teaching the primer based on IPCI.

2. Orientation to adult psychology.

3. Training to use local songs, bhajans and cultural forms to make teaching interesting.
4. Understanding roles of VIs.

B. Master Trainers (MTs)

1. Use of the IPCL primer for literacy.
2. Increasing and maintaining the motivation of learners and Akhar Doots.
3. Conducting training of VIs.
4. Role of VIs, MTs, 'Senanees'.

C. Resource Persons (RPs)

1. To understand the IPCL methodology and teach the primer accordingly.
2. Understand the various campaign issues.
3. To understand the District Profile.
4. To learn about Monitoring and Management Information Systems to be carried out.

D. Key Resource Persons KRP(s)

It is significant that after the KRP training done outside the District in January 1992, a special meeting to discuss the training strategy for Dungarpur was held, in which people from SRC, Directorate of Adult Education, Rajasthan and a few experts were called. At this meeting it was felt that the focus of the training should be on teaching literacy, and not on peripheral topics of Adult Psychology or philosophy of Adult Education.

Although this view seemed to undermine the comprehensive understanding of Adult Literacy work, in actual practice both these topics were dealt with, and addressed in all trainings, although the main focus remained on how to actually teach adults to read and write (based on the IPCL primer practice).

INVolVEMENT AND PARTICIPATION OF TRAINEES IN THE PROCESS OF LEARNING

How much did the VIs and MTs feel involved in the process of training and how much did they think their participation was actually sought?

It is interesting to note that the involvement felt by most village VIs is higher than the urban VIs. Most rural VIs also felt that their participation was high, while the majority of urban VIs felt that their involvement and participation was medium.

Rural VIs might have been more motivated learners as environment building was done with higher tempo in the rural than urban areas. For the urban VIs the exposure might not have
been very engrossing, due to the already varied exposure they have. But the training did not alienate anybody from the training process.

**TLC DUNGARPUR: ANALYSIS OF TRAINING CONCEPTS AND INPUTS**

1. **OUTLINE**

   The District Dungarpur is one of South Rajasthan’s smallest districts bordering Gujarat and covered by undulating terrain of hillocks or “dungars” all over. Being environmentally degraded, agriculturally very poor and industrially under developed, a large part of its poverty stricken tribal population which constitutes 70% of Dungarpur’s total population of 8.76 lacs is forced to migrate mainly to Gujarat. Administratively divided in 5 Panchayat Samitis and 2 town areas, Dungarpur has 174 Panchayats and 856 villages where majority of its total illiterate population from the age of 6-40 numbering 2 lac 96 thousand approx. resides.

   The TLC officially began in April 1991 with the registration of the Zilla Saksharta Samiti Dungarpur, after which the administrative set up, the mobilization of the various Government Departments, the Environment Building efforts and Primer Development workshops have been launched. The main bulk of the training was done in January and February 92 and actual centres launched in March and April 1992.

   The ZSSD had asked for a 2 year period in which to make the targeted population fully literate.

   - Presently (by June end) it has tried to finish IPCL based Primer I (designed by its own expert committee) in about 11000 classes of which 6139 centres accepted the universal evaluation of the learners. Now these are about to start Primer II in these while in the rest it has to evolve the strategy to try and finish Primer I fully.

   - Under the dynamic Chairmanship of the Collector who has been successful in involving majority of the sections of the society (all Caste Groups, Religious Groups, Government Employees, people’s representatives etc.) the campaign picked up great tempo. The main actors have belonged to the education department like senior, mid-level and junior teacher, trainers, supervisors and co-ordinators at different levels while students formed the main army of Vis. Officers from other departments were put in charge to exercise their authority to remove obstacles that come in the way of the field level functionaries.

   - Environment Building has been one of the strongest points in the Campaign. The variety of programmes ranges from Gram Sabhas, public meetings, special meetings of community/religious groups, people’s representatives and labour unions to Padyatras, Kavi Sammelan and a huge cultural jatha. People’s participation was sought in all activities thereby ensuring their involvement later.
Special efforts to develop a region-specific primer in Wagadi the local dialect and later a bilingual one (partly Hindi), were made which is one of the reasons for the success of the TLC.

It is significant to note that systematic ways to minimize expenses at all levels have been employed. 3-6 crores of which 1/3 contribution came from the State Government and 2/3 from Government of India, have been sanctioned, 1.69 crores released and at then end of Phase I only 44 lacs have been spent.

2. Training Strategy

The TLC Dungarpur has been mainly modelled on the lines of the BGVS Guidelines for the Campaign as well as Training.

The 4 level trainings of KRP's (10), RPs (77) MTs (1353) and VIs (20,000+5000) were well organised before the actual classes started. Except for the KRP trainings done jointly by BGVS (SRC), all trainings were done in the District.

Selection of Trainees at the higher levels was done by the collectors and senior district level officials while the MTs and VIs were selected during Padyatras and with the guidance of the local people and local functionaries.

Trainings took the form of orientation seminars, workshop and training camps per se.

Training needs were assessed on the basis of the imperatives of the campaign rather than by gauging learner profiles or finding out from the trainees. They were however not incongruent.

Areas Covered: KRP's Training was done by the BGVS and SRC at State level according to the BGVS model. RPs training (both phases) covered the IPCL method, how to motivate adults and how to sustain the environment building activities to support literacy work. MTs training focused on Primer, teaching environment building and support to Akhar Doots. VIs training focussed on Primer teaching and on environment building for sustaining interest.

Methods: Lecture, group work, role play, demonstration and practice, and cultural forms of expression were the main methods used in VIs and MTs training, while the RPs had a bigger dose of lectures and less of group work. Role plays and demonstration films were also shown at this level.

Besides the primer teaching and environment building sessions, the methods did not always correspond to the topics being covered. VIs and RPs training were too crammed.

Resource Persons/Materials

For the RPs trainings, special resource persons besides the trained KRP's came from Gujarat
and some NGO's in Rajasthan. For some of the MTs training the special resource persons from Gujarat stayed back but the RPs mainly conducted the MTs training. There were only local offices who came as resource persons from time to time in VIs and MTs training. For the VI training MTs were mainly supported by the RPs. Local NGOs only sent staff to be trained as RPs and their involvement was limited. The DIET DRU chief played a major role in RPs and MTs training.

**Reporting and Evaluation:** Report writing has been haphazard and poor in all trainings. Evaluation was done but not documented.

**Monitoring/Follow-up:** At the level of MTs and VIs good monitoring and follow-up system was maintained after the training so that the effect of the training continued. VIs were supervised weekly. Weekly meeting kept track of problems and issues in the field and separation of record keeping and management was very effective.

**TA/DA:** Except to the non-government experts in cultural teams no TA/DA was paid during training. Training was localized so not much burden fell on trainees. Trainees were provided proper food and staying arrangements.

**Awareness Raising and Motivation** of learners was built up mostly during the environment building stage. Not much emphasis was given to these in the trainings.

**Participation and Involvement:** Participatory methods were sought to be used in training although the concept was not fully understood. The trainees in most trainings felt their participation was sought (medium to high medium level).

Trainees have mostly felt involved in the teaching-learning process due to high motivation. Multiple roles expected of RPs and MTs have not caused much conflict in role performance because these were integrated in the follow-up part. To manage and guide the VIs and distribute materials while record keeping etc. was handled by Suchana Sankalaks.

**Specialized Trainings** were organised for the cultural teams, puppeteers, supervisors and Suchana Sankalaks and Evaluators.

**Problems Encountered** in training initially were the non-acceptance of the IPCL method and the conviction that the illiterate could not become literate, which was slowly broken during the actual practice sessions.

- Drop outs especially at the level of the volunteers (about 25%) due to migration and domestic reasons led to new recruits who have not had a chance of full-fledged training.

- Presently one section of the teachers union has boycotted the campaign on the issue of 15 days compensation for work done during summer vacation. If this notion of compensation spreads like a disease it will certainly jeopardise TLC and also the training programs because this section of the teachers are all Master Trainers and RPs.

The Collector is planning a change of strategy to ease out as many teachers as possible.
KEY ISSUES

1. Being a low literacy district with no major mass people’s organisations, the success of the TLC has depended on an extensive and intensive environment-building programme which was not seen as a one time activity but an ongoing process to sustain the motivation of volunteers and learners.

2. Not feeling pressurized by a time constraint in the sense of meeting with unrealistic targets or publicity, the TLC Dungarpur has been able to proceed more or less within the time frame it set for itself.

3. The volunteer nature of trainer and instructor needs that their motivation be sustained throughout and efforts for these to be worked out systematically, or the trainer can obstruct the smooth running of the programme.

4. The use of the formal education structure (teachers and students) mainly due to lack of a substantial literate mass is logical strategy but has the danger of weighing down on the programme whose pedagogy and focus is very different from the formal system. Training would have to incorporate these aspects more keenly.

5. Lack of Training Resource Materials like trainer guides, charts and reading materials need to be overcome.

6. TLC Dungarpur logistics were planned carefully and the printing of the Primer and Training preceded the commencement.

7. Training has been given serious thought and due importance. However, the concept of participatory learning process suited to adult learning has not been necessarily grasped and documentation and evaluation of trainings all need to be well understood and implemented. Special training efforts for women learners need to be made.

8. The agenda and time planning for each training needs to be rationalized to avoid cramming as in VIs and RPs trainings.

RECORD KEEPING, DOCUMENTATION AND EVALUATION

Although all the town VIs and 76.64% of the village VIs know that some record of their training process was kept, many of them did not respond to how it was maintained. Many of them mentioned that daily record of the training was kept and 30% village VIs talked of a report prepared at end of training. But in the Literacy Control Room not a single complete report of the training was available. Some minutes of the RPs and MTs training was given to the researcher (Appendix-VIII).

The town VIs had the privilege of having their training recorded on the video and photographs, which is not a complete documentation. This is true of the MTs as well as RPs trainings.

As with documentation, so with evaluation. Most VIs said that there was an evaluation done in the training but the clarity on how it was done is lacking.
**Action Plan:** Every kind of training incorporated the preparation of an action plan either of the next level training or of the work to be done in the field, so that there was least confusion about the task to be taken up subsequently. How effectively the preparation of action plan was done and internalized was not gauged directly.

**Role of the different functionaries:** Did the trainings result in clarification of the roles that the different levels of functionaries had to play in the entire TLC process? The VIs articulated their roles in the following way:

<table>
<thead>
<tr>
<th>Role as VIs understood them</th>
<th>Town VIs</th>
<th>Village VIs %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To teach the illiterates on the basis of the primer</td>
<td>56.25</td>
<td>74.44</td>
</tr>
<tr>
<td>2. To build environment in order to motivate learners</td>
<td>31.25</td>
<td>34.30</td>
</tr>
<tr>
<td>3. To organise cultural programmes to make literacy a campaign</td>
<td>5.10</td>
<td></td>
</tr>
<tr>
<td>4. To explain the need for Literacy and development to Adults</td>
<td>25</td>
<td>3.64</td>
</tr>
<tr>
<td>5. To give time to the adults so they can achieve something</td>
<td>12.5</td>
<td>1.45</td>
</tr>
</tbody>
</table>

It is significant that the majority of village VIs 74.44% understood their basic role as teaching adults to read and write while 56.5% of town VIs thought that this was their major role. In both cases they constitute the majority and substantial percentage of town and village, VI’s mention environment building also as being their role. For the other roles specified, very few rural VIs accepted them as being their role like motivating adults or spending time talking to them to achieve something, though literacy etc.

As mentioned earlier in the Training Design the emphasis also was clearly on these two topics.

The MTs also confirm that at the end of the Training for VIs which they conducted the former were expected to perform the role of training the adult (50% MTs) and motivating the learners to sustain their interest (33% MTs).

However, the MTs have understood their roles differently. 56.25% talk of their role in a generic way of supporting the TLC to become a large people’s movement. 43.75% talk of their...
role in environment building and only 25% see their roles specifically as trainers of VI's. This is revealing and points to the kind of emphasis that may have been laid on the various topics and the way that action plan was made as well as their inability in seeing training as a separate and specific activity instead of just supportive peripheral activity of the TLC.

75% of the RP's and KRP's clearly saw their role as being trainers of MTs and RP's respectively. The KRP's also talk of environment building as being their responsibility. RP's expectation in MT's trainings they conducted was confined to teach MT's how to do training for VI's and establish mass contacts.

As far as the efficacy with which the roles were performed, the following combined table clarifies.

### Role Performing Capacity Gained (%)

<table>
<thead>
<tr>
<th>Town</th>
<th>VIs</th>
<th>Village</th>
<th>MTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Capable</td>
<td>43.75</td>
<td>25.5</td>
<td>18.75</td>
</tr>
<tr>
<td>Capable</td>
<td>31.25</td>
<td>58.49</td>
<td>68.75</td>
</tr>
<tr>
<td>Less Capable</td>
<td>12.50</td>
<td>8.85</td>
<td>12.5</td>
</tr>
<tr>
<td>Incapable</td>
<td>-</td>
<td>2.28</td>
<td>-</td>
</tr>
<tr>
<td>N.R.</td>
<td>12.5</td>
<td>5.18</td>
<td>-</td>
</tr>
</tbody>
</table>

Where a large number of town VIs felt that training contributed very much towards capacity building in performing expected roles only 25.5% village VI's thought so. A majority (58.49%) feel they have become capable (some what). It is significant to note that very few really felt that training inadequately equipped them for their roles. As far as the MT's were concerned a majority (68.75%) felt only capable (not very much) while fewer village VI's thought training contributed to a significant increase in their capacity. This means that the training did have a positive role in capacity building for VIs and MTs but probably the MTs either felt that as teachers they already know teaching and added skills were imparted or that their training could have been better. We are talking about a major attitudinal and behavioural change for the formal school teachers with a very different pedagogical orientation who in Durgapur were chosen as MTs to teach in a very different adult learning mode.

75% of the RP's felt training added to their role performing capacity but not to a very great extent.

When MTs were asked how much they were successful as trainers in imparting the new role performing skills to VIs, 83% said "to some extent" only. The MT's do feel some sense of inadequacy about the training they conducted for VIs. RP's felt the same way for MT's. Role performing capacity was an important ingredient of these crucial trainings and must be very carefully built into the training modules for TLC, with more content on how to overcome obstacles in role performance.
When efficacy of training is sought to be gauged a very direct way to learn about it is to find out from the trainees whether without the training they would have felt capable of carrying out their roles and achieving their goals.

**How Efficiently VIs And MTs Would Have Performed Without Training**

<table>
<thead>
<tr>
<th></th>
<th>VIs</th>
<th>Village</th>
<th>MTs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Well</td>
<td>3.7</td>
<td>6.25</td>
<td></td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>43.7</td>
<td>48.2</td>
<td>68.75</td>
</tr>
<tr>
<td>Badly</td>
<td>12.5</td>
<td>29.9</td>
<td>25</td>
</tr>
<tr>
<td>Not able to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform at all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.20</td>
<td>10.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.5</td>
<td>8.00</td>
<td></td>
</tr>
</tbody>
</table>

It is true the Dungarpur TLC Training Design had several inadequacies but if it was totally dispensed with or haphazardly or thoughtlessly conducted then it would have very significantly affected the capacity of VIs and MTs in doing their work as is evident from the above table. They would have been average to bad performers. It would have affected the adult learners adversely but could also kill their (VIs and MTs) own interest and motivation, for the outcome would have disappointed.

Most RPs also felt the same way.

**Multiple Role Performance**

As seen in Dungarpur TLC the Master Trainer who trained VIs were also involved in weekly supervision of the VIs after training was over and the VIs became teachers. They also helped in distributing materials and attending weekly meetings as monitoring entities. How much did these multiple roles affect their performance. Most MTs have not been affected adversely. Of the VIs too, very few thought that their duties as students were adversely affected. As the supervisory cum guidance roles of MTs followed or was an extension of their trainer role, no role conflict really arose. Care was taken not to bog them down with cumbersome record-keeping. The students mostly felt a sense of purpose and confidence as teachers (of adult learners) and as they taught after school hours, their own work was hardly disturbed.

**Physical Arrangements At Training**

In a way physical arrangements are not central to a training design but can affect the programme, upset learners and spoil the learning environment, especially when there are a substantially large number of trainees as in the TLC training designs.
The logistics of physical arrangements like food, enough accommodation to rest, sit and learn in a non-congested atmosphere all need to be planned for in advance and managed well during the trainings. If trainers are bogged down with handling these logistics and that too at the last moment, the task gets herculean and the training process is not just adversely affected it can be ruined completely.

The Dungarpur TLC design very wisely handed over food arrangements on contract to the Tribal Development Federation responsible for supplies in the District. For overall management it entrusted responsibilities to the Akhar Senani or Akhar Commander and subordinate staff and the Panchayat Co-ordinators only some of whom were themselves trainers. This ensured that the trainers taught, trainees learnt while the logistics got handled separately.

However many MTs mentioned that the food was not upto the mark sometimes in their trainings, while most of the VIs had no major complaints. Space to sit and rest in some trainings was a problem but not so much as to hamper the training process. At times the MTs and VIs were called upon to give a helping hand to serve food or clean the hall which some of them did not like. The principles of group living and work sharing need to be clarified when such arrangements are made.

**Trainer-Trainee Ratio:** When training is sought to be done in a participative mode, and not the top-down filter mode, the trainer trainee ratio is a crucial factor. In TLC Dungarpur some anomaly is seen in this regard. For the RP's trainings of 2 and 3 days 15-18 full time and outside resources people were called thus cramming sessions and not letting any processes really develop. This would harm the learning environment.

For the Master Trainers the ratio was maintained at 6-7 trainers per 150 MTs while for the VIs it was about 4 trainers for 150 trainees. The Ratio was low particularly for the VIs. Although the total of 1353 MTs were trained it seems about 30% either dropped out, got engaged elsewhere or were stuck with logistic arrangements.

As VIs trainings are overwhelmingly practice based, the ratio must improve and upto 8-10 trainers should be provided for 150 trainees.

The TLC Dungarpur decentralized its training venues so that no TA would have to be provided to the functionaries of the area who come for trainings. As food and boarding was provided no D.A. was given. However everyone involved in training were considered as being "on duty" and were not absented from their regular work/study.

The efficacy of any training process is mainly gauged by the evaluation that is taken soon after or during the process of training, for later on there are distractions and loss of clarity. No training is perfect and the directions for improvement, and follow-up/back up can be sought only through monitoring and evaluation. In this study several such issues have emerged but the question that one has to ask is, whether this data will be used as the basis of planning future training in Total Literacy Campaign.
MUZAFFARPUR

Case Study
Prepared by:
Dr. B.K. Sinha, CFNORED.

Acknowledgements:

* Shri Shailendra Kumar Shrivastava and Shri P.N. Jha of SAMU.

* Shri Ambastha, BDO, Meenapur.

* MTs, VIs and learners of SAMU.

* Dr. (Mrs.) Indu Sinha, Dr. Ali Imam, Shri Arun Singh and other members of the study team.
HIGHLIGHTS

Beginning

* Sakshara Muzaffarpur - 1992 (SAMU - 1992) aimed at Total Literacy in the district, keeping the following in mind:
  
i) Raising the literacy level in the 12-35 age group (approximately 8.5 lakh people) to 80% (including women, members from SCs/STs etc.)

ii) Improving the quality of primary education and non formal education.

* Objectives of the campaign alongwith achieving literacy were:
  
# Functional literacy

# Universal immunisation

# Employment generation scheme

Components of the Campaign

* Environment building

* Identification of volunteers and trainers

* Women's involvement

* Management etc.

Strategy

* Two years of SAMU - 1992 divided into three cycles. Each cycle was of 6 months duration.

* Environment building included:

  # Imaginative and creative activities involving school students and teachers - like debates, contests, melas etc.

  # In different cycles, these would take up themes like literacy, population growth, environment, health and sanitation etc.

Training Context

* District Resource Unit (DRU), Mahila Shikshan Kendra set up and voluntary agencies tapped for identifying resource persons and master trainers.
Volunteers identified from several locations - organised groups and individuals in
government and non-government service, retired persons etc.

Training events planned as follows:

# 3 days for trainers
# 7 days for volunteers.

Learning materials were identified for training

Detailed content areas and role of trainees at different levels worked upon.

Ongoing monitoring and evaluation of training planned so as to facilitate necessary
amendments.

Profile of Volunteers

* Students: 60% - 70% were matriculates
  22% - 28% were middle school passed.

* In terms of caste/community background, too, they reflected a fairly good proportion
  from backward communities which SAMU - 1992 was targeting.

  60% - 80% were SCs/STs. etc.

KEY ISSUES

* SRC, Bihar which was to perform functions of a KRP team did not participate in
designing training etc.

* Detailed profiles of KRP's, DRP's, MT's not available.

* Though volunteers training had been planned for 7 days, it actually came down to
  3 days and even that practically added up to only 14-15 hours.

* The plans reflected in early conceptualisation of training were totally absent in actual
  practice which tended to become dry, ritualistic and mechanical.

* Administrative haste took a further toll of the campaign in general and training
  programmes in particular.

* With multiple roles conceived for many trainers, the pedagogical inputs in their
  training suffered. Only 20-25% of the total time given to training could be devoted
  to them.

* Awareness generation component and the needs of women learners remained
  neglected as they did not get incorporated into the training designs content and
  process.

* Due to the above reasons, almost uniformly over 90% of the volunteers felt training
  events were of no use in actual instruction.

* Though ongoing monitoring and evaluation had been incorporated in the plans in
  practice it does not seem to have come through.
PROFILE OF THE PROGRAMME
SAKSHARA MUZAFFARPUR - 1992
ACTION PLAN

CONTEXT

As described in the Action Plan of Sakshara Muzaffarpur - 1992 (SAMU 1992) the programme aimed at bringing full literacy in Muzaffarpur district by 1992. In specific terms, making Muzaffarpur district fully literate meant:

i) Raising the literacy level in 12-35 age group to 80%
   (This would be aimed in each segment of the population, including women, S.C’s
   S.T’s.).

ii) Improving the quality of primary education and NPE with focus on attendance,
    participation, teaching.

The following specific messages were to form the core/content area of the programme.

i) functional literacy

ii) universal achievement of immunisation.

iii) employment generation schemes, eg. JRY, IRDP (with suitable modifications for
    urban areas to be implemented.

FOCUS

The focus of SAMU - 92 was on:

i) Women and girls

ii) School students

It was felt that involvement of school students (girls and boys) in creative activities would also involve their parents and teachers. Attempts would also be made to revolve the campaign in and around the school premises to serve as centers for Sakshara Melas, meetings, workshops, etc., for environment building activities.

MAGNITUDE OF THE PROBLEM:

The present estimated population of Muzaffarpur district is 30 lakhs. In 1981 the population was nearly 24 lakhs, excluding the 0-6 age group. Assuming a growth in literacy of 7% in the last decade the population of adult illiterates in the age group 12-35 is estimated to be 8.5 lakhs. Assuming further that some people older than 35 years may also join the campaign
and they can not be denied, total magnitude of adult illiterates was taken as about 10 lakhs for purposes of budget formulation.

**BACKGROUND**

In the month of June-July'90, a Kerala team of 12 literacy activists including two girls had come to the district under the auspices of BGVS. The Kerala team visited and stayed in several villages of Saka, Muraul and Muhahari blocks and Muzaffarpur town. The team interacted with about 10, 100 people. The months of August witnessed several meetings headed by Commissioner, Tirhut Division, which were attended by people drawn from different sections of society like teachers, headmasters of high and primary schools, staff of Teachers Training colleges, representatives of primary and secondary school teachers associations, doctors, University teachers, bankers, traders, people's representatives like MLA's, Pramukhs and Mukhas and district officials. About 200 people participated in these meetings. The above meetings finally culminated in a 2-day workshop at Muzaffarpur to draw up an Action Plan for SAMU - 92. More than 300 participants, including about 35 women, representing practically all sections of the society participated. A draft Action Plan was circulated in advance which formed the basis of discussion on the first day. On the second day 4 working groups were formed to discuss in detail the following aspects of the campaign.

- Environment building
- Identification of volunteers and training
- Women's involvement
- Management with focus at the village level

The most important outcome of the discussions was about 50 written declarations made by different people, schools, organisations and voluntary agencies adopting clearly defined areas (i.e. villages, panchayats - by name) for making them fully literate.

The Action Plan of SAMU - 92 has thus emerged out of a democratic and wide participation of local people. This was followed by second phase of workshop in each block when the District Action Plan (DAP) was discussed and locally adopted and adapted. Successive block workshops resulted in Block Action Plans each of which will be unique in itself though within a common framework of District Action Plan.

**GUIDING PRINCIPLES**

- Decentralised Block Plans prepared at block levels within the overall framework of District Action Plan (DAP)

- Individuals not institutions as the base; while there seems to be shortage of inspiring institutions there is no dearth of talented individuals.

- Volition not direction or compulsion will guide in involving the people, teachers, officials etc.
APPROACH

- Cultural medium - theatre, art, music groups as the main vehicle of mass communication.
- Area intensive and area adoption approach (Schools, different organisations, youth groups encouraged to adopt clearly defined areas e.g. village, panchayat, ward, mohalla etc.).
- Encourage volunteer neighborhood efforts.

STRATEGY OF THE CAMPAIGN

The period of 2 years in SAMU - 92 was divided into 3 cycles, each cycle of about 6 months. However, flexibility was inbuilt in these respects to suit and meet the local needs and varying situations.

Selection of first phase Blocks was on the basis of

- Work done by Kerala team - to take advantage of ground work already done by them
- Where literacy status is comparatively higher
- Viability (i.e. activability)
  : enthusiasm of local people
  : number of volunteers
  : response of local people, institutions, organisations for adopting villages/panchayats.

ENVIRONMENT BUILDING

* Environment building was a continuous activity. Programmes were organised to ensure regular imaginative and creative involvement of school students and teachers. Children's involvement in competitions, debates, contests and melas involved their parents and teachers.

* Different cycles of creative activities were to be organised throughout the district in which separate themes were taken up like:

1st cycle : Literacy
2nd cycle : Population growth
3rd cycle : Environment
4th cycle : Health and Sanitation

* Saksharta Mela (the snowball process)

IDENTIFICATION OF VOLUNTEERS

* Volunteers were identified from the following 2 categories:
Individuals

- Young/literate women
- School students (Class VIII & Above)
- Unemployment dolees
- Pensioners/Retired persons
- Teachers
- Older/Literate women

Organised Groups

- Anganbadi workers
- Ex-Servicemen
- NYK
- NCC
- Scouts & Guides
- Industrial units (e.g. Kanti Thermal Power)
- Postal services
- Railways
- Police
- Labour Unions
- Cooperatives (e.g. Milk Cooperative Federation, Khadi Gramodyog etc.)
- Banks.

SURVEY

- Survey and Environment building activities to continue simultaneously.
- Environment building, however, was to continue throughout the campaign.
- Survey was to be conducted by teams of 3 volunteers
- A simple proforma for survey was designed.
- Survey was to be conducted according to definite planning during pre-defined days/period.

IDENTIFICATION OF RESOURCE PERSONS/GROUPS

* Resource persons/groups were identified for various purposes and activities
* Environment building
* Material preparation
* Training (for DRU, MSK - Mahila Shikshan Kendra, Voluntary agencies, master trainers & trainers)
* Evaluation
* Management

IN Volvement of Voluntary Agencies (VA'S)

* Voluntary agencies and groups were to be involved for various purposes and activities as far as possible.
IN VolVEMENT OF WOMEN

* SAMU - 92, focused on women as the prime target group as well as for their participation in all activities like planning, environment building, master trainers, trainers, management group at all levels.

SAMU - 92 endeavoured to:

* enhance the self-image and self-confidence of women;

* enable them to recognise their contribution to the economy as producers and workers;

* respect women’s pace of learning and rhythm of learning, given the nature of their work and multiple occupations.

* provide women with the necessary support structures and an informal learning environment to create time for education;

* devise a structure where young girls and adolescent girls working in their homes, in agriculture, and in the formal and informal sector get an opportunity for formal education;

* above all, create an environment where women can fearlessly seek knowledge and information; thus empowering them to play a positive role in their own development and the development of society;

* create a mechanism where women monitor their own education and the education of their children; and

* create a pool of talented and trained women in every village through Mahila Shikshan Kendras.

TRAINING

* Identification and selection of several training groups.

* Attempts to identify an institution/organisation for setting up DRU.

* Creating a group of Master Trainers (M.T.’s)
  (basis of calculation of number of M.T.’s 1:100)

* Group of 3 M.T’s to conduct Training of Trainers
* M.T’s to be given 3 days training
* Trainers to give 7 days training to volunteers
* M.T’s training to take place in training colleges
* Trainers training at Panchayat level in schools
* Agencies for M.T’s training
* Professional organisations from Delhi, Patna, local e.g. PRIA, Deepalayan, CGC Vaishali
* Materials for training including curriculum content
* Booklet of B.G.V.S
* Participatory training manual of DAE, GOI.
* Training about what?
* Objective and process of survey
* Importance of environment building and related activities.
* How to sustain the movement and importance thereof.
* Adult psychology, teaching methodology, concept of functional literacy.
* Importance of post literacy and continuing education.
* How to set up JSN’s?
* Emphasis on women training
* Setting up of Mahila Shikshan Kendras (M.S.K’s)
* Training not one time but regular activity
* Training to use good ET aids, specially produced training films and good training materials to ensure effective training.

**MANAGEMENT**

* A central District level Framework of Action Plan
* Decentralised Block Level Plans.
* Formation/Construction of Committees at different levels.
  
  i.e Tola (a part of the village, hamlet) onwards. :
  - Tola
  - Village
  - Panchayat
  - Block
* Basis of selection of members :
  - Willingness
  - Sincerity

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- Commitment
- Capacity

* Who will be members?
- Women (a serious attempt to be made to keep women membership at half)
- teachers, headmasters
- youth
- retired personnel interested in education
- some selected functions of AE, NFE, Health, DWCRA ICDS etc.

* What functions?
- to implement local level Action Plan
- to maintain link with committees at successively higher level.

**FRAMEWORK FOR EVALUATING TRAINING**

Providing feedback for improvement and control is an essential exercise. This is true in the case of training programmes also. In evaluating the training programmes for organisers and Awareness Generation Camps, the following partners were identified for evaluation:

1. The Participants
2. The training organisers and the organizers of SAMU, including the associate subgroups
   - Curriculum planners
   - Training designers
   - Training Managers
3. The faculty of facilitators, trainers or resource persons.
4. The client organizations, SAMU/BEF Board

The evaluation model has taken into consideration four main dimensions: context, inputs, process and outputs. Emphasis has also been given on observing the climate of the training organization, the interactions between the participants, the trainers and the training methods, and the general attitudes and relationships of trainers and participants.

The major constraint remained the time factor. No running training programmes could be observed and evaluated, and secondary sources were the only viable solutions.

However in many cases this did not present much of a problem. The method of collecting data directly from the organizers and participants of SAMU proved reliable and fruitful. The techniques of a mixture of individual responses, group evaluation and observation worked well in achieving our objectives. Regarding the coverage of evaluation, this may be stated along the following dimensions.
Areas

A. Pretraining factors
   (1) Preparation
   (2) Motivation
   (3) Expectation

B. Inputs
   (1) Curriculum
   (2) Training strategy
   (3) Training design, including sequencing
   (4) Specific events and sessions

C. Management
   (1) Areas of successes and shortcomings
   (2) Facilities

D. Process
   (1) Learning environment
   (2) Methods (3) Participation

E. Participant development
   (1) Conceptual development
   (2) Learning of skills
   (3) Change in attitudes/values
   (4) Change in behaviour
   (5) Ability to apply

F. Organisational development
   (1) Team effectiveness
   (2) Organisational effectiveness

Dimensions

Context

Inputs

Process

Outcome

PREPARATION FOR THE TRAINING OF VOLUNTEERS

- Establishment of Block, Panchayat and Tola Sanities
- Completion of Survey Work of the Panchayat to be taken for total literacy
- Identifying all the illiterates in the Tolas of the Panchayat
- Identifying Volunteers at the Tola Level
- Ten illiterate learners should be tagged to one Volunteer; this should be done through mutual understanding/consent
- Identifying location for imparting training
- Identifying group of Volunteers for training: Ideally 30 Volunteers should form one group. In no case it should exceed 40 volunteers.

- After meeting all the seven conditions Panchayat Samities should inform the Block Samities. The Block Samities should contact the District Committee the same week and make arrangements for location, equipment/kits; and then begin the Training.

- After the training begins the training wing of the District should oversee training and find out the strong and weak points of the training. This process would facilitate necessary amendments in training methods and materials, preparatory states of training and management of training.

EXTRACT FROM AN EARLY EVALUATION REPORT

SAMU envisaged International and External Evaluation System. Prof. Sachidanand undertook the exercise of evaluation, when the project was at different stages of execution, which he terms as an evaluation of the process as well as the product.

Here we present those portions from his report, which have bearing on Evaluation of the Training, in the three Blocks, Meenapur, Katni and Motipur.

The next stage is the training of volunteers. This is a stupendous task. No infrastructure has been evolved for this. However, a group of key persons was developed to plan and handle training. This group organised master trainers training at the district level. The master trainers train trainees at the bloc levels in schools or community halls. The volunteers were trained by trainers at the Panchayat level in schools.

1. Meenapur

Meenapur is one of the blocks in the northern part of Muzaffarpur district which is constantly affected by floods and other natural calamities. The rate of literacy is one of the lowest (21.64%) in the district. Its demographic scenario is depicted below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Population</td>
<td>106567</td>
</tr>
<tr>
<td>Female Population</td>
<td>93762</td>
</tr>
<tr>
<td>Total</td>
<td>200369</td>
</tr>
<tr>
<td>Scheduled Castes (M)</td>
<td>16494</td>
</tr>
<tr>
<td>Scheduled Castes (F)</td>
<td>14566</td>
</tr>
<tr>
<td>Total</td>
<td>31060</td>
</tr>
<tr>
<td>Scheduled Tribe (M)</td>
<td>4</td>
</tr>
<tr>
<td>Scheduled Tribe (F)</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
<tr>
<td>Literate Male</td>
<td>33246</td>
</tr>
<tr>
<td>Literate Female</td>
<td>10109</td>
</tr>
<tr>
<td>Total</td>
<td>43355</td>
</tr>
<tr>
<td>Male Literacy</td>
<td>31.19%</td>
</tr>
<tr>
<td>Female Literacy</td>
<td>10.78%</td>
</tr>
<tr>
<td>Total</td>
<td>21.64%</td>
</tr>
</tbody>
</table>

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Profile of Volunteers

A sample of 109 volunteers from all over the blocks were interviewed. Their caste affiliation is given below.

Upper Castes 16 14.68%
Backward Castes 73 66.99%
Scheduled Castes 17 15.60%
Others 3 2.95%

Thus the turn out of the volunteers is (over 80%) overwhelmingly from the backward communities. This not only represents their dominance in the general population but also reflects their urge to better their lot through access to literacy. Thus literacy has become an instrument for mobilisation for them.

The educational background of the volunteers is given below:

Less than middle 11 10.9%
Middle passed 25 22.94%
Matriculate 34 31.19%
Graduate and above 39 35.78%

Thus over 67% of the volunteers have the minimum matriculation qualification. Only about 11% are lower than middle passed.

The Volunteers are drawn from different occupations:

Cultivation 53 48.62%
Unskilled workers 5 4.9%
Students 33 30.28%
Small business 3 2.78%
Housewife 9 8.26%
Unemployed 6 5.50%

Almost half the volunteers are drawn from the agricultural households. Students form the next category in numbers. Even housewives have joined this work.

The distribution of the volunteers on the basis of income was also investigated.

No income 17 15.60%
Less than Rs.2500 per year 21 19.21%
Between Rs.2500-5000 28 25.69%
Between 5001-7500 18 16.60%
Rs.7501-10,000 17 15.50%
Rs.10,000-12,500 6 5.50%
Above Rs.12,500 2 1.83%

Thus three-fourth of the volunteers are from the income bracket of less than Rs.2000/- to Rs.10,000/- per year. The no income group may represent some of the students who do not earn anything.
Training of Volunteers

The work efficiency of the volunteers depends upon their training. The method of teaching adults is different from the children. Training also strengthens their commitment and interaction with their peers during the training programme helps them step up their work efficiency. At the time of the inquiry 98 out of 109 volunteers had already received their training. The inquiry was conducted after July when their intake had stopped.

The total duration of training was one week which may spread over several spells. In case of urgency, volunteers were sent to the field even with one or two days training.

<table>
<thead>
<tr>
<th>Duration</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day</td>
<td>7</td>
</tr>
<tr>
<td>Two days</td>
<td>5</td>
</tr>
<tr>
<td>Three days</td>
<td>83</td>
</tr>
<tr>
<td>Four days</td>
<td>2</td>
</tr>
<tr>
<td>No responses</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109</strong></td>
</tr>
</tbody>
</table>

More than 75% volunteers had received 3 days training. One or two days training may have been given when volunteers were needed to run their classes in the hamlets at short notice. The training methodology is important in these short term training programmes.

<table>
<thead>
<tr>
<th>Training Methodology</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical content</td>
<td>46.79%</td>
</tr>
<tr>
<td>Pedagogical content together with the management of the learners</td>
<td>33.94%</td>
</tr>
<tr>
<td>Methods to develop learners' awareness</td>
<td>8.26%</td>
</tr>
<tr>
<td>No response</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

It is in the fitness of things that the bulk of attention during the training was given to the pedagogical content. This had to be supplemented with methods to manage and retain the learners and to give them some awareness of the social reality around them and how literacy could pave the way for a better quality of life for them. However, if the training was too short, the element other than the core content tended to be lost.

The training was imparted by trainers who had themselves been trained by master trainers who had a deep understanding of the programme and were acquainted with the latest training techniques.

The view of the volunteers on the usefulness of training were interesting and revealing.

<table>
<thead>
<tr>
<th>View of Volunteers</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training not at all useful</td>
<td>68</td>
<td>62.39%</td>
</tr>
<tr>
<td>It helps to build up relations with the pupils</td>
<td>6</td>
<td>5.50%</td>
</tr>
<tr>
<td>Have some experience of training</td>
<td>27</td>
<td>24.77%</td>
</tr>
<tr>
<td>Making acquaintance with powers</td>
<td>2</td>
<td>1.83%</td>
</tr>
</tbody>
</table>

The bulk of the volunteers did not think highly of the training imparted. They felt that it was not such use to them. A small percentage felt that, at best, it gave them some idea about teaching. The volunteers' view of training is a pointer for the managers of the programme to give a second thought to it with a view to strengthen it.
2. Kanti

Kanti block is located west of Muzaffarpur. The Block headquarters is on the Muzaffarpur - Motihari Road and is adjacent to the Kanti Thermal Power Station. The K.T.P.S and the bazaar area is outside the Block area and constitute the Notified Area. The demographic features of Kanti Block are noted below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Population</td>
<td>130411</td>
</tr>
<tr>
<td>Female Population</td>
<td>118441</td>
</tr>
<tr>
<td>Total</td>
<td>248852</td>
</tr>
<tr>
<td>S.C. Male</td>
<td>21813</td>
</tr>
<tr>
<td>S.C. Female</td>
<td>19858</td>
</tr>
<tr>
<td>Total</td>
<td>41671</td>
</tr>
<tr>
<td>Male Literacy percent</td>
<td>40.24</td>
</tr>
<tr>
<td>Female Literacy percent</td>
<td>17.59</td>
</tr>
<tr>
<td>Total</td>
<td>29.46</td>
</tr>
</tbody>
</table>

82 male and 18 female volunteers were covered. The caste affiliation of volunteer instructors is noted below:

<table>
<thead>
<tr>
<th>Caste</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Caste</td>
<td>26</td>
</tr>
<tr>
<td>Backward Caste</td>
<td>46</td>
</tr>
<tr>
<td>Scheduled Caste</td>
<td>15</td>
</tr>
<tr>
<td>Muslim</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The age-wise classification is as follows:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 years and less</td>
<td>95</td>
</tr>
<tr>
<td>31-45 years</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The educational level of volunteers is as follows:

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than middle school</td>
<td>13</td>
</tr>
<tr>
<td>Middle passed</td>
<td>22</td>
</tr>
<tr>
<td>Matriculate</td>
<td>65</td>
</tr>
<tr>
<td>Graduate and above</td>
<td>Nil</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The occupational distribution of the volunteers is given below:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivation</td>
<td>84</td>
</tr>
<tr>
<td>Students</td>
<td>11</td>
</tr>
<tr>
<td>Housewives</td>
<td>3</td>
</tr>
<tr>
<td>Agricultural Labour</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

166
Incomewise classification of volunteers:

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.2500-5000</td>
<td>4</td>
</tr>
<tr>
<td>Rs.5001-7500</td>
<td>4</td>
</tr>
<tr>
<td>Rs.7501-10,000</td>
<td>32</td>
</tr>
<tr>
<td>Rs.10,001-12,500</td>
<td>35</td>
</tr>
<tr>
<td>Rs.12,501-15,000</td>
<td>19</td>
</tr>
<tr>
<td>Rs.15,001 and above</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Thus the bulk of the volunteers were drawn from the backward and scheduled castes and minorities. They were almost all in the age group 30 or below and 87% were middle passed or matriculates. The overwhelming majority came from an agricultural background and two thirds were in the income bracket of Rs.7501-12,500/-

**Training of Volunteers**

99 out of 100 volunteers had been trained. Only one Volunteer in our sample had not got training till the day of investigation. 90 had received only one day training while 9 had received 2 days of training. 97 reported that training was imparted by the lecture method. Only 2 reported that they were also told about the techniques to manage learners. 92 volunteers were of the opinion what the training imparted was not at all useful for the class. Only 7 believed that they had acquired some training which gave them the requisite skills for handling learners.

3. **Motipur**

Motipur Block is situated in the north west part of Muzaffarpur district. It is a rich sugarcane growing area. Its demographic features are noted below:

<table>
<thead>
<tr>
<th>Population Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male population</td>
<td>117249</td>
</tr>
<tr>
<td>Female population</td>
<td>109394</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>226634</td>
</tr>
<tr>
<td>Scheduled caste (M)</td>
<td>16238</td>
</tr>
<tr>
<td>Scheduled caste (F)</td>
<td>15220</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32458</td>
</tr>
<tr>
<td>Literate Male</td>
<td>43148</td>
</tr>
<tr>
<td>Literate Female</td>
<td>14487</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57635</td>
</tr>
<tr>
<td>Literacy of Male</td>
<td>36.80</td>
</tr>
<tr>
<td>Literacy of Female</td>
<td>13.24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25.43</td>
</tr>
</tbody>
</table>
The percentage of Scheduled Caste is less than 15% while the literacy percentage is lower than that of many blocks in the district. The target population to be made literate by the 5th September 1991 was estimated to be 90,000. This is a large block and has 30 panchayats. A total of 152 volunteers - instructors were chosen for interview. Five were taken from each panchayat. The caste affiliation of the volunteers is shown in the following table:

<table>
<thead>
<tr>
<th>Caste</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Caste</td>
<td>42</td>
<td>27.63%</td>
</tr>
<tr>
<td>Backward Caste</td>
<td>66</td>
<td>43.42%</td>
</tr>
<tr>
<td>Scheduled Caste</td>
<td>25</td>
<td>16.44%</td>
</tr>
<tr>
<td>Muslims</td>
<td>19</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>152</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The overwhelming majority of volunteers consists of young persons. The educational background of the volunteers is as follows:

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than middle</td>
<td>17</td>
<td>11.18%</td>
</tr>
<tr>
<td>Middle passed</td>
<td>45</td>
<td>28.28%</td>
</tr>
<tr>
<td>Matriculate</td>
<td>91</td>
<td>59.8%</td>
</tr>
<tr>
<td>Graduate and above</td>
<td>1</td>
<td>0.65%</td>
</tr>
</tbody>
</table>

The bulk of the volunteers are matriculates. But middle passed people are also in considerable number.

The occupational distribution of the volunteers is as follows:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivation</td>
<td>66</td>
<td>43.42%</td>
</tr>
<tr>
<td>Students</td>
<td>64</td>
<td>42.10%</td>
</tr>
<tr>
<td>Housewives</td>
<td>14</td>
<td>9.21%</td>
</tr>
<tr>
<td>Unskilled workers</td>
<td>5</td>
<td>0.65%</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>0.65%</td>
</tr>
<tr>
<td>Service</td>
<td>1</td>
<td>0.65%</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>0.65%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>152</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Thus the bulk of the volunteers belong to the agricultural background. It is presumed that the student's parents would also be agriculturists. It is significant that housewives also figure in this list.

Since there is no remuneration attached to volunteers it would be useful to know their income. In case of students they have been placed in their fathers income bracket:

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Rs.2,500</td>
<td>10</td>
<td>6.57%</td>
</tr>
<tr>
<td>Rs.2,501 - Rs.5,000</td>
<td>6</td>
<td>3.94%</td>
</tr>
<tr>
<td>Rs.5,001 - Rs.7,500</td>
<td>23</td>
<td>15.13%</td>
</tr>
<tr>
<td>Rs.7,501 - Rs.10,000</td>
<td>35</td>
<td>23.02%</td>
</tr>
<tr>
<td>Rs.10,001 - Rs.12,500</td>
<td>43</td>
<td>28.28%</td>
</tr>
<tr>
<td>Rs.12,001 - Rs.15,000</td>
<td>30</td>
<td>19.73%</td>
</tr>
<tr>
<td>Rs.15,001 and above</td>
<td>5</td>
<td>3.28%</td>
</tr>
</tbody>
</table>
The figures show that 78% of the volunteers are in the income bracket Rs. 7501 to Rs. 12,5001.

**Trainer**

Till the date of investigation 121 volunteers were trained and 31 had not received any training. 120 volunteers had received one day training. Only one had received three days' training. In the training the bulk of the emphasis was on the pedagogical content. The management of the learners and the retaining of their interest was neglected. It is no wonder that 76 volunteers did not find the training of any use in handling the learners. 23 felt that they had learnt some teaching methods while 22 gained something through acquaintance with their peers during the training programme.

**OVERVIEW, OBSERVATIONS AND COMMENTS**

Students have come out in large numbers as volunteers and are giving full co-operation. The bulk of them are moved by altruistic motive but in the minds of some the hope of getting some reward sooner or later in the form of government service cannot be denied. In the project document the position has been made amply clear. In some areas some unscrupulous people gave a false hope to step up the recruitment of volunteers. Such volunteers have dropped out after sometime. In some areas the drop out was 25%. However, in such large programmes drop outs are natural. In other areas spreading these false hopes should be severely dealt with, as drop out means loss of trained manpower and wastage of scarce resources.

The quality of training given to them was poor. Those who have been trained for two days or less are unequal to their skills as well as in their commitment. The transmission loss in the training chain seems to be enormous. The messages are lost in the process and reach there in a diluted form. SAMU should develop a training infrastructure of its own as soon as possible.

The concept of learning by earning has produced a backlash. It seems that learners are more eager to earn than to learn and devote greater attention to the income generation rather than picking up literacy. The turnout for literacy has been affected as potential learners now ask for income generating activities and if none are available, they go back to their home. The message spreads and enthusiasm for literacy dies out. It is obvious that in all cases income generating opportunities cannot accompany literacy effort.

Although great stress was laid on MTS and the creation of a database and ultimately of a data bank, the promise was not fulfilled. It was immensely difficult to get hold of data at any level. Even the figures which were known to exist could not be organised. As such, it could not be ascertained whether the targets fixed for attacking 80% literacy in Meenapur or other blocks were achieved by the fixed date (15th August or 2nd October, 1991).

There was no means of knowing the minimum level of learning achieved. In the centres visited, different learners had attained different standards in reading, writing and numeracy.

SAMU could not get out of administrative red tape which is a concomitant of government departments. Although it was expected to function as a voluntary registered society, it is still
functioning as a government department. Voluntary effort is associated with the set up at the individual level but no voluntary agency, to my knowledge, has been working with it. Although decentralization was the key principle for SAMU, it is not seen at the operational level and all decisions seem to have been centralised. This has affected the efficiency.

Lack of total support to the programme from the State government due to absence of political will is a drag on the functioning of SAMU. Officials committed to SAMU have been transferred even before the end of their tenure for administrative convenience. This applies more to high offices like Commissioner, District Magistrate, Deputy Development Commissioner.

Since the bulk of the attention is on the literacy and numeracy, other aspects of functionality and awareness, in SAMU objectives, have suffered.

Enrollment of 90 thousand children in primary schools and 80 thousand children in non-formal education stream were included in SAMU objectives as it was not only a literacy programme but an integrated and total educational effort. However, as time passed SAMU has become confined to literacy alone.

We had no means of knowing whether teacher attendance, student enrolment and attendance in primary school has gone up and drop out rate has come down.

**THE TRAINING COMPONENT IN SAMU 92**

SAMU was launched in August, 1990.

SAMU 1992 did not last full term. It was abandoned sometime in December, 1991, and has become part of Bihar Education Project.

The whole management structure has changed.

Tracing the old records proved to be a very difficult task. Individuals Master Trainers - many of them School Teachers - were transferred to different places. For example no curriculum/training design was available at the Meenapur project office, the Block, which was the focus of our study.

The method of reconstruction - to arrive at what happened 15 to 18 months back - was a strenuous exercise.

The best expertise emerged was to have group session of master-trainers, trainers and Volunteers. These were in two forms.

1. A group of four to seven master-trainers, trainers, Volunteers sat in separate groups.

2. Group consisting of Master Trainers, Trainers and Volunteers - in batches of six to ten - discussed various issues.

As the design and duration (three days) of the Master Trainers, Trainers and Volunteers training - did not have significant variation of emphasis, the mixed group of the three
categories could come out with more light on the training in general and their own training in particular. Participatory evaluation, as such, worked well.

We present the focus' of their Group Discussion - the issues, the events, the happenings, the possibilities [- indicates issues : indicates reaction/comments; indicate possibilities]

1. On Preparatory Stages of Training

How they themselves were selected for the particular responsibility:

- in the meetings at District, Block, Panchayat, Village or Tola Samiti
- during the survey
- during environment building programmes
- during cultural activities
- through persuasion of Administrator, Mukhiya, B.D.O., Headmaster, Parents
- through incentives/pressure- on their own
* There were definite guidelines
* The selection process was spelt out. However there was no criteria to judge whether a particular person was suitable for a definite role
* There were not many choices left in a Campaign mode, whoever was willing was acceptable.

2. On communicating different Training Programme or how they were informed about the intended training event:

- location
- duration
- curriculum
- residential/non-residential nature
* No such circular could be traced
* Arrangement of communication was ad-hoc
* In many cases it was communicated verbally
* They did not have much of an idea as to what would take place at the training camp and what preparations were expected from them.
* They could not know whether Training would be residential or not.
* The two-way communication-system established at the early stages of campaign (flow of information from District to Tola and vice-versa) was not visible or was not practiced to the desired extent to communicate Training Information.
* Trainers at all levels expected due importance given to training, in terms of sufficient time to prepare themselves for the forthcoming training
* Programme outline - with content areas and processes spelt out in adequate details to facilitate them to prepare for the intended training events.

3. As Organisers/Trainers, what kind of preparations they conceived and made arrangements accordingly about

- location
- physical infrastructure
- food and lodging
- involving community in preparation activities
- working out details of schedules, time tables
- external resource persons' identification, briefing
- distribution of responsibilities or working as a team
* There were not many choices about the location; any available place could be the best. Schools were the first preferences Panchayat Bhawan the next.
* Any room to accommodate 50 persons in a row was considered sufficient
* One-time snack was the only option, considering the constraint of fund.
* Anybody available could be considered a suitable Resource Person: B.D.O, C.O., School Headmaster were sought-after RPs.
* 'Team work' was not discussed in their own training. Whoever among the MT/Trainer available on the spot was competent to address the recipients
* Community was aloof from the whole training events.
* School/Panchayat Bhawan was considered the best place, most of them felt the need of having residential training to allow them continue their activities beyond the classroom.
* 25 to 30 participants were considered ideal for one training camp.
* Community's involvement was considered necessary. All of them felt Community could be involved if the issues, need and importance of Training were an integral part of the mobilisation and environment building processes.
* External Resource Persons could have been identified not as fillers, but as supplementors to the training process, and they too needed orientation.
* Building a team, distributing responsibilities was considered an important exercise of their own training, which could not take place, and presented confusion many a time.

4. What kinds of Training Materials were used?
- whether they were supplied by the SRC/SAMU District Setup/ prepared during their own training programmes
- whether they felt the need of training materials
- what could be effective training materials
- for receiving training
- for giving training
* No training material was used
* some materials could have been better designed.
* Training materials for training the volunteers could be useful

E.g.: What is IPCL?
   : How does it work?
   : How to teach math easily.

5. What was the role of the Trainers in :
- identification of training needs
- specifying objective of training
- deciding content, methods and materials
- sequencing of the content areas
- identifying resource persons
- other decision-making processes
Identification of learning needs of Volunteers - who had varied educational background and occupation could be helpful in making them better instructors of Literacy. Many of them needed individual attention, which could not be given because of the paucity of time.

Freedom to choose content areas to achieve suitable process, could be a better exercise. It could help them satisfactorily answer many apprehensions and queries.

Freedom to select Resource Persons at the training camp could give them opportunity to bring in those retired/practicing teachers who knew language teaching or Math teaching in the best manner. Time factor was the most severe constraint here.

Volunteers in their training programmes had many apprehensions, queries about:
- IPCL
- Eclectic method
- Drill
- Administering test

Group Activities, they felt, could help them sort out many problems among themselves.

The emphasis on: Why literacy? What happened in other countries? Why Environment Building? Why Cultural Jathas etc. could have been avoided in the light of short duration of training. Training could have been concentrated on:
- Advantages of IPCL
- Teaching Language and Math
- Teaching Reading and Writing
- Maximum use of Drill
- Administering Tests


- cultural programmes
- preparing kits of aids and literacy materials (Primers)
- involving Community in co-curricular activities.
- taking trainees to the existing literacy centres.
- Camps being non-residential trainees because restless after a small snack was served. Organisers did not organise activities like:
- cultural programme
- preparation of kits
- taking trainees to literacy classes
- involving community
- Majority felt that cultural programmes could give them a chance to practice songs, poems, dramas to aid literacy activities.
- Cultural programmes could be the best opportunity to involve community in the training activities, and furthering the cause of literacy programme.
- They had some idea about preparing kit/games aid literacy, but could not do it.
* Taking then to the existing literacy classes could have been an effective learning experience.

7. **On evaluation of Training programme**
   - during the Training
   - at the end of the Training
   - after the training, in the field.
   * Virtually no such attempt was made

Most felt the need, and importance of evaluation during, at the end and in the field, of the impact of Training.

8. **On Post-training, follow-up activities.**
   - supervising literacy classes
   - monitoring literacy classes
   - organising week-end activities
   - organizing in-programme training camps, at regular interval
   - assessing performance of learners
   * Both the Master Trainers and the Trainers had been assigned to supervise literacy classes, and to facilitate Volunteers in effective teaching.
   * There was no system of monitoring the progress of literacy classes. The MTs or Trainers did not receive any guidance on performance. This aspect was also not included in their Training Programmes.
   * Trainers had no instruction to either repeat training or have formal or informal interaction session to assess and extend training activities.
   * Trainers did not have any definite role in assessing the performance of learners. This was also not part of their own training.
   * Most of the trainers felt the need of systematic supervision and monitoring the learning activities taking place in the literacy centres.
   * Evaluation of Learners at the regular periodicity was considered an important exercise. This component too was lacking in their own training.
   * Volunteers too felt the need of adequate emphasis of monitoring and evaluation learning in their own training.

9. **On integrating training into the process of mobilisation, Environment Building, Community Participation.**

   * No such attempt was made
   * Majority of the Master Trainers and Trainers felt the need of integrating training into the processes of
   * Mobilisation
   * environment building
   * community participation
   * This could be achieved by informing the learners and the community at various stages of planning meetings.

This could have made the community more hospitable to the training activities; the learners could feel that sincere efforts were being made to make them literate
and that the would be Volunteers are being equipped to handle their literacy classes.

10. On the role of Organisers, Convenors, Coordinators at various levels in the Training Programme.

* The prevalent feelings of the organisers was that these groups do not need any training/orientation. However, they had definite roles in supervising, monitoring literacy activities and evaluating literacy achievements.

* There was general feeling among the Trainers and Volunteers that the convenors, organisers, coordinators and the likes too need training and new pedagogy/andragogy. This could have bettered interaction between the trainers and the organizers and prevented many confusions regarding learning activities.

**TRAINING STRATEGY IN SAMU 92 : ISSUES IN FOCUS**

Early stages of SAMU 92 Campaign lay definite and concrete emphasis on training, and recognise the vital role which training can play in success, or failure, of the Campaign. The Policy Statement, testifies to this fact. This can be attributed to the main person behind launching the programme, the architect of this Campaign, Shri Anil Sinha, Commissioner, Tirhut Division with his considerably long association with Adult Education Programme, both as Director, Directorate of Adult Education in Bihar and as Director, Directorate of Adult Education, Government of India, New Delhi.

The Guidelines issued on training, and on defining roles of Master Trainers, Trainers, Volunteers, Organizers, Members of Samities etc. amply reflect the kind of conceptualization. Although one can dispute the kind of roles assigned to various categories of Trainers and Organizers, the effort of intermingling the one into the other, overburdening and multiplying the various roles and thus confusing/diluting specific, desired, manageable roles of various categories one can still term them as concrete spadework in arriving at:

- Defining roles of various categories of Trainers
- Identifying training needs of various categories of Trainers.
* This could itself form the basis of
- Designing training programmes
- Establishing inputs, processes and output, in terms of contents, methods and materials.
* Subsequent trainings, the actuals in the field, however, do not reflect the bearing of the early conceptualization, it tended to become adhoc, mechanical and ritualistic.
* The pressure of quantity led to undue marginalisation of the quality. The target, the duration, the numbers, the resources all contributed to such haste that started leaving their deep impact on excellence, on the need of equipping personnel of various hues to perform their roles.
* The administration appeared too much in haste to show its efficient systems working miracles and to cash on the engineered mobilisation through series of incentives/pressures.
* The roles and responsibilities of various levels of trainers, the performance levels desired of them did not reflect in the training design, Content and Process.
* The trainers were not trained to relate to the roles, and the content and process that would help them perform a particular role.
* The presence of SRC, Bihar could not be seen in Training Design. The SRC with its rich background in designing and executing participatory Training Methods for various levels of Trainers did not/could not make its impact. A number of available Trainers with the Directorate of Adult Education at the field level did not contribute to such a programme with such a high level of mobilisation and willing participation of the Administration and the community.
* Training Efforts in SAMU Campaign also could not become part of
  - mobilisation process
  - environment building
  Organisers, convenors, coordinators of various Samitis playing crucial roles, remained aloof or could not be brought to the process of planning and implementing training programmes. Community participation in organization of training too remained a distant affair.
* The duration conceived of appeared to the trainers as too meagre. Maximum of three-day training could be completed in one Block (Meenapur). Other two blocks contented themselves with just one-day Training for Volunteers.
* With multiple roles conceived of for many trainers, pedagogy/andragogy suffered, only 20% to 25% of total duration could be devoted to them. Trainers' apprehensions of new methods, new pedagogy could not be addressed. The largely affected their learning-teaching processes. This processes of internationalisation of new IPCL method could not take place.
  The Policy statement and strategy refers to women learners and their special Learning Needs. This aspect did not find any place in the whole Training Design, content and process. Neither did the following issues:
  - Immunization
  - Achieving universalisation of primary education
  - Girl children
  - SC children
  - The first learners
    All these areas were identified as vital, but did not get into the process of designing Training Design.
* Master Trainers and Trainers as the strategy envisaged, were supposed to equip themselves with knowledge and skills in
  - training design
  - training methods
  - linking content with methods
  - groupwork, roleplay etc.
  However, the actual training could not carry them in that direction.
  The above aspects, mostly, remained non-starters.
* Volunteers, being at the bottom of hierarchy, received the least attention
- short duration of maximum three days, which in actual terms came down to 14-15 hours
- no opportunity of teaching lessons in simulated group.
- their role as empowerers of learner suffered the most.
  Volunteers indigenous ingenuity was the only prime mover and doer.
Training as such could not make any impact. Some questions remain.
- Can we make a striking balance between Quantity and Quality, allowing them to exist in harmony?
- Can we be more realistic in setting goals, in assigning roles to various levels of Trainers?
- Can we build Training as intricate, integral part of the whole campaign?
PONDICHERRY

Case Study
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Indian Institute of Non-formal Education,
Madras.

Acknowledgements:

* Dr. T. Sundararaman,
  President, Pondicherry Science Forum.

* Activists of
  Pondicherry Science Forum.

* MTs and VIs of
  Puduvai Arivoli Iyakkam.
HIGHLIGHTS

The beginnings:

* Launching of TLC Campaign : September 1989
* No. of Illiterates (Ration Card Census) : 1,02,902
* Key Actors : * Pondicherry Science Forum
               * Education Department

Community Participation:

Horizontal Approach
- Village level
- Commune Level
- District Level Commune

Vertical Approach
- Department of Education
- Government Departments
- Voluntary Organisations
- Political Parties
- Trade Unions etc.

Profile of Activities

Key Resource Persons

* Activists of PSF with decades experience in popularising science.
* From 550 person in 1st meeting, nos. dropped to 80 in 2nd meeting.

Master Trainers

* School teachers, Government employees
* Many lacked motivation
* Poor skill in training
* Were subsequently dropped as a level of training

Volunteer Instructors : 11,000

* Youth, large nos. of women (7,000 women, 4000 men)
* Unemployed or employed in casual labour

* School students.

Their involvement based upon:

* Commitment

* Need to equip people for their rights

* Seeing their own struggle as part of the process.

**KEY ISSUES**

* 90,000 illiterates enrolled, 50,000 completed syllabus.

* SRC was not relied upon for training because of its centre-based approach.

* KRP's devised their own content materials, methodology of training.

* Key link of MTs remained inadequately trained.

* Training fell short of actual requirements for skill training.

* Training materials including primer were adequate.

* Non-functioning of committees led to over-burdening of one or two members. The reduced support and monitoring activities.

* Many trained volunteers got involved in administrative work and untrained were involved in teaching.

* More supplementary camps could not be arranged.
PUDUVAI ARIVOLI IYAKKAM

THE BEGINNING

The Puduvai Arivoli Iyakkam (PAI) was conceived in May 1989 by the key members of the Pondicherry Science Forum who were closely following the progress of the Literacy Campaign in Ernakulam. It was formally inaugurated on September 8, the International Literacy Day, in 1989 with a major rally and public function. They were followed by the ration card census and pilot Kalajatha.

The UT of Pondicherry did not have a volunteer force like KSSP (Kerala Sastra Sahitya Parishad) and a panchayat structure like in Kerala. Hence, the designers of PAI decided to place a greater reliance on the Department of Education, especially its adult education wing. The programme was conceived as one in which the administration played a major role.

The Department of Education placed at the disposal of the organisation a large centrally placed office space. Committees were also set up in Karaikal, Mahe and Yanam districts. A sub-committee each for women, for publicity, for jathas and for syllabus and training had been set up as well. From the reports, only the sub-committee for women seems to have functioned till the end. The rest seem to have been reduced to one or two active individuals who were already overburdened with other work.

Unfortunately, all these activities were interrupted and brought to a standstill by the parliamentary elections and were resumed only after the elections. Therefore, PAI effectively took off only in March 1990.

ENVIRONMENT BUILDING

The critical Self-assessment and Final Report of PAI says “If there is one activity that Arivoli can be justly proud of, it is the environment-building activity. Despite so many problems, some of them of such major dimensions, if we could achieve so much it was because of the success in environment building”.

Whatever was built up from September 8 to December 1989 was however lost in the closely fought assembly elections held on February 26th, 1990. The environment building activities were then resumed on March 31st and April 1st, with Arivoli Women’s Conventions held in Karaikal and Pondicherry respectively. The other environment building activities were: village conventions, commune conventions, a kalajatha production camp, training of 180 volunteer artists, the literacy festival, state level Arivoli rally, training of 10,000 volunteers, the school padayatra, village convenors’ meet, booster jatha, International Literacy Day 1990 and Bharat Gyan Vigyan Jatha.

Apart from the campaigns that were carried out throughout the districts, there were a number of campaigns for building up motivation that were carried out at the village level or spread over a commune (a commune is like a block or tehsil in Pondicherry UT). They took the form of:
* Padayatras in which the village committee and senior village adults participated
* Padayatras run fully by the core activists
* Padayatras with songs, drums, hammers, etc.
* Locally organised cultural programmes.

**COMMUNITY PARTICIPATION**

Involvement of the community is one of the central pegs of a campaign approach. Involvement of the community makes it a peoples' movement.

* It is able to arrange for facilities and find volunteers
* It can persuade illiterates, however reluctant, to study
* It provides encouragement and the appreciation that keeps the volunteer and the illiterate at the weary task of attending classes daily in the midst of various chores.

To involve the community PAI chose two approaches: the horizontal and the vertical.

**The Horizontal Approach**

This expression is used to denote the formation of:

* Village level Committees
* Commune level Committees
* District level Committees

**The Village Level Committees**

This is the level on which the participation of the entire community depends. Subsequent to the pilot jatha, active members of those reception committees identified convenors for all the surrounding villages, who subsequently set up village committees.

The process culminated in the village level conventions held on March 10, 1990. The total number of committees formed at this level were over 400.

**The Commune Level Committees**

In Pondicherry, the Commune Level Committees were never really formed. Response to forming them was poor and subsequently the organisers became far too busy to form them. However, in the process some active and interested school teachers were identified and relieved of their other work and designated as commune convenors.

**The District Level Committees**

The commune convenors and the project staff along with the Deputy Director of Adult Education and Director of Education became the core committee, which played the role of the district level committee.
The Vertical Approach

The vertical approach was to involve organisations whose membership or reach extended to various areas. Thus, attempts were made to involve:

- The Department of Education and its Adult Education Wing.
- All other government departments
- All voluntary organisations
- NSS
- Nehru Yuvak Kendra
- Pondicherry Science Forum
- Political parties and elected representatives
- Trade Unions, Service Associations, Organisations.

The largest number of individuals came through interactions with the Department of Education, or the teachers’ union as well as through the attempts by PAI to rope in voluntary organisations. However, nearly all individuals who were to work for the campaign as part of the Arivoli network were identified and came forward during PAI’s intensive interaction with all these groups. The Critical Self-assessment and Final Report of PAI remarks at this juncture: “Arivoli is literally a new voluntary organisation built out of the best and most socially committed of all the groups”. Identification and motivation of all these were done by the Pondicherry Science Forum activists.

PROFILES AND DETAILS OF TRAINING FUNCTIONARIES

The Volunteer - Army

The number of illiterates, according to the ration card census held between October 2-16, 1989 was 1,02,902. In order to make these illiterates read and write, it was decided to mobilize about 10,000 volunteers. The massive mobilisation as described above, is considered to be one of the most remarkable achievements of PAI.

Repeated visits, and studies of data available in sample areas reveals the following information about the volunteers:

* Almost all were youth
* There were more women than men. About 7000 women and 4000 men worked as instructors.
* They were all picked up by the village convenors and made part of the network.
Almost all volunteers were from a similar socio-economic status, cultural and caste background as their learners.

Most of the volunteer instructors were unemployed or employed in casual labour in the fields or at home.

A large number of them were school students - about one-third in most areas.

A meeting with a few volunteers whom we could still find in the villages revealed that all of them were initiated into the campaign to do something good for the development of society:

Some felt it was a task of service for their village

Some saw it as a service to the nation but all saw it as selfless social service.

The approach of seeing literacy as a vehicle for effective democracy, for people to equip themselves for their rights, as part of their own struggle for a better life seems to have appealed to many youth. A number of volunteers also mentioned their found social status and importance as motivating factors. The presence of 10 persons who respected them as teachers and the social role this gave them was liked by many a volunteer.

During a visit, one D. Muthukrishnan whose wedding took place on 2nd July 1989 proudly gave me his wedding invitation. On the top of the invitation was written: LEARN! HELP TO LEARN! - the slogan of PAI. The bridegroom had identified himself as "Village Convenor, Puduvai Arivoli Iyakkam, Kumarapalayam, Pondicherry". People who had accompanied me told me that it was only one of hundreds of such examples in which the volunteers and village convenors were proud to identify themselves with PAI.

It must be emphasized here that the mobilization and motivation of volunteers took place in the midst of determined attempts to discourage voluntary work.

In every village, volunteers were met and discouraged by many people with vested interests - local teachers, village leaders, other youth, political parties and their brokers.

Women volunteers had to face ridicule and occasional harassment, besides refusal of permission at home.

Men volunteers were jeered at by other youth who were not involved.

Due to the strong motivation given to those youth by the committed and dedicated activists of the Pondicherry Science Forum, at no time did any volunteers expect any remuneration or any kind of employment. However, they seemed to have yearned for appreciation and recognition which was not duly given to them outside of the Arivoli Workers.

Youth is youth. Regularity is not their cup of tea. On the slightest plea they get discouraged and frustrated and give up the work done by them. The volunteers of PAI were not
exceptions to this rule. But this was effectively warded off, thanks to the regular attempt of
the local convenor or organizer to meet them, hold meetings of volunteers and encourage
them. However, even in the best of situations, a number of reasons disrupted classes: For
example,

* evening TV especially on Fridays and Sundays
* a new film released in the local theatre
* a local festival
* examinations
* the elections.

Here again, they were brought back to their work by timely efforts made by the local
convenor or organiser.

THE MASTER TRAINERS

We have already mentioned that approximately 8000 volunteers were trained in the first
round of 3 day training camps. In order to train these volunteers and to guide and supervise
their work Master Trainers (MTs) had been identified. The ideal was to have one MT for
every 10 volunteers. But in practice it was not possible to identify so many persons as MTs.
Hence, it was decided that there would be one MT for every 20 volunteers. A team of 400
MTs was thus needed.

Who were these MTs? This question cannot be answered in a detailed way as we did in the
case of the volunteers because of paucity of information. However, some information
available from the core group members and from the various reports reflects the following:

- Active village and commune convenors as well as school teachers were identified as
  MTs.
- Some active Government employees also were selected as MTs.
- Many of those who were selected as MTs had neither the motivation nor the
  qualifications required.
- Some employees selected as MTs had actually discouraged the participants
- Many were motivated and made good volunteers, but had poor skills to act as MTs.

THE KEY RESOURCE PERSONS

The Key Resource Persons' (KRP) team was constituted with the activists of the Pondicherry
Science Forum (PSF). Ideally, one KRP was required for every 10 to 15 MTs. Their task was
to help implement the campaign on a full-time basis from the district level to train the MTs
and to monitor and guide their work. As per the critical self-assessment and Final Report
of PAI, there had been two meetings of the KRPs. As many as 550 persons had attended that
meeting. This number had been reduced to 80 in the second meeting. The aim of the second
meeting had been “to finalize the training programmes (for the MTs and Volunteers) based
on the new syllabus and to plan future activities.”
THE TRAINING CAMPS

For implementing OPERATION ARIVOLI, thousands of functionaries mentioned above had to be trained. Those functionaries included people of 3 categories:

i) Village convenors, Adult Education Employees, the leading District Level Organisers, the Force of 80 (i.e. Youth volunteers who were trained to function as monitors and trouble shooters) and village level organizers.

ii) Volunteers to teach, i.e. Key Resource Persons, Master Trainers and Volunteer Instructors.

iii) Kalajatha workers.

In this study we are concerned only with the training camps organized for the second category.

THE TRAINING STRATEGY IN PAI

The activists of the Pondicherry Science Forum formed the Resource Persons/Key Resource Persons of the PAI. They had brought with them the experiences gained in the past one decade in popularizing science in the rural areas and making it into a people's movement. They were good in building a favourable environment for the TLC and in gaining mass support for the same. Unfortunately, however their knowledge of training was a bit scanty. Hence, in the first instance they had relied on the State Resource Centre at Madras, to train the Key Resource Persons, Master Trainers and Volunteers. But the content, materials and methodology of the training programmes offered by the SRC which were tailored to a centre-based approach did not satisfy them. Hence, they started developing their own content of training, training materials and methodology.

CONTENT OF TRAINING

A three days' training was conceived both for the Master Trainers and Volunteers. The first day dealt with general aspects, like understanding literacy programmes and how to approach adult learners. The second day dealt with the introduction of the primer. The third day was more on motivational and organizational aspects of the campaign.

Training of Volunteers (First Round)

Typical Design of Volunteers' Training

DAY 1: A.M. 9.00 Inauguration

10.00 Practice of songs

10.15 Tea

10.45 Why Literacy?

Group discussions
11.45 Psychology of Adults
Group discussions

P.M. 12.00 Lunch
1.30 Practice of songs
2.00 Operation Arivoli
   People’s movement
   Lecture and Discussion
3.15 Tea
3.45 Curriculum design
4.45 End of the day

DAY II: A.M. 9.00
Address (Women’s Education)
9.45 Practice of songs
10.00 Distribution of Handbook and Primers
   Literacy teaching Discussion
11.15 Tea
11.30 Numeracy teaching

P.M. 12.45 Lunch
1.45 Practice of songs
2.00 Demonstration lesson
4.00 Method of conducting discussions

DAY III: A.M. 9.00
Practice of songs
9.15 Health (address)
11.00 Tea
11.15 The world we live in
11.30 Lunch

P.M. 1.30 Practice of songs
2.00 Curriculum & Evaluation (Group Discussion)
3.00 Closing discussion
4.00 a) Literacy & Democracy
   b) Pledge-taking
4.45 Valedictory

Note: Approximately 8000 volunteers were in this first round of training.

Training of Volunteers (Second Round)

DAY I: A.M. 9.00 Registration
10.00 Inauguration
11.00 Dividing of groups
11.30 Second session - Why Literacy?

P.M. 1.00 Lunch
2.00 Third session - Psychology of Adults
3.30 Fourth Session - Future of Arivoli

DAY II: A.M. 9.00
First Session - How to transform Arivoli into a People’s Movement?

12.00
Second session: Division of volunteers into groups - Commune & Village-wise.

P.M. 1.00
Lunch

2.00
Third Session: Introduction of the volunteers to commune & village convenors-meeting

5.00
End of the camp.

Note: This training held on March 3rd-4th 1990 was attended by 6000 volunteers.

At best only 5000 of the total volunteers trained actually taught subsequently. Almost 5000 more volunteers had to be recruited as the campaign proceeded and were trained in one-day programmes or even just two or three hours’ training programmes. Many of those trained were not available for the teaching phase and many of those who taught were scantily trained. Moreover, additional three days’ training programmes could not be organised for the following reasons:

- It was found very difficult to get persons to attend three days camp. Almost no department but the education department gave on-duty leave and a number of employees of other government departments, e.g. the social welfare department, were denied it altogether.

- Again many volunteers were daily labourers especially in rural areas and could not be held back from a loss of earnings.

- Again many girls were refused permission by their parents to go outside the village to attend a training camp.

One can very well imagine the quality of the teaching by those who were either not trained or only scantily trained. Though the above mentioned people could not attend training, they were allowed to teach.

Training of Master Trainers - March 22-24, 1990

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</table>
Lunch Break (P.M.)

2.00     3.00       Operation Arivoli People’s Movement Lecture & group discussion
3.00     5.00       Curriculum - an overview

A.M.

DAY II   9.00      9.30       Basic concepts of Arivoli (2) address.
10.00    11.00     Distribution of & introduction to the teaching-learning materials.

Lunch Break (P.M.)

2.00     3.00       Introduction to Literacy & Numeracy.
3.00     5.00       How to use the blackboard - discussion

DAY III  9.00      10.00     Basic concepts of Arivoli(3)add.
10.00    12.00     Teaching practice Model lesson
12.00    1.00       Maintenance of attendance register

Lunch Break (P.M.)

2.00     2.30       How to evaluate - Demonstration
2.30     3.30       Syllabus & Time-table
3.30     5.00       Valedictory

Though the content of the MT’s training did motivate the participants, according to PAI officials, it wasn’t enough to impart quality skills to them to train the next level.


DAY I    9.30      Inauguration
         Welcome speech
10.45     Tea break
11.15     Introduction to letters, Method of writing practice.

P.M.
1.00      Lunch
2.00      Discussion with the Project Coordinator, PAI.
3.30      Learning session
5.00      Tea break
6.30      Understanding the Publicity for Arivoli.
8.30      Dinner

DAY II   A.M.
8.30      Breakfast
9.30      Introduction to numeracy
10.45    Importance of Women’s Education & Involvement of Women.
P.M.                          Lunch
1.00                          Presentation of Group reports & Plenary discussion
2.00                          Tea break
5.30                          Environment & Health
6.30                          Dinner
8.30                          Group work (contd.)
9.00

DAY III
A.M.
8.30                          Breakfast
9.30                          Model class - Simulation
11.00                         Tea break
11.30                         Basic needs, Our World, Social Structure.
P.M.
1.00                          Lunch
2.00                          Curriculum & Evaluation
3.30                          Valedictory address by Joint Dir.II, Dept. of Education, Pondicherry.

As one goes through the training design for KRPS one is forced to ask the following questions:

- What are the objectives of this training Camp?
- Why have the sessions been organised in this order?
- What was discussed with the Project Co-ordinator, PAI, on the first day?
- What is the meaning of 'Learning Session'?
- What is the purpose of the sessions on Environment & Health, Basic Needs, Our World & Social Structure?
- Why are topics like the basic needs, our world and social structures clubbed together?

TRAINING MATERIAL

Two handbooks written in simple & easily readable Tamil had been prepared by the PAI for training. One was meant to be used in the first training of the volunteers before they started teaching Primer Number One: ARIVOLI BEGINNING.

- Why Literacy?
- Adult Education in India
- Arivoli iyakkam - an Introduction
- How to approach the Adult Learners?
- Curriculum - an Overview.
- Demonstration of a class
- Introduction of letters
- Training for Reading & Writing
- Guidelines for teaching numbers
- Evaluation.
Handbook Number Two: ARIVOLI-GROWTH was meant to be used in the training of Volunteers to teach the second primer. It contains the following topics:

Part I:
1. How to teach the Primer Arivoli Growth.
2. When to start teaching Arivoli Growth.
3. Drop-outs
4. How to approach Adult Learners
5. Demonstration of a class.
6. Syllabus
7. Training to read
8. Training to write
9. Functional Literacy
10. Numeracy

Part II & III are on 'The World we Live In'
- Education for liberation
- Women & Literacy
- "Let us live healthily today."

The same materials were used in the training programmes for the MTs.

**TRAINING METHODOLOGY**

Adequate training materials had been prepared for use in the various training programmes. But the question is how they were used in the training programmes and what training methods had been followed. The activists of the PSF or the KRP's were good teachers and they had played a remarkable role in popularizing science among the masses and making it into a people's movement. But as they themselves accepted, they are not trainers and not experienced in the pedagogy of training adult learners. Hence, they depended in the first instance on the staff of the Tamil Nadu SRC for training. Some of the training methods they followed were:

* Singing to motivate the masses & for popularising certain ideas and concepts;

* Group discussion

* Lectures and discussions, demonstration and teaching practice and exhortations by committed activists to inspire people with their convictions and beliefs.

The core team of committed activists were humble enough to admit that these were some of the methods used by the training experts from the SRC in the training of the KRP's and they learnt from them. However they pointed out that they would not use them after their experience in implementing the Operation Arivoli. Instead, they would now count on the various experiences which adult learners bring with them and build on them through a process of reflection and action, that they would make the whole training programme activity - centered, and learner - centered. They would also use case studies of successful experiences from the field as well as field exposure as a training method. Efforts towards this were
initiated through taking a group of women activists to Chittoor District where effective Post-literacy activities were being carried on by women’s groups. Trainers were instructed to accompany them, observe the post-literacy activities by the women in Chittoor District have discussions on the merits and demerits of those activities and identify features which could be replicated in Pondicherry in their post-literacy work.

"FORCE OF 80"

Between June 22-24, 1990 a three day camp was organised for 80 Youth Volunteers. They were trained to function as monitors and trouble shooters and termed as the ‘Force of 80’. The Interim Report on progress of Operation Arivoli describes them as “an invaluable addition to our field organisation”. They were also called the ‘Arivoli Crusade Force’. Their main task was to monitor the progress of the work done by volunteers and to ensure the timely availability of teaching-learning materials. Any more details about this ‘Force of 80’ or the training they were given could not be found during the course of this study.

POSITIVE OR SUCCESSFUL ASPECTS

The following are the most positive and successful aspects worth emulating elsewhere:

- Placing a greater reliance on the Dept. of Education, especially its adult education wing and conceiving the programme as one in which the administration played a major role.
- The large centrally placed office space provided by the Dept. of Education to PAI.
- The various environment - building activities undertaken by PAI.
- The campaigns undertaken at the village level for building up motivation.
- Setting up of committees in each district, commune and village level.
- The two approaches chosen by PAI to involve the community, namely the horizontal and vertical approaches.
- The massive mobilization of volunteers.
- The regular attempt of the local convenor or organiser to meet the volunteers, hold meetings and encourage them.
- The two training handbooks prepared and distributed to the trainers and volunteers.
- Songs and exhortations used to inspire, motivate and awaken the volunteers and learners.
- Creation of the ‘Force of 80’.

MAIN PROBLEMS FACED

The following are the main problems faced by PAI.

- Non-functioning of the committees that were set up and their reduction to one or two active individuals, who were already overburdened.
- The absence of a panchayat structure, consequently weakening the work of the village committees.
- The two elections which disrupted effectively all hopes of unified and functional village committees.
- Many convenors were motivated and willing to work hard but they were poor organisers of committees.
- The offensive anti-Arivoli Campaign by the traditional power brokers who felt threatened.
- The political displeasure and lack of enthusiasm among the MLAs and key officials which undermined the interest of the village committee members.
- Caste-feeling in the formation of village committees.
- The indifference of many teachers and officials of the Dept. of Education which cut off appreciation for the programme.
- The overloading of persons who were in charge of monitoring organisational work and motivational-cum-environment building work with training responsibilities as well. As a consequence the functionaries were unable to conduct supplementary training camps for the volunteers recruited during the campaign or provide better in-service training to the volunteers.
- Paucity of skilled MTs.

**SUMMARY AND CONCLUSIONS**

The PAI which had been formally inaugurated on International Literacy Day in 1989, came to a formal completion with the Victory Festival on Nov. 30, 1991. On this day the Total Literacy Declaration of the UT was made and the post-literacy campaign was inaugurated. During this period of the campaign as per the critical Self-assessment and Final Report of PAI:

- Over 12,000 Volunteers were mobilized;
- Over 500 village level committees were formed;
- Over 3000 public meetings were held and over 1200 cultural programmes were performed;
- Over 90,000 illiterates were enrolled and over 50,000 completed the syllabus.

At the end of the chapter on the Training camps, the same report says, "Definitely without our massive training programme this would not have been possible".

Indeed the training programme had been really massive. 12000 volunteers have been mobilized and trained to various degrees in a short period of about 5 months, i.e. from Sept. 8 to Oct. 26, 1989, and again from March 18 to May 1990. They were involved in the actual teaching work for at least 2 months. About 5000 volunteers seem to have taught for 6 months and about 3000 of them seem to continued to be in the field after months of teaching and were willing to continue voluntary work for a longer period. (Ref. A Critical Self-assessment and Final Report).

The teaching phase had started in May 1990. All the same, the mobilization and training work had been continued. From May 8 to 13, 1990, 10,000 volunteers had been trained in 3 day camps at different places. Again in August 1990, 8,000 volunteers had been trained over 2 camps. Though training of the volunteers had been an on-going process even during the teaching phase, supplementary camps could not be conducted for additional volunteers recruited during the campaign.
The then Education Secretary, Ministry of Human Resource Development, Govt. of India, Mr. Anil Bordia and the then Director of the Directorate of Adult Education, Govt. of India, Ms. Anita Kaul had paid a visit to Operation Arivoli on July 26, 1990. They seemed to have made some observations on the training imparted to the volunteers. Subsequent to the there were attempts to improve the quality of training. This was done by expanding the KRP's team by including the best of the village level organiser cum MTs and dropping the MTs as a level in the training pyramid. The paucity of good MTs is attributed partly to "inadequate voluntarism and mobilization work at a particular 'intellectual' level of senior government and department staff" (The Critical self-assessment and Final Report).

Moreover, when I visited Pondicherry, the activists labouring in villages were a bit perturbed, puzzled and perplexed by the opposition to such a successful programme that had suddenly arisen from the Government. In such a situation people are very cautious in giving answers to questions raised to them. That was the main obstacle in completing this study.
GANJAM

Case Study
Prepared by:
Purno Chandra Pradhan
&
Urmila Senapati,
GRAMVIKAS, Orissa.
HIGHLIGHTS

District Area : 4 Sub-Divisions and 29 Blocks
TLC coverage : 3 Sub-Divisions and 22 Blocks
               : 1 Municipality and 17 notified areas
Literacy Rate : 36.62%
Males        : 49.87%
Females      : 23.52%

Launch of TLC Campaign : March, 1991

March - September, 1991:

Activities conducted include the following :

: Formation of committees

: Kala Jathas - Motivation and Mobilisation of volunteers

: Survey

: Primer preparation

: Training - KRP

MTS
VIS

September, 1991 - October, 1992

Activities undertaken include :

: Environment Building

: Supplementary training

: Literacy classes

Total Budget : 5,68,88,600.00
Training Budget : 1,73,01,600.00

Training Design

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Profiles

Key Resource Persons : Lecturers, Headmasters, NGO workers, B.D.O
Master Trainers : Primary School Teachers
Volunteers : Students, Unemployed Youth, Retired Teachers.

**KEY ISSUES**

* Government initiated/planned - education department, B.D.O. not committed.

* Primer specially prepared, but not ready in time for training.

* Inadequate and unplanned training for every level.


* Master Trainers : Lot of time spent on speeches on development programmes

* Food focussed or Rs.25/- per person at MT-level training

* VI training focussed on stipend of Rs.10/- No food.


* High drop out rate at MT/VI level after Phase-I

* Lack of proper learning environment during training.

* Lack of coordination, evaluation and follow-up after training.
GANJAM: THE TLC EXPERIENCE

This report is purely subjective in nature. The analysis is done on the basis of interviews of different persons involved with the TLC programme at various levels. Statistics are not available to support this analysis. Though a press report has appeared declaring the district of Ganjam totally literate, only Patrapur Block, and Chikitti N.A.C were officially declared literate on 23rd September 1992. There are other blocks like Purusottampur, Rengiulunda, Polosara etc. which are yet to be declared fully literate. The announcement is expected to be made by 30th September 1992.

Ganjam district of Orissa is situated in the Southern part of the state, having 4 sub-divisions and 29 blocks. As per the 1991 census report, the literacy rate of Ganjam is 36.62%. The female literacy rate is 23.52% and that of males is 49.87%. The economy is essentially agricultural with nearly 70% of the population dependent on it for subsistence. It is a backward and underdeveloped district insofar as economic and social conditions are concerned. Out of the total population 17.1% and 10.35% are Scheduled Castes and Scheduled Tribes, respectively (1981 census report).

The TLC programme in Ganjam was launched in 22 blocks, one municipality and 14 N.A.Cs in March 1991. The blocks and urban local bodies of Parasakhemundi subdivisions were not included in the project in view of the government notification about the inclusion of this subdivision in a new district called “Gajapati”, and on account of mobility problems.

The District Action Committee (DAC) was formed with the District Collector of Ganjam as its President and with MPs, MLAs, District Level Officers, eminent personalities like educationists, advocates etc. as its members. They formed an organisation called Bhanjha Sakhyaratara Parishad (BSP). They also formed a working committee with a few members of BSP who were willing to work full time on the project. BSP was in charge of the training, implementation, monitoring and evaluation of the programme. A network of organisational infrastructure was set up for smooth flow of ideas, action and feedback. Committees were set up at different levels to provide assistance and guidance for the programme. (For detailed information see Annexure “Action Plan for Total Literacy”).

The subdvisional level of the DAC was dismantled at the time of implementation. Several meetings were conducted by the BSP to decide on the duration of the programme, the resource persons, training content and methodology, material preparation and time schedules for training at 3 levels. The strategy for environment building, survey, consolidation activities, literacy classes and evaluation was also discussed and formulated.

ENVIRONMENT BUILDING

To create an urge towards literacy and to develop a sense of social responsibility and personal involvement among the literate, the BSP initiated an environment building process in the district. This involved rallies, cultural activities like folk songs, dances, daskathia palla, slogans, use of audio-video cassettes and “Pathapranta Nataka” (street play). At the time of public meetings, different materials like posters, badges, stickers, placards and graffiti were used for the purpose of building awareness. The response to this process was satisfactory.
Through there were different committees at each level, the programme was personally monitored by the Collector and some of the district officials. In some areas this programme was more successful due to the involvement of the MLAs and Ministers of the ruling party in their respective constituencies.

SURVEY

A survey of the population of the district, was conducted to identify the numbers of illiterates to be made literate.

The survey was conducted twice. The initial one was erroneous and did not yield the required information correctly. A new survey format was formulated and used for the second survey. A one day survey was to be conducted by teachers and village committee members, but it was actually finished in seven days.

TABLE - I

Population of the Project Area

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>Rural</td>
<td>11,22,633</td>
<td>11,21,357</td>
<td>22,43,990</td>
</tr>
<tr>
<td>Urban</td>
<td>2,17,128</td>
<td>2,01,185</td>
<td>4,18,305</td>
</tr>
<tr>
<td>Total</td>
<td>13,39,753</td>
<td>13,22,542</td>
<td>26,62,295</td>
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TABLE II

Target Group from the Age Group 9-45 Years

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>2,98,831</td>
<td>4,32,626</td>
<td>7,31,457</td>
</tr>
<tr>
<td>Urban</td>
<td>38,586</td>
<td>62,289</td>
<td>1,00,876</td>
</tr>
<tr>
<td>Total</td>
<td>3,37,417</td>
<td>4,94,916</td>
<td>8,32,333</td>
</tr>
</tbody>
</table>

PROFILES OF TRAINING PERSONNEL

1. Academic Group/Resource Persons

Selection of academic group/resource persons was largely determined by the availability of capable persons who were motivated and who were genuinely committed to the campaign.
These persons were academicians who were pioneers in formulating primers, study materials, methods of teaching/training and orienting key resource persons, evaluation etc. They came from SRC, SCERT, BGVS, Adult Education Department etc.

2. Key Resource Persons (No. = 424)

Key Resource Persons were persons belonging to different voluntary agencies, lecturers from colleges, adult education centers, N.S.S (M.E. school and High School teachers and other developmental workers who were capable and motivated. No attention was given to the parity in ability among the KRFs. Among them, some were practical minded and active, whereas others were mere participants. Their selection was mostly determined by the government authority like the B.D.O, D.W.O and other high officials. A total of 424 KRF’s were involved in the campaign and their task was to train the master trainers and to monitor and guide their work.

3. Master Trainers

Master Trainers consisted of teachers of primary schools of the area and volunteers of non-governmental agencies. They were assigned to train volunteers and to monitor and guide their work.

4. Volunteers

Volunteers who were assigned the work of instructors to teach the target group at the field level, were mainly students and unemployed youth, casual workers, retired persons with an educational standard of 5th class or above.

The training pyramid was as follows:

1. KRP will impart training to 20 master trainers (MTs)
2. MT will impart training to 20 volunteers/instructors
3. Volunteer will teach 10 learners.

**ORGANISATIONAL FUNCTIONARIES**

A team of project staff was constituted by the BSP with 3 main functionaries and staff to support them in office functioning. They were trained by the SRC and the education department.

As per the government instructions, M.E. school/U.P. School headmasters were appointed as village convenors and were also given training.

Village level leaders and women activists also formed the body of volunteers for organisational work but they were not given any special training.
Table III

**TARGET ILLITERATES :** 8,32,533

**Male** : 3,37,417

**Female** : 4,94,916

**TOTAL NO. OF FUNCTIONARIES TRAINED**

**KRP’s** : 424

**MT’s** : 5,868

**VI,s** : 61,164

**TRAINING AT DIFFERENT LEVELS :**

**DESCRIPTIVE INFORMATION**

**Key Resource Persons Training**

An eight-day training was organised for KRP’s in three phases of 4+2+2 days. A total of 424 persons was trained, in residential camps with 3-5 experts giving training to 40 to 50 KRP’s. The KRP’s were given the following materials to assist them in their training of Master Trainers.

- Action plan of TLC Programme Material regarding awareness building
- Training guidelines
- Pioneers
- NLM Literature
- Literacy bag
- Health guide book
- Population education guidelines
- Different journals published by BSP.

KRP’s were supposed to coordinate the programme at the block level as well as the panchayat level. However there was lack of coordination between KRP’s and MT’s after the latter were trained.

Finally, the disparity in the capabilities of the KRP’s hindered the process of decision making on some issues and did not allow for smooth running and coordination of the entire training process.

**Master Trainers Training**

A three phase training of 2 days each was conducted for master trainers. In each non-residential camp of 100 MT’s, four KRP’s took the training in two batches. Each MT
subsequently trained 20 volunteers. However no attention was given to creating a learning environment during their training.

The MT’s were given primers, volunteers guide and population education books during the training, as well as BSP journals (like ‘Banjha Jyoti’).

Though all the MT’s trained conducted volunteers’ training, they were not adequately motivated. They were also burdened by other work like census and ration card survey, and election work. Through there was some system of monitoring and evaluation by the MT’s enough attention was not given to this aspect during and after training.

**Volunteers Training**

A three phase training (of 3+2+2 days) was conducted for volunteers at the Panchayat level. At each training camp there were 3-4 MT’s for 40-50 volunteers.

It was found that training organised and conducted by voluntary organisations was more systematic than that arranged by the government machinery.

At the training camp, volunteers were given pencils, pads and the primers, alongwith the volunteer’s Guidebook, notes on environmental building and statistics on the literacy rate in the country and the district.

**Problems Faced In Volunteers Training Camps**

* Lack of systematic communication system between different levels.
* Lack of proper organisation and poor attendance.
* Late arrival and non-availability of basic materials such as primers, and other training aids.
* Lack of a proper learning environment during training.
* The enthusiasm and participation of volunteers in large members decreased as the implications of voluntarism became clear.
* Due to movement of population on account of shifting cultivation as also due to the agricultural season, trainees decreased in number.

**Problems Faced In KRP’S and MT’S Training**

* Training of KRP’s followed the prescribed methodology.
* Lack of coordination between KRP’s. Thus, poor plan formulation and adhocism.
* Lack of authority of KRP’s vis-a-vis MT’s.
* Training of MT's was not systematic.
* No learning environment was created during training.
* Logistics and communication was disorganised.

ASSUMPTIONS MADE WHILE FORMULATING TRAINING PROGRAMMES

* That there would be cooperation and exchange of experiences and ideas between members of the same tier.
* That government and non-government members of a tier would enjoy the same degree of authority/power.
* That persons for a tier would be chosen in a manner so as to create a degree of homogeneity within the group.
* That there would be adequate (as against equitable) representation of women at each level.
* That there would be a flow of information and inputs from the highest tier to the grassroots.
* That there would be continuous feedback from the grassroots to the highest tier regarding output and impact of the trainings and the campaign as a whole.
* That there would be ongoing monitoring and evaluation so as to correct areas of inadequacies and strengthen positive strategies.
* That the level of motivation at all levels would be strong and sustained.
* That the learners, once embarked on the programme would have an uninterrupted learning process till they had acquired functional literacy.

TRAINING - A QUALITATIVE EVALUATION

In the background of the above assumptions, what follows is a limited qualitative evaluation of the training experience in the TLC in Ganjam.

A quantitative evaluation can be based on hard data but qualitative assessment is more difficult and subjective. It has to be based, primarily, on experience and not on statistics. The following data is qualitative in nature, since it was not possible to collect quantitative data because the campaign has not ended yet, and for other reasons like lack of availability of much of the training data.

This evaluation is thus governed by the aforementioned limitations.

The Key Resource Persons were drawn, in the main, from government or quasi-government
agencies, a few voluntary organisations and retired government education personnel. While the retired persons were free and willing to give their time to the programme, the few voluntary agencies which finally implemented the TLC deputed members from their staff in the educational sector to the programme. However, in the case of the majority of persons involved at this level, time to engage in TLC work had to be found, from their multifarious official responsibilities/commitments.

In grouping serving government personnel, retired state education people and members of voluntary organisations together, the principle of comparable levels of authority/power were clearly violated. Cooperation and exchange could therefore not be ensured because the climate for it simply did not exist. Both in terms of style and dependency there was an obvious disparity.

In selecting people on the basis of designations, their willingness, motivation and ability to serve at that level became a secondary issue, if not a point which was totally ignored. Commitment to the programme became irrelevant and position was all that mattered. Consequently, the success of the implementation rested on factors which were not accorded the importance due to them. Further, with the plethora of government functionaries, people viewed the programme as just another government programme. With the lack of credibility which, unfortunately, government programmes have fallen prey to, people's participation - the key stone of the entire arch between illiteracy and literacy - was weakened.

Further, the fact that volunteers were not to receive any remuneration was not spelt out. In this context, it must be questioned how this policy provided a “safeguard” when government teachers were enjoying all the benefits of employment while discharging the same functions. Once again, a dichotomy was created. Consequently, unemployed youth and other volunteers who gained the impression that such “voluntarism” would either lead to an honorarium or a permanent job, dropped out after some time. These people were given the first phase of the training but had to be replaced subsequently. There was a scramble for new volunteers who were hastily trained to replace these dropouts. The replacements were not given the first phase of training. If the policy had been clearly spelt out this situation would not have arisen. In view of the short-fall in the number of volunteers originally recruited, the question arises if this omission was accidental or deliberate.

The absence of women in adequate numbers at all levels was evident. Through there are no statistics available on this point, about 50% of the learners were probably women or girls. This lacuna certainly affected the strategy and methodology in the trainings at all levels.

In the experience of the people interviewed, the flow of information was not clearly established from the top tier to the grassroots, or in the reverse direction. Though such exchanges did take place and were established in certain pockets, they do not appear to have been the norm. Few or no modifications or alternative action plans were made. The Action Plan, once formulated, was implemented as best as possible without taking into account unfolding ground realities. Training inputs other than the ones planned were not visualised or considered. With the compartmentalisation of the people of this district into Scheduled Tribes, Scheduled Castes and General Castes, the uniform training pattern was found to be inappropriate and ineffective in contending with the learning problems of particular sections of the population in varying geographical situations.
The level of motivation after the environment building was fairly high, but the programme failed to harness the interest generated for converting it into action implementation. Much energy was dissipated and the opportunity for driving home commitment was lost. This, in combination with the perception of the programme as a government venture, and the lack of clarity of policy, certainly influenced the attitude of volunteers towards the training programme. They failed to accept it as a serious exercise to improve their skills and to equip them to implement TLC effectively. The environment of such training programmes tended to take on the form of a “mela”. This was aided by the cramped training space which generally encouraged escape into the open and an attitude of “let us get it over with”. For a literacy programme to ignore the importance of reasonable physical comfort in a learning situation seemed uncalled for.

When planning a learning exercise it is imperative to evaluate the learning level of the learners, but even more vital to assess the rhythm of their lives. The latter point was ignored as planting and harvesting seasons were not taken into account. As the majority of illiterates were engaged in agriculture, this was baseline data of overwhelming importance for the planning exercise. The fact that this was ignored, caused serious shortfalls in the training process. Volunteers were to have been trained on the basis of a continuous, uninterrupted learning process. This however was not possible because of the above considerations. The importance of drill, reinforcement and facilitating recall were not stressed as they ought to have been, particularly when dealing with first generation learners.

The training schedule and course content did not take into account differentiation among functionaries at various levels of the learners. It ignored the fact that different people and different locations called for differing inputs and separate strategies. Uniform materials/methodology of teaching could not possibly serve the needs of both an isolated tribal, who had never seen a bus or electricity, and the urban neo-learner.

APPENDIX

KEY RESOURCE PERSON'S TRAINING PROGRAMME
Month of November - 1991 - 2nd Round

Content:

- Review of T.L.P.
- Identification of Problem and Solution
- How to make strong environment building (internal as well as external).
- Use of material
- Introduction on Population Education
- Management and Supervision
- Effective evaluation and distribution of responsibilities.

1st Day:

9.30 - 10.30  Registration
10.00 - 10.30  Introduction
10.30 - 11.00  
Awareness song

11.00 - 12.00  
Review on work

12.00 - 1.30  
Identification of problems and group discussion

1.30 - 2.30  
Lunch

2.30 - 3.30  
Consolidation in big group

3.30 - 4.30  
Lecture on how to make strong environment building by group discussion

4.30 - 5.30  
Presentation

2nd Day:

9.30 - 10.00  
Awareness song

10.00 - 12.30  
Use of materials (through small group discussion)

12.30 - 1.30  
Presentation

1.30 - 2.30  
Lunch

2.30 - 3.00  
Population Education

3.00 - 3.30  
Management and Supervision

3.30 - 4.00  
How to conduct evaluation

4.00 - 5.00  
Planning for future

5.00  
Closing

VOLUNTEER'S TRAINING (1ST PHASE)

Venue - G.P. Level

Content:

- Why Literacy?
- Literacy Drive in Ganjam
- How Literacy Drive in People's Movement
- How to motivate the Learners
- How to teach adult learners
- How to use primers
- Environment building
- How to evaluate the progress

1st Day:

9.30 A.M.  
Registration

10.30 - 11.00  
Inauguration by Chief Guest and OATH

11.00 - 12.30  
Introduction

12.30 - 1.00  
Expectation from volunteers and consolidation of expectation

1.00 - 2.30  
Lunch

2.30 - 4.30  
Why Literacy?

- Literacy Drive in Ganjam District
- People's movement in TLC
- People's movement in the village

4.30 - 5.00  
How to motivate illiterate person in the village
2nd Day:

9.30 - 10.00  Prayer and Awareness Song
10.00 - 10.30 Review on yesterday
10.30 - 1.00 Criteria of Literacy and How to teach adult learners
1.00 - 2.00 Lunch
2.00 - 4.30 Use of material
4.30 - 5.30 Detailed study subject by subject
5.30 - 7.00 To learn literacy song

Pada Yatra

3rd Day:

9.30 - 10.30 Prayer and Awareness Song
10.30 - 12.00 Lecture on Health Programme by the Resource Persons
12.00 - 1.00 How to Teach Alphabets and Numbers
1.00 - 2.00 How to conduct evaluation
2.00 - 3.00 Lunch
3.00 - 4.00 Environment building in their own village
3.00 - 4.00 Identification of centre
4.30 - 5.30 Batching volunteers with learners
5.30 - 6.30 Fix the date for starting learning

Distribution of Kits

Cultural Programme and closing session
WARDHA

Case Study
Prepared by :
Seema Joshi
&
Seema Khot
HIGHLIGHTS

Total Population : 10,65,589

Literacy Rate : 60%

Total No. of illiterates : 4,19,772

Pre-TLC adult education efforts:

<table>
<thead>
<tr>
<th>Year</th>
<th>Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>6.77%</td>
</tr>
<tr>
<td>1961</td>
<td>30.45%</td>
</tr>
<tr>
<td>1981</td>
<td>51.05%</td>
</tr>
<tr>
<td>1990</td>
<td>60.00%</td>
</tr>
</tbody>
</table>

Launching of AEP : 1978 - 1990

* Success : 10% increase in literacy
* Strategy : Illiterate adults take initiative
* Approach : Casual Monotonous
* In process : 28,000 attending Adult Education classes.

TLC :

Declaration of TLC : 31st March, 1990
(Transfer of Adult Education from DAE to ZP)

Organisational Structure

![Organisational Structure Diagram]

Target -

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
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<tbody>
<tr>
<td>Population</td>
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<tr>
<td>Age group</td>
<td>15-35</td>
</tr>
<tr>
<td>Male</td>
<td>13,108</td>
</tr>
<tr>
<td>Female</td>
<td>22,436</td>
</tr>
<tr>
<td>BUDGET</td>
<td>36,50,000/-</td>
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THE TOTAL LITERACY CAMPAIGN : EXPERIENCE OF WARDHA DISTRICT

ABOUT WARDHA

Wardha, the ‘Karmabhumii’ of great thinkers and social reformers, like Mahatma Gandhijee, Vinobajee Bhave, Jamnalaljee Bajaj and others, is still known for its progressive socio-cultural trends. The heritage of “taking the masses along in new directions and new thoughts is part and parcel of the district’s social mood. There are a number of Gandhian, Sarvodaya and other progressive voluntary organisations which have contributed to the area’s development process.

Wardha, in northwest Maharashtra, is one of the smaller districts of the state. It is bounded in the north and west by Amravati District; in the south by Yavatmal District; in the southeast by Chandrapur District; and in the east by Nagpur District. The district covers an area of 6,310 square kilometers, and has a population (according to the 1981 census) of 9,26,618. Wardha has three sub-divisions: Wardha, Hinganghat and Arvi; eight talukas: Wardha, Deoli, Seloo, Arvi, Karanja, Ashti, Hinganghat and Samudrapur; and six municipal councils: Wardha, Hinganghat, Arvi, Deoli, Pulgaon and Sindi. There are 503 grampanchayats and 1,015 inhabited villages in the district.

Though a leader in literacy (average 60.60%, 68.3% for male and 52.4% for female) the district has little industrialization or urban growth. Agriculture is dependent on the vagaries of seasonal rains. Unlike western Maharashtra, Wardha has not developed an irrigation network. Thus the standard of living of an average family in Wardha district is lower than that of families in more progressive districts in western Maharashtra.

THE BACKGROUND OF ADULT EDUCATION IN WARDHA DISTRICT

The literacy rate in Wardha following India’s independence in 1974 was similar to that in the rest of the country. The 1931 literacy rate of 6.77% rose to 30.45% by 1961, and to 51.05% by 1981.

While talking to various social workers, leaders, and government officials, as well while reviewing available documents, it becomes very clear that right after Independence, since 1948, there have been various explicit efforts made at increasing the literacy rate in the district, both by government and voluntary organisations. The contribution of Christian Missionaries also cannot be forgotten.

Literacy has thus definitely been a priority area in social work efforts. These efforts culminated in the Adult Education Programme (AEP), which was launched in the district on October 2, 1978.

Adult education work in the area was, however, restricted within the sphere of the adult education department and within District Collector’s authority. The consequence of this
confusion was naturally a residual large number of illiterate adults.

LAUNCHING OF TOTAL LITERACY CAMPAIGN (TLC)
IN WARDHA

According to a survey conducted in June 1990, Wardha had 35,544 illiterate persons (13,108 male and 22,436 female) in the 15-35 age group. This situation prompted the Maharashtra State Government and the State Department of Education to undertake a time-bound plan to make Wardha 100% literate by March 31, 1990.

As District Adult Education Officers and Supervisors recall, there was hardly any time for consideration of how, through whom and in how much time this gigantic task could be achieved before the news came to the Office of the District Adult Education that the Home Ministry and the State Education Department had unanimously decided and even declared that Wardha district would be made 100% literate by March 31, 1990!!

About three months passed without much of a breakthrough in the literacy scene. The State and District Adult Education Departments had still not changed gears regarding their role in this new literacy campaign.

At this time, Sindhudurg District, which had been chosen along with Wardha for the TLC, was steadily progressing towards the set target. The involvement of voluntary organisations was significant in this district. Within 6 months Sindhudurg declared that it had accomplished its targets. Wardha had still not made much headway.

The Wardha Zilla Parishad, which was responsible for Primary Education in the district (the 6-14 age group), was reportedly doing a good job. Ms. Kavita Gupta, Chief Executive Officer of the Zilla Parishad, was taking tremendous interest in introducing innovative teaching methods, and in motivation and value training for primary school teachers and in building up the morale of primary education staff. This brought about an eye catching progress in the district, such as reduction in the number of school dropouts and increase in percentage of passes.

A team from the Central and the State Department of Education visited the Wardha Zilla Parishad programme of Primary Education. They were impressed by the success of the new drive for improving the standards of primary education in the district. The team was also reviewing the progress of TLC. It was at this time that the idea of involving Ms. Kavita Gupta, the enthusiastic and creative CEO, in the TLC, struck the team of Central and State Department of Education. The CEO herself, had always shown interest in the Adult Education Programme and the proposed Total Literacy Campaign. She also saw the value of involving the whole Education Department in the campaign.

There was little delay after this visit of the top bosses. And the responsibility for the TLC was delegated to the CEO, whose jurisdiction had always been Primary Education!

With this change in allocation of responsibilities, the adult education strategy in the district also changed.
One must note here that valuable time was also lost by the time this major shift took place.

THE OBJECTIVES OF TLC

1. To reach every illiterate person in the district and stamp out illiteracy through government machinery and voluntary organisations.
2. To chalk out a methodology for eradicating illiteracy.
3. Organize training of workers involved in the programme at all levels.
4. Creating a mass movement and awareness campaign through cultural media, jathas, street plays, folk lores, saksharata dindis etc.
5. To inspire local bodies, government departments, voluntary organisations and individuals, radio and television to take up the task of eradication of illiteracy.
6. A mass awareness campaign, coordinating various activities by different Government and non-Government Institutions for achieving the given objectives.
7. Printing of books, pamphlets, newsletters and periodicals.
8. Establishment of Libraries, Reading Rooms, Jan Shikshan Nilayam at all levels for the neo-literates.

The first task was to conduct a survey of illiterates in the district. The finding was that 38,009 persons were still illiterate and to be covered under TLC.

One must note here that, of these 38,009 illiterate persons, 28,000 were already attending the Government Adult Education Centers.

It was decided to utilise these Government Education Centers and their infrastructures for the Total Literacy Campaign.

The district had:

* 460 government adult education centers
* 497 adult education centers under the Wardha Plan
* 30 adult education centers run by voluntary agencies, and
* 20 adult education centers run by senior colleges.

This meant that for TLC, a total of 260 more centers were needed for illiterate persons in the district not covered by the existing centers.

ORGANIZATIONAL STRUCTURE

The district's education department infrastructure was placed at the disposal of the campaign. Officials of the Education Department were involved in the campaign's organization.

Headmasters and headmistresses of schools in the district were also enlisted for the campaign.
With the help of their respective teachers, these school heads surveyed their respective areas and identified the above mentioned number of illiterates.

The Head Masters were asked to identify students who could adopt illiterates for either teaching personally or to ensure that they attended the teaching programmes. Such students were apparently selected not so much on the basis of their motivation or ability but through a random method. These students were from 7th-9th standards.

The organisational structure was as follows:

```
CEO (CHIEF EXECUTIVE OFFICER)
  ↓
DDE (DEPUTY DIRECTOR OF EDUCATION)
  ↓
EDUCATION DEPARTMENT OFFICIALS
  ↓
HEADMASTERS AND HEADMISTRESSES
  ↓
SCHOOL TEACHERS
  ↓
STUDENT
  ↓
VILLAGE COMMITTEES
  ↓
LITERACY TEACHERS
  ↓
LEARNERS
```

**THE TRAINING STRATEGY**

The basic teaching strategy was conceived as "Each One, Teach One."

Village level committees were formed to supervise and monitor the campaign in their respective villages.

A detailed programme of how this strategy would be implemented was also prepared. (Appendix - I).

A budget was also prepared for various activities and infrastructure to realise the above programme. (Appendix - II).

Though voluntary and nongovernmental organisations were called for a meeting at the initial stage, their participation in the campaign was minimal, for various reasons (one being the rigid time frame and structure).
IMPLEMENTATION

At first, district and taluka level committees were formed and preliminary meetings held to discuss a plan of action for achieving 100% literacy in the district. Representatives of voluntary organisations were invited to these meetings.

The Director of Adult Education, Maharashtra State, also attended one of these meetings.

Village level Education Committees had been in existence under the Adult Education Centers and the Jan Shikshan Nilayams. The preliminary meetings and reviews showed that these committees existed on paper and that they were not exercising any of their functions.

The functions of the Village Education Committees were:

1. To undertake surveys for adult and for non-formal education.
2. To prepare short-term and long-term plans for literacy programmes.
3. To undertake various activities to increase enrolment.
4. To build rapport with illiterate adults and children of schooling age and convince them about education.
5. To supervise the functioning of Adult Education Centers and Non-formal Education Centers.
6. To provide all possible physical facilities.
7. To compile required and relevant statistics.
8. To encourage peoples’ participation.
9. To make adequate use of mass media.
10. To appreciate the best workers in the field of Adult Education Centers.
11. To undertake innovative support programmes.

Accordingly, it was decided to activate the Village Education Committees by training four members of each Village Education Committee in basic skills for their task. The training was organized by the Adult Education Department.

Meanwhile, villages that had already achieved 100% literacy were identified. In Wardha Tahsil there were 100 adult education centers operating, covering 39 villages. Of these 30 villages achieved almost 100% literacy in the 15-35 age group.

In Hinganghat and Samudapur Tahsils, there were 360 centers in operation, covering 217 villages. Of these nearly 180 centers in 120 villages achieved 100% literacy.
ININVOLVEMENT OF HIGH SCHOOLS IN THE TOTAL LITERACY CAMPAIGN

In order to involve high school teachers and students in the TLC, particularly in the mass awareness programmes and in the “Each One, Teach One” approach, headmasters and headmistresses of all high schools in the district were called for meetings sub-divisionwise.

A programme of action was drawn up for high school teachers. They were asked to organise palak (guardian) melas, identify illiterate persons in their respective school areas, and identify students who would adopt illiterates for either teaching personally or ensuring that they attend the Adult Education Center regularly.

REVIEW OF TRAINING STRATEGY

High School students have two periods a week devoted to social service. It was proposed that high schools utilize these two periods to review and instruct students involved in the Adult Education Programme.

The respective teachers would review the progress made by the student literacy teachers and give instructions, directions and guidelines on the teaching to be done in the coming week.

This constant review and instruction, it was hoped, would ensure consistency in the programme and get teachers involved in the literacy teaching process. Periodic review sessions along with these teachers and preraks were also proposed, so as to ensure uniformity in the teaching process districtwide.

Beyond this planning there was little training imparted. The pressure of limited time and unwieldy targets was said to be the reason behind lack of emphasis on training. This was the impression gathered in all the interviews with the Head Masters and Supervisors. Nevertheless the students as well as the illiterate adults felt that with enhanced skills in teaching a better job could have been achieved.

AWARENESS GENERATION

The awareness campaign began with the celebration of International Literacy Day, September 8, 1990. A Saksharata Jyoti and Dindi was organised that day and cultural programmes held at the district level. Prizes were given for competitions held on the occasion. The day was celebrated in the villages through Prabhat Pheras, cultural programmes and exhibitions. This reportedly helped create a mass movement atmosphere.

A special week-long Saksharata Jyot Abhiyan and Saksharata Dindis were organised from September 1-8, 1990. About 8,000 students reportedly participated in dindis or processions, with floats, banners and posters.

Meetings were also held to prepare for a Bharat Gyan Vigyan Jatha, to be held from October 22 - November 30, 1990. Five sub-groups were organised to help create mass awareness in 120 villages during this period.
District officials systematically used the print media for creating a positive awareness of the campaign among the people.

The district publicity officer published articles in the district newspapers. The articles were written by him and by other local writers.

Close rapport was also established with All India Radio and Doordarshan for coverage of the International Literacy Day programmes. It was proposed that a separate episode on Wardha would be carried on “Akshar Dhara”, an adult education serial.

An audio-visual programme was also proposed. However, every village could not take advantage of this mostly due to lack of time, infrastructure and personnel.

**LEARNER KITS**

Of the 38,000 illiterates in the identified target group, 28,000 were already attending Government Adult Education Centers. The remaining 10,000 would be covered by the high school students.

Keeping in mind persons in the plus 35 age group who might be covered by high school students, orders were placed for 25,000 learner and 2,500 trainer kits from the State Resource Centre, Pune. Of these, 1,000 learners kits would be in Urdu, the rest in Marathi.

**CONTINUING EDUCATION**

At present, Wardha has 64 Jan Shikshan Nilayams for continuing education of neo-literates. It has been proposed that one Jan Shikshan Nilayam be operated for every 5,000 persons in the district.

**ANALYSIS AND COMMENTS**

1. The campaign was planned from above. Government and education department officials decided what had to be done and what was best for the campaign. The people who would be the subjects of the campaign were not consulted. Neither were others from the villages involved at the decision-making and planning stage.

   As a consequence, community participation and involvement were glaringly absent in the campaign.

2. The use of school students as literacy teachers and of school teachers as trainers may have been a cost-cutting or convenience measure. This directly affected the level of motivation and commitment to achieving functional literacy.

3. The competence of these student-teachers could also be questionable. This too surely affected the pedagogy and content used in the literacy programme. Many of these teachers felt they did not need any training in pedagogy, content etc. Because they were teachers by profession, they felt they themselves were competent enough
to teach students in the “art” of imparting literacy to illiterate persons in the 15-35 age group.

4. The “Each one, Teach one” approach has already been found wanting when used by the National Adult Education Programme. The drawbacks of such an approach have been documented — difficulty in proper monitoring, lack of community involvement, difficulty in sustaining learner interest and motivation, and an absence of group dynamics. These same drawbacks were also present in the Wardha programme.

5. The monitoring of the campaign, documentation and record keeping seems to have been done mainly for the purpose of showing “results” and for claiming success in achieving 100% literacy in the district. However, a year later, many of the so-called neo-literates have forgotten all they learnt. Some said they had learnt to sign their names. This seems to have been their criterion for achieving “literacy”.

6. People also remarked that the services and energies of the vast number of unemployed youth in the district could have been channelled into the literacy campaign. These youth could have been trained and employed in the programme, they say.

POST LITERACY PROGRAMME FOR DISTRICT WARDHA

Introduction

The district was taken up for total literacy programme for the age group 15-35 years in the year 1990. The said responsibility was transferred to the Jilla Parishad, Wardha in June, 1991. In June, 1991, 32,208 adult illiterates were identified and enrolled in the said programme. By December, the programme reached a culmination stage and the evaluation done by the Tata Institute of Social Sciences, Donar, Bombay revealed that the central objectives of the total literacy in the age group 15-25 years had been achieved. As per the evaluation carried by the Tata Institute of Social Sciences, taking 35 percent marks as minimum level for arriving at the basic literacy, 94.3 percent were found to have achieved the level, taking 60 percent marks as an indicator for achieving the level of 90% of the literacy it was found that 76.2 percent of the learners achieved the said level. On 24th March, 1992 the district was declared as totally literate for the age group 15-35 years by Director General, UNESCO.

Now that the district has achieved the central objective of achieving total literacy for the age group 15-35 years, it is important to take up post literacy campaign. In order to ensure that the neo-literates do not lapse back into illiteracy and also to ensure that the literacy provides a functional relationship to their day to day activities.

Objectives

Thus the objective of the post literacy programme will be three fold:

a) To identify the neo-literates who are left out and to take up a programme of instructions for this left over lot so as to enable to reach the literacy level of 90%.
b) To sustain all the neo-literates in the literacy fold.

c) To generate social awareness through preparation of functional material, wall paper, newsletters and to work out functionality aspect of literacy by linking up the programmes of literacy at the school, the family and the community level. Thus the various health, I.C.D.S., Nutrition, income generation, Tryson, Skill training, Afforestation, Animal Husbandry, Agriculture and Watershed Management programme can be taken up linking all these areas of community development with the literacy programmes.

**Action Plan**

The action plan is proposed in the following stages:

1. **Preparatory phase and environmental building the village level.**

   The district has already established 778 village education committees. It is conceptualised to organise meetings of these village education committees and to discuss the following aspects in the first meeting.

   a) Orientation to the J.S.N. Concept

   b) The community participation in the planning of the J.S.N. and planning the activities of the J.S.N.

   c) In the first meeting it is also conceptualised to display on the Gram Panchayat regarding the levels of literacy which have been achieved in the village.

2. **Selection of the Preraks by the Government and the Voluntary agencies through a 2/3 days selection organised by the agencies.** The selection camps will be held in order that the potential candidates can be interacted with over a period of time and then interest, inclination, aptitudes and the level of sincerity towards literacy programme can be assessed. During the selection camps, specific activities taken up by the candidates will be scored on a prestandardised scoring board to evaluate them.

3. **Registration of Preraks:** A one day camp can be held for the registration of the preraks and the method of survey can be outlined to them during the camp. The preraks will be required to conduct a survey as soon as they go back to the villages in order to ascertain the number of persons the number of neo-literates who have not reached the literacy level of 90%. During this one day camp, the Chairman and the Secretary of the V.E.C.s. may also be called along with the preraks to give a preliminary orientation to the village education committees.

During the registration of the Preraks, the Preraks will also be given the list categorising neo-literates as per the evaluation conducted earlier. The categorising of the neo-literates will be done into four categories:
a) Neo-literates who are in stage 0 i.e. who have secured less than 35 marks through the evaluation.

b) Neo-literates who have reached stage I-35% to 60% marks.

c) Neo-literates who have reached stage-II 60% to 80% marks.

d)Neo-literates who have reached stage-III above 80% marks.

The Preraks will also be given the certificates for the neo-literates who have achieved the level of 90% of literacy. The said certificates can be distributed by the Preraks on their return to the villages.

4. Survey: A one day survey will be conducted by the Preraks in their respective villages in order to verify and ascertain the exact number of neo-literates who have not achieved the level of 90% of the literacy.

5. Training of Preraks: It is conceptualised that the prescribed 21 days of training for the Preraks may be split into 4 phases. The initial training, can extend over a period of 7 days in which the preliminary detailed inputs can be given. Three follow-up trainings can be taken up subsequently on a quarterly basis for a period of 5 days each. The follow-up sessions will be more on lines of training-cum-evaluation to assess the difficulties of the Preraks and the direction in which they are taking up the programme.

6. For the neo-literates who have not achieved the level of 90% of the literacy: The Preraks will have to identify instructions assigning specific responsibility of these neo-literates with specific instructions.

Also meeting of V.E.C.s. will have to be organised at the village level and different wards may be assigned to different members of village education committees who will function as supervisors to follow-up the conduct of the programme. The competition may also be arranged between the various wards to assess which ward is performing better.

For the neo-literates who have not achieved the level of 90% of the literacy. Evaluation will be required to be carried out every month followed by village education committees review meetings to discuss the results.

7. It is also proposed that in addition to this aspect of J.S.Ns. in all the Gram Panchayats, reading circles are proposed to be at 121 High Schools which are having their infrastructure.

District Wardha has got 503 J.S.Ns. out of which 203 J.S.Ns. have been already sanctioned. Another 121 J.S.Ns. have been assigned to the High Schools. Thus 324 J.S.Ns. are at present sanctioned which cover about 256 Gram Panchayats in the district. It is proposed that the remaining 247 Gram Panchayats be sanctioned new J.S.Ns. so that every Gram Panchayats has a separate J.S.Ns.

8. The J.S.Ns. should follow a monthly time scale in which it is necessary to incorporate the following programmes to be taken up every month.
a) **For creating social awareness**, conduct of Kalapathaks, cultural programmes, 
mahit melas for the neo-literates, holding of slide shows regarding the various 
developmental activities including nutrition, I.C.Ds. Health, Family Welfare, 
Agriculture, Sericulture, Horticulture, Animal Husbandry, Environment, 
Watershed Management, Water Conservation Measures, Issues regarding 
women, local aspect regarding women issue, income generating schemes, 
I.R.D.P. DWACRA issues regarding women and children etc.

b) **Holding competitions and evaluations every month to sustain the literacy 
inputs and generate an environment for literacy.**

c) **Identify amongst the neo-literate persons who would like to undergo skill 
training and linking up trysem programme giving priority in the trysem and 
DWACRA schemes to the neo-literates.**

In order to conduct the Kalapathak and hold Mahiti Mela was the concerned agencies 
will have to identify and establish the cultural throbs and also evolve a capsule team 
of experts for disseminating the information about development to the neo-literates 
through the J.S.Ns.

**TRAINING CUM EVALUATION**

The training cum evaluation will have to be conducted during the post literacy stage at five 
levels:

a) **For the implementing agencies it will have to be carried out once in a month 
amongst the voluntary organisation wherein the voluntary organisations can 
interact and inter change their activities and ideas. They will also meet jointed 
with the Government officials once in a month to discuss various linkages and 
line of action.**

b) **The training of master trainers should be conducted once in three months. It 
is also proposed that in the first year, Chetna Vikas can be the coordinating 
agency for holding of those training camps of master trainers looking into the 
long standing experiences of Chetna Vikas in the file of education.**

c) **As already mentioned 4 camps of training cum evaluation may be organised by 
the Preraks respectively for duration of 7 days, 5 days and 5 days spread over 
a period of one year.**

d) **It is also important that neo literates be given an orientation and training 
combined with the Mahiti Melas atleast twice in a year.**

**TRAINING OF VILLAGE EDUCATION COMMITTEE 
MEMBERS**

There are 778 VECs in the district. For effective follow-up and supervision V.E.C. members 
need to be trained. Therefore four one day training camps in a year will be organised.

220
The VEC members one each from each VEC will be paid honorarium at the rate of Rs.20/- per day while the Master Trainers are proposed to be paid honorarium at the rate of Rs.50/- per day. The work of training of VEC members is proposed to be entrusted to the voluntary organisation namely Chetna Vikas Copuri, Wardha. Necessary budget provision is proposed in the budget.

**CALENDAR OF EVENTS (A)**

1. Preparatory phase and environmental building  
   May/June, 1992
2. First training camp for Maste Training at Pune  
   May 6-8, 1992
3. Selection of preraks by holding selection camps  
   June 6-22, 1992
4. First 7 days camps of Preraks  
   July 1992
5. V.E.C. meetings at the village level (In those village education committee the Preraks will also be called to introduce. They will involve community participation of J.S.Ns.)  
   July 1992
6. First camp of Preraks  
   July 1992
7. Second three days camp of Master trainers by resource personne from Pune, at Wardha  
   September 1992
8. Second four day camp of Preraks  
   October 1992
9. Third two day camp for Master Trainers  
   November 1992
10. Third four day camp of Preraks  
    January 1992
11. Second V.E.C. meeting at the village level  
    January 1992
12. 4th two days camp of Master Trainers  
    February 1993
13. A camp of neo-literates and holding Mahiti Melas  
    February 1993
14. 4th five day camp of Preraks  
    April 1993
15. First training programme of VEC members to be organised by Chetna Vikas voluntary organisations  
    September 1992
16. Second “”  
    November 1992
17. Third “”  
    January 1993
18. Fourth “”
**CALENDAR OF EVENTS (B)**

1. Meetings of the District Level Committees and framing of broad issues and strategy  
   ..... 08-08-1990

2. Formation of Taluka Level Committees  
   ..... - do -

3. Formation of village level committees were informed last year with the inception of Adult Education Centers and Jan Shikshan Nilayams  
   ..... 01-10-1989

4. Activating the village education committee  
   ..... 01-09-1990 to 15-09-1990
   
   a) Training of 4 members of each village education committee - Blockwise.
   
   b) Imparting basic skills to these members
   
   c) Utilising the village education committee in creation of mass awareness.
   
   d) Training of sanghataks and imparting inservice training to sanghatakas and paryaveshaks.

5. Identification of villages having achieved 100% literacy for closing adult education centres and shifting the same to areas to be covered.  
   ..... 30-08-1990

6. Re-survey of the illiterates once again. This will be a one day survey involving teachers of primary and secondary schools, voluntary agencies and government employees.
   
   Format to be used the one suggested by the National Literacy Mission.
   .... 15-09-1990

7. Holding of the meetings of Head Masters of High Schools sub-divisions.
   
   a) Wardha Sub-Division  
   ..... 29-06-1990
   
   b) Hinghaghat Sub-division  
   ..... 29-06-1990
8. Organisation of Palak Melawas by High School Teachers Upto 15-08-1990

9. House to house contact programme Upto 15-08-1990

10. Adoption of illiterates by the students of the High School ..... 15-09-1990

11. Review meetings of the high school Head Masters with the District Level Committee. ..... 10-09-1990
to 12-09-1990

12. Celebration of International Literacy Day and creating mass awareness

On the eve of 8th September, 1990 International Literacy Day the following programmes are being organised:

* Saksharata Dindis - At District Headquarters 08-09-1990 and at Taluka level Nagar Parishads
* Saksharata Jyot - Village level 01-09-1990
to 07-07-1990

Exhibition of posters, literature regarding adult education, wall paintings etc.

Essay competitions and Drawing competitions - At Taluka level upto 31-8-1990
- At Distt. level 2-9-1990

Elocution Competition - At New English High School, Wardha. 3-9-1990 & 4-9-1990

Story Telling At District Level 29-8-1990

Cultural Programmes 8-9-1990

Showing Films, TV.

All the material created in the Competition organized for 8th September, 1990, will be utilized in the Awareness Drive. The cultural troops will be utilized the whole year round for mass awareness.

13. Commencement of Teaching processes ... 9-10-1990
14. Follow-up of Campaign Movements

15. Interim Evaluation ... 1-1-1991

16. Final Evaluation ... 31-8-1991

17. Literacy Festival and Award Distribution ... April, 1991

* Organizing a prize scheme for best Gram Panchayat
* Organizing prize scheme for best voluntary Agencies
  * Organizing a prize scheme for best Govt. Departments.

18. Jan Shikshan Nilayams for continuing Education so that people do not fall into illiteracy.

64 Existing
124 Proposed as per norms.

APPENDIX I

Programme for 100% Literacy in the District

<table>
<thead>
<tr>
<th>Dates</th>
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<tr>
<td>3-6-91</td>
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1. One day workshop of B.E.Os, A.D.E.Is, A.E.S. and Adult Education Bit Officers.

2. Identification of illiterate person in the villages and also the personal/adult education centres to whom they will be attached each one teach one basis.

3. Evaluation of the 350 villages which have been declared as 100% literate by the Primary school teachers and simultaneous identification of the illiterate in these villages for attachment with person/adult education centres who can give literacy programme of each one teach one basis.

4. Drawing competition of the drawing teachers at the Panchayat Samiti level on various themes of illiteracy which can be displayed at the taluka and village levels.

5. (a) District level meeting of the A.D.E.Is along with B.E.Os, Adult Education Supervisors. They should come with detailed villagewise, beneficiaries-wise list with complete information regarding illiterate to be covered, agency to which to be attached and whether the kit is available or required in the said case.

7-6-91
(b) Distribution of kits and posters to the A.D.E. Is. A.E.B.S to display in the villages and Gram Panchayats.

6. District level compilation of the details. 8-6-91

7. Prabhat Pheri and Saksharta Jyot to be conducted in all the villages all over the district plus commencement of intensive adult education programme. 8-6-91

8. Evaluation of the illiterates, by the primary school Head Masters. 18-6-91

9. A.D.E. Is to collect evaluation report from the Primary School Teachers. 19-6-91

10. Zonal level review meeting to be done individual beneficiary-wise by the Zonal Officers, B.E.Os, A.E.Ss, A.E.B.Ss and Secondary School Head Masters. 20-6-91

11. Second evaluation of the illiterates by the Primary School Head Masters. 8-7-91

12. A.D.E.Is to collect evaluation report from the Primary School Teachers. 9-7-91

13. Second Zonal level review meeting to be done individual beneficiary-wise by the Zonal Officers, B.E.Os, A.E.Ss, A.E.B.Ss and Secondary School Head Masters. 10-7-91

14. Third evaluation of the illiterates by the Primary School Head Masters. 22-7-91

15. A.D.E.Is to collect evaluation report from the Primary School Teachers. 23.7.91

16. Zonal level review meeting to be done individual beneficiary-wise by the Zonal Officers, B.E.Os., A.E.os, A.E.B.Ss and Secondary School Head Masters. 24-7-91

17. Half term evaluation and identification of weak students so that extra tuition classes could be arranged for those students. 25-7-91

18. A.D.E. is to collect evaluation report from the Primary School Teacher. 26-7-91

19. 6-8-91
19. Zonal level review meeting to be conducted by the Deputy Director, Education, with Zonal Officers, B.E.Os, A.E.Ss and A.E.B.Ss.
   7-8-91
   8-8-91
   9-8-91

20. Fifty evaluation of the illiterates by the Primary School Head Masters.
    19-8-91

21. A.D.E.Is to collect evaluation report from the Primary School Teachers.
    20-8-91

22. Zonal level review meeting to be done individual beneficiaries-wise by the Zonal Officers, B.E.Os, A.E.Ss, A.E.B.S.s and Secondary School Head Masters.
    21-8-91
    22-8-91
    23-8-91

23. Final Evaluation of the illiterates by the Primary School Head Masters.
    2-9-91

24. Collection of the evaluation report from the Primary School Teachers by the A.D.E.Is.
    3-9-91

25. Zonal level meeting to review adult literacy programme taken in the last three months and taking out of the scheduled of the post literacy programme.
    4-9-91
    6-9-91
    7-9-91

26. Declaration of results plus discussions at the district level with the B.E.Os A.D.E.Is., A.E.S. and A.E.B.Ss. to review the entire programme and chalk out the post literacy programme.
    8-9-91

NOTE: This 90 day programme will be accompanied by intensive campaigning of adult literacy through the adult education officer through mobile unit. At least 180 villages will be covered through various Video shows, lectures etc.

Prabhat Pheris to be conducted on 8th June, 24th June, 8th July, 22nd July, 5th August, 19th August and 22nd September, 1991.

APPENDIX - II

BUDGET (APPROXIMATE)

1. Establishing 247 new J.S.Ns. presuming that the approval for new J.S.Ns. 14000 x 177
   7000 x 70
   Rs. 24,78,000

2. Training camps of Master Trainers first training may be of master trainers
   (Travelling allowance for 30 master trainers to and fro Pune) 30 x 308
   Rs. 9,240

226
3. Second training camps of master trainers to be held by the resource personnel from January.
   (T.A. @ Rs.308/- per member and lodging Rs.40/- per member per day for 3 days) Rs. 9,240

4. Third two days camp of master trainers (T.A.) + Lodging + boarding) Lodging for
   the master trainers @ Rs.40/- per master trainer per day for 30 master trainers and
   3 days.
   \[
   \begin{align*}
   2 \times 650 \times 4 & = 5200 \\
   40 \times 2 \times 4 & = 320 \\
   40 \times 2 \times 30 & = 2400 \\
   \text{Total} & \quad \text{Rs.} \quad 7,920
   \end{align*}
   \]

Training of Preraks

1. Four camps of training will be conducted for a total duration of 21 days 394 preraks
   will be participating. Training camp will be conducted in four phases. The T.A. will
   have to be borne four times at an average rate of Rs.50/- for each time. The Preraks
   come for training. Also for the purposes of lodging within 20 days approximately
   expenditure of Rs.20/- per day preraks is visualised.

   \[
   \begin{align*}
   324 \times 21 \times 20 & \quad \text{Rs.} \quad 1,36,080 \\
   324 \times 50 \times 4 & \quad \text{Rs.} \quad 64,800
   \end{align*}
   \]

Training of New Preraks

   \[
   \begin{align*}
   247 \times 21 \times 20 & \quad \text{Rs.} \quad 1,03,740 \\
   247 \times 50 \times 4 & \quad \text{Rs.} \quad 49,400
   \end{align*}
   \]

2. Four one day training camps of V.C.E. members in district which should be
   organised by Chetna Vikas Gopuri.

   \[
   \begin{align*}
   778 \times 21 \times 20 & = 62240 \\
   \text{Rs.50 x 10 MT x 4 = 2000} & \quad \text{Rs.} \quad 65,000
   \end{align*}
   \]

3. Contingency amount to be given to the Preraks for conduction of monthly
   mahiti melas and monthly competitions @ Rs.1000/- per preraks

227
4. 20 days slides on various topics covering developmental aspects the said slides will have to be given to each agency since there are 5 agencies, 5 sets of slides will have to be given.
   20 x 1000 x 5
   Rs. 5,00,000

5. Five projects to be given to five agencies 2000 x 5
   Rs. 1,00,000
   + Budget (Approximate)
   Rs. 10,000
   Rs. 10,29,020
   Rs. 30,02,320
   Rs. 40,31,340

APPENDIX-III
LIST OF PERSONS INTERVIEWED
FOR THE CASE STUDY OF TLC IN WARDHA

1. Mr. P.K. Thaware, District Adult Education Officer, Wardha
2. Mr. Deshpande, Supervisor, DAE
3. Mr. Khoparde, Supervisor, DAE
4. Mr. Nagtoe, Supervisor, DAE
5. Mr. Aaglave, Head Master, Selu Kate
6. Prof. Iachak
7. Mr. J.A. Korde
8. Mr. Dipchand Kamble
9. Mr. Pravin Bhopare
10. Ms. Shanta Karangeker
11. Mr. S.D. Bhagat (Principal)
12. Mr. Takade T.R. (Supervisor)
13. Mr. Deshmukh BD (Teacher)
14. Sister Niya
15. Mr. Nandarker, Headmaster, Bharat Vidyalaya Hinganghat
16. Mr. Chilatvar, Assistant Headmanster,"
17. Mr. Amol Pande - Student
18. Ms. Savita Pandalik - Student
19. Mr. Vinod Vasant Narat - Student
20. Ms. Durga Thul - Student
21. Ms. Sheetal Burcea - Student
22. Mr. Paraag Manohar Dharker - Student
23. Ms. Vandana Vasant Tekade - Student
24. Ms. Kantabai Bhojar - Adult Student
25. Ms. Suman Vithal Raut
26. Ms. Urmila Keshav Shende
27. Mr. Ravindra Santosh Lunkad
28. Mr. Ganesh Marat Rao Kamble
29. Mr. Pramod
30. Mr. Prafulla Mehatale
31. Mr. Premadasa Tukaram Nirudker
32. Mr. Bhide
33. Ms. Malati Deshpande, Headmistress, Mesarimal Kanya Shala
34. Mr. B.L. Deshmukh, Headmaster and Secretary, Bharat Education Society, Model High School Karanja
35. Mr. Trivedi, Parimal Sanghatana Hinghanchat
36. Mr. Adaakite, Headmaster, Baburao Bawade Vidyalaya
37. Mrs. Deshpande, Municipal School, Wardha
38. Ms. Padmaja Raja and Colleague, Chetan Viksa
39. Ms. Sultana Baharudin Sheikh - Kanegaod
40. Ms. Ashatai Raut, Arvi
41. Mr. Amol Deshmukh, Sirpunch, Kenegaon
42. Ms. Manorama Mahure, Vardha Maneri
43. Sirpunch, Wardha Maneri
44. Ms. Alkabai
45. Ms. Manjarebai
46. Police Patil
47. Ms. Lakshmi Thakur, Hingan Chat
48. Ms. Kiran Thakur, Hingan Chat
49. Ms. Mamata Vana Rao Shende, Karanja
50. Mr. Madhar Damaji, Harbude Samudrapur
51. Mr. J.M. Abhyanker, Deputy Director of Education, Nagpur
52. Ms. Kavita Gupta (Ex. CEO of Wardha)
    Managing Director of Mahila Arthik Vikas Maha Mandal, Bombay.
DURG

Case Study
Prepared by:
Archana Bajpayee
&
Kunda Supekar,
State Resource Centre, Madhya Pradesh.
HIGHLIGHTS

District Profile:

Population : 23,98,000

Area : 11 Tehsils, 13 blocks, 4 municipal towns and 1824 villages.

Literacy level (1991) : 47.92%

Male : 60.64%

Female : 34.88%

No. of Illiterates : 12.48 lakhs

Adult Illiterates : 6 Lakhs

Launching of campaign : May 1990 - Formation of Bharat Gyan Vigyan Samiti (or Zilla Saksharata Samiti headed by Collector, Durg).

Campaign began : September 1990

Scheme of Campaign : Organisational structure - consisted of public committee at district, block, town, panchayat and village level.

Administrative structure - Consisted of functionaries of government institutions, local bodies, full-time and voluntary workers.

Academic Structure - Supporting target group with training and material development.

Training Strategy and Structure : To generate voluntarism in KRP, RPs, MTs, and Volunteers to take up campaign work.

Key Resource Persons

* SRC trained 90 KRP.
* Consisted of heads of District Development Departments, Sub-divisional officers, Tahsildars, BDOs, Chief Executives of local bodies, officers of Bhilai Steel Plant, Principals and Professors of Colleges etc.
* They played role of mobilisation and facilitation of training activities.

**Resource Persons**

* SRC trained 90 RPs, out of which 72 RPs played the role of training Master Trainers.
* Consisted of people with a high academic level, interest in social work and BGVS activities.

**Master Trainers**

* Total Nos. trained were : 2284
* Consisted of School Teachers primarily.
* Involved in monitoring and evaluation work as well as motivators in public meetings, etc.

**Volunteers**

* Total numbers trained were 37,368, of which 30% were women.
* Consisted of student volunteers, unemployed youth, housewives, casual workers, retired persons, etc.

**Training Schedule**

- **KRP s and RPs**
  * 3 Rounds of Training:
    1st and 2nd Round for KRP s and RPs and 3rd Round only for RPs.
  * Duration - 3 days in 2 rounds and 2 days in 3rd round.

- **Master Trainers**
  * 16 Rounds at different places - District, Sub-District and Block levels.
  * Each batch consisted of 50 trainers and was of 4 days each.

- **Volunteers**
  * Camps of 3 days duration were organised at different places.

- **Ratio**
  * 1 Resource Person trained 25 MTs.
  * 1 MT trained 30 volunteer instructors.
  * 1 Instructor taught 8 learners.

**KEY ISSUES**

* Despite several trainings, large number of trainees did not receive intensive training as required.
* No training was planned or provided for project directors or coordinators, SRC or State Institute of Rural Development in the TLC context.
* There was no special training for women activists at any level.
* Training content lacked component of population education, which was required to be integrated.
ABOUT DURG

Madhya Pradesh is the largest State in India, spread over 443 sq.metres with a population of 6.61 crores. The percentage of literacy to estimated population in the age group of 7 years and above has gone up from 43.45 percent to 52.11 percent in the last decade at India level, while in M.P. it has moved only from 32.22 percent to 43.45 percent in the corresponding period. The female literacy rate is only 28.3 percent against 39.43 percent at all India level. Out of 45 districts, with the exception of Indore and Bhopal, the State is still much below the national average, coming 26th in the list.

A target of approximately 70 lakhs was fixed for the State when National Literacy Mission was launched in May 1988. Till 88-89, nearly 5.50 lakh persons in the age group of 15-35 were made literate leaving a residue of 64.50 lakh. 64 RFLPs and 48 SAEPs were in operation in the State, besides the mass programme of functional literacy run by universities and colleges through National Social Service. Student volunteers, non-N.S.S students of the Department of Adult and Continuing Education, and Voluntary Agencies were also involved. 1500 Jan Shikshan Nilayams were established till 1990 for post-literacy and continuing education. However, all these efforts could not yield satisfactory results.

Important and significant developments took place during the International Literacy Year 1991. At the National level, the Centre-based programme of Adult Education was replaced by a campaign approach. A National Public Awareness Campaign was launched by the Bharat Gyan Vigyan Samiti all over the country through Kala Jathas and further through the People's Science Movement in the country, both of which have tried to mobilise public opinion in favour of literacy and science for the people. Kala Jathas were used as major tool for environment building. Fifty such Kala Jathas were organised in all the districts of M.P.

In M.P., Total Literacy Campaigns have been launched in 6 districts - Durg, Narsinghpur, Indore, Ratlam, Tikamgarh and Datiya, and partially in 7 districts. (8 blocks of district Raipur, 6 blocks of district Bilaspur, 7 blocks of districts Raigarh, and one block viz, Choda Dongari of district Baitul, Badagnar block of district Ujjain, Garoth block of district Mandsour, and Shyopurkala block of district Murcna). District Narsinghpur has been declared fully literate and district Durg has also been evaluated.

Complete literacy in an area can be said to have been achieved if about 80 percent of illiterate adults in 15-35 age group are made functionally literate according to norms prescribed in the N.L.M document. The percentage would be slightly lower in the case of Scheduled Castes and Scheduled Tribes.

LITERACY PROFILE OF DISTRICT DURG

Durg is the first district of M.P in which T.L.C was launched in September 1990. However, the T.L.C Project was actually sanctioned late in November 1990.

Durg, initially an agrarian district, has undergone physical, social and economic changes and has seen migration of skilled workers, due to industrial development and the impact of the Bhilai Steel Plant. Durg has an area of 8537 in sq.kms. and a population of 23,98,000 will
all 11 Tehsils and 13 Blocks, 4 Municipal Towns and 1824 villages.

A comparative picture of literacy rates to the total population is summarized below from data of Census 1981 & 1991.

**TABLE - I**

<table>
<thead>
<tr>
<th>Census Total population</th>
<th>Persons</th>
<th>Percentage of Literacy</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1981</td>
<td>18,90,467</td>
<td>37.95%</td>
<td>51.59%</td>
</tr>
<tr>
<td>1991</td>
<td>23,98,000</td>
<td>47.96%</td>
<td>60.64%</td>
</tr>
</tbody>
</table>

It is noteworthy that while the literacy rate has increased by 10.01 percent in arithmetic proportion, the population rate has increased in geometrical proportion.

The distribution of population for all age groups and literates of the age group of 7 and above, for all persons and all areas and separately for urban and rural areas, is as below:

**TABLE II**

<table>
<thead>
<tr>
<th>For All Persons &amp; Areas</th>
<th>For Rural Areas</th>
<th>For Urban Areas</th>
<th>(In Lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>12.48</td>
<td>4.79</td>
<td>7.79</td>
<td>9.21</td>
</tr>
</tbody>
</table>

Out of the above 12.48 lakh illiterates, children of school going age (0-14 years) were to be covered by ensuring 100 percent enrolment in the primary education level through formal and non-formal education. Persons aged above 45 were also to be left out of the purview of the programme. On this basis, a provisional figure of illiterate adults to be covered was set at about 6 lakh, out of which the rural illiterates were counted at 4.10 lakh (drawn from earlier records available), urban and semi-urban illiterates at 1.68 lakhs. The marginal illiterates in both groups stood at 0.22 lakh.

**PROJECT DURG**

May 1990 saw the formation of the Bharat Gyan Vigyan Samiti, Durg, identified as Zila Sakshatra Samiti under the Chairmanship of the District Collector. The governing body and founding members are 30 officials from both Government and Voluntary Organisations, with three separate structures.

The Organisational Structure or people's supporting structure functions through public committees. These are 12 Janpad level committees for 12 blocks, 1 Municipal Corporation level committee, 1 S.A.D.A level committee (Special Area Development Authority), 1 Town Administrative level committee, 411 Panchayat level committees and 2400 Village - Ward level committees. The Administrative structure is responsible for the management and logistics of the project. It consists of functionaries of Government institutions, Local bodies,
full time and voluntary workers. The Academic Structure provides resource support of training and material Development. The N.L.M Authority after sanctioning the Project, released the Central share (2/3rd of the project cost) amounting to Rs.2 crores and 13 lakhs. The State Government has also contributed (1/3rd of the project cost) Rs. 80 lakhs till date. The utmost economy seems to have been observed in this T.L.C and even after attaining the full literacy target, the expenditure incurred is only 1,11,35,775/- till September 1992 with a balance of Rs.1,68,64,245/-. It is a unique example that was extremely effective, and worth emulating elsewhere.

THE TRAINING STRATEGY

The success of the Total Literacy Campaign is largely dependent on the proper identification of Volunteers, Master Trainers and Resource Persons involved, and the quality and duration of their training.

India being a democratic country, we cannot coerce people to become literate but can only impress upon them the significance and benefits of literacy for the betterment of their life. Here, voluntarism plays an important role. Voluntarism is to be generated in both teachers and the learners. A demand for literacy is to be created. Thus in training, the most crucial point to be taken care of is "how to generate Voluntarism through Motivation", because the learner cannot be motivated, unless the volunteer is motivated.

In Durg, the success of this campaign can be seen in generating voluntarism. Key Level Persons, Resource Persons, Master Trainers and Volunteers, were motivated to take up the campaign work.

The total number of volunteers trained were, 37,368 of which 30 percent were women. The total number of Master Trainers trained were 2284, the total number of Resource Persons trained were 90. The Key Resource Persons trained initially by the State Resource Centre were 90. The training, on the whole, was designed in order to develop a clear-cut conception as to "What is literacy?" "Why literacy?" and how to make people literate. With this approach, training was visualized for clear understanding and commitment to objectives and significance of T.L.C, universalization of primary education and covering the gap of drop-outs and non-school-going children from 0-14 age group through non-formal education. It may be mentioned in this context that, in Durg district, 174 villages are without primary schools.

Although 264 full-time personnel were provided for in the Administrative Structure, most of them were either on deputation from various colleges and Government departments or are working in addition to their duties as Programme Coordinators. The Project Director at district level was a full-time worker but on deputation from a local college of Bhulai. The Programme Coordinator, and persons in-charge of Training, Publicity, Jathas, Finance, Material Evaluation and Monitoring etc. were also either on deputation or part time honorary workers. Except for a Project Director, Finance Officer and Office Superintendent, the number of full time salaried staff was limited and hence Administrative expenses were relatively small. This is a unique example of fusion between Government and non-Government agencies, rarely seen elsewhere and is a result of the voluntarism generated by the District Administration, Organizers of B.G.V.S, as well as the people's supportive structure.
TRAINING OF KEY RESOURCE PERSONS

A core group of persons was first identified for implementation of Campaign. These were heads of the District Development Departments, Sub-divisional Officers, Tehsildars, B.D.O's, Deputy Directors, Chief Executives of local bodies, Officers of Bhilai Steel Plant and other industries, Principals and Professors of colleges, etc. Out of 100 to 150 identified, 90 persons came for Orientation Training. Instead of Key Resource Persons, they were actually facilitators. They did not know much about training, and neither did they impart training to Resource Persons as envisaged in the role of Key Resource Persons. Their major role was one of mobilization and facilitation of the activities. The S.R.C was also involved in the training of the above Key Resource Persons.

TRAINING OF RESOURCE PERSONS

The training of Resource Persons drawn from various disciplines was conducted in 3 rounds. Approximately 150 persons selected as resource persons, attended the 1st round. This number was 90 in 11 round and was 72 in the III round. The duration of training was 3 days in II round and 2 days in the III round.

The 1st and II round was for both the Key Resource Persons and Resource Persons and was non-residential. The other two training camps were residential. The S.R.C was also involved in Training in the II round.

The K.R.Ps and R.Ps were selected on the basis of their academic level, their active participation in B.G.V.S activities and interest in social work and social commitment.

The last round in which 72 Resource Persons were trained, conducted Master Training of Trainers.

Resource Persons’ Guide, Folders, material pertaining to T.I.C, Integrated Primers etc., prepared by S.R.C., were used in the training, but the material under the banner of Zila Saksharata Samiti was reprinted locally with a few changes here and there. Apart from this material, the material prepared by B.G.V.S was also used.

The methodology of imparting training was participatory and focussed on attacking the prejudices of past experiences in the field of adult education. Active participation in the discussion after lectures was adopted, so that free thinking and suggestions had wide scope. Care was taken to avoid a bureaucratic attitude among the trainees.

Perusal of 12 evaluation sheets received through random samples show that the participating R.Ps have felt that the objectives of training have been only partially gained. A few have also expressed that lectures on topics like Universalisation of Education and Non-formal Education, were unnecessarily included in the content. Group discussions were found very useful.

The training imparted by S.R.C personnel (Training Wing) was appreciated. From perusal of the training content and information gained, it was found that in addition to lectures (of experts), the input of participatory training was found effective.

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MASTER TRAINER’S TRAINING

Master Trainers’ Training was conducted in 16 different rounds at the District, Sub-division and Block levels. Each batch was of 50 trainees and the duration of Training was 4 days. On an average, 5 Resource Persons were assigned as trainers in each camp. Nearly 10 to 15 Master Trainers were grouped for discussion in each camp. All the camps were residential in nature. Adequate financial provision was made for accommodation, furniture, food, etc. to facilitate the training. Normally, school teachers were identified as Master Trainers, on the basis of enthusiasm and interest they had shown in the campaign work. However, 5% of the Master Trainers trained later dropped out at the stage of follow-up training of volunteers.

A separate training manual entitled “Kushal Prashikshak Prashikshan Samagri - A Crusade Against Illiteracy” was brought out by the Zila Sakshata Samiti, in which importance and significance of literacy, role of Master Trainers, identification of learners, adult psychology, management of learners’ groups or classes, report writing, syllabus and content of learning of volunteers, monitoring and participatory evaluation etc. were included. Some slogans and songs relevant to literacy were also provided in the book. The content material, though published under the banner of the Samiti, was almost the same as published earlier by the S.R.C. Besides this other publicity material of B.G.V.S and Z.S.S was also made available to the trainees. A rapport was established between organisational and administrative machinery, which resulted in understanding of mutual roles and responsibilities. Each Master Trainer normally imparted training in 3 to 4 camps. Attendance on an average was 50. Master Trainers were not only positive listeners but active participants. They participated in the group discussions, practical demonstrations of teaching and methodology, under the guidance of Resource Persons. In some places, cultural programmes and Kavi-Goshtis were also organised at night, the camps being residential.

Monitoring/Evaluation reports were collected from the Trainees at the end of each Master Trainer Camp.

Except for a negligible number, no M.T. was a part of full time staff of T.L.C or Village Committees, nor did they have organisational roles. However, 60 to 70% Master Trainers were also involved in monitoring and evaluation work. Master Trainers also played a role in the campaign as motivators in public meetings and contact persons at Jagruti Kendras (headquarter of a cluster).

Out of 10 samples of Evaluation Sheets drawn at random, the Master Trainers expressed a general satisfaction about the training. However, a few of them complained about the physical facilities, boarding and lodging and the ineffectiveness of some training methods.

TRAINING OF VOLUNTEERS

A phased training of 3 days each was organised for volunteers. In one phase, 300 camps were organised for a batch of 50 volunteers in each camp. The average number of M.T.s associated with each camp was 3 to 4, together with 12 or 18 resource persons. The camps were both residential, wherever possible, and non-residential in Towns and Cities. The camps were mostly held in schools or Panchayat Bhavans, with facilities of living accommodation and other arrangements. No T.A/D.A was paid to Volunteers. Motivational lectures and film shows like ‘Dhai Akhar’ were organised. Guidance of Government Officials, Public leaders,
Resource Persons and Project Functionaries was effective in overall environment building. Volunteers were also active participants in classroom lectures, group discussions, role play and practical demonstration of teaching-learning methods. Village conveners were also active in the training.

Among the volunteers, 20% were students, 50% to 60% were unemployed youths and housewives, 15% to 20% were casual workers, 5% were employees in regular services, and about 55 were retired persons.

Primers and the volunteers' handbook were used during the training programmes. The volunteers' guide book was prepared and published under the banner of Z.S.S, but was based on the material supplied by S.R.C. The content includes identification of illiterate adults, understanding their socio-economic background and adult psychology, need-based material for adults, actual imparting of literacy, methodology and management of the class or group of learners. Introduction of Integrated Primers (Part I, II & III) of the S.R.C., survey of illiterates, the N.L.M and the norms prescribed for attainment of literacy were also covered. A total of 13,200 volunteers were trained in supplementary camps. About 3096 volunteers received no training. Evaluation sheets were supplied on the conclusion of each training camp.

Random samples of evaluation sheets were collected from the records for camps held between August - October 1991. The overall response to the training was satisfactory and general willingness and commitment to the cause was seen among the trainees. This spirit of voluntarism was unique in the district whether they were Resource Persons, Master Trainers or Voluntary teachers. The programme could have been strengthened by the selection of more women and attention to illiterates from the minority community.

The Zila Sakshrata Samiti also organized workshops with the objective of mobilising people in a mass way to initiate a demand for literacy in the District. These were organized with the collaboration of B.G.V.S. Participants (150) were given one-day training on subjects like day to day science, literacy, health for all and women and literacy.

A three-day camp for organisational sensitization was also conducted in which 300 persons from Government and non-Government Organisations participated. The objective of the camp was to develop organising capacity and leadership in the functionaries, to make them aware of all the components of the campaign.

**OUTCOME OF TRAINING**

The academic structure of the project allowed for one Instructor per 8 learners, one Master Trainer per 30 instructors and one Resource Person per 25 Master Trainers. 90 to 100 Resource Persons were also available at the district level. These were also voluntary personnel. Thus, the action plan of training envisaged training 90 key Persons, 100 Resource Persons, 2500 Master Trainers and 75,000 Instructors. These were ultimately expected to serve the target group of 6 lakh learners.
TABLE III
TRAINING SCHEME

<table>
<thead>
<tr>
<th>FUNCTIONARIES</th>
<th>CAMPS</th>
<th>LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Key Persons</td>
<td>1 Camp</td>
<td>District</td>
</tr>
<tr>
<td>100 Resource Persons</td>
<td>1 Camp</td>
<td>District</td>
</tr>
<tr>
<td>2500 Master Trainers</td>
<td>42 block or</td>
<td>Block/Special Area</td>
</tr>
<tr>
<td></td>
<td>Special Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>level Camps</td>
<td></td>
</tr>
<tr>
<td>75,000 Instructors</td>
<td>750 Camps</td>
<td>Sub Project</td>
</tr>
<tr>
<td>6,000,000 Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The whole district was divided into 12 rural sectors (blocks) and 5 urban sectors. For 3 to 7 villages or wards, a Jagruti Kendra was established. These were clusters of all the campaign activities at the Grass root level. Survey, environment-building Training, Materials distribution, publicity and dissemination of information etc. were all coordinated through these Jagruti Kendras.

TABLE IV
TRAINING STATISTICS

<table>
<thead>
<tr>
<th>No. of Sectors/ Projects</th>
<th>Training Round</th>
<th>Trainers</th>
<th>Trainees</th>
<th>Untrained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R.P.S M.T.S</td>
<td>Volunteers/Akhar Sainik</td>
<td>Trained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Rural</td>
<td>12</td>
<td>763</td>
<td>57</td>
<td>1833</td>
<td>30017</td>
</tr>
<tr>
<td>2. Urban</td>
<td>5</td>
<td>170</td>
<td>15</td>
<td>431</td>
<td>7351</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>933</td>
<td>72</td>
<td>2284</td>
<td>37368</td>
</tr>
</tbody>
</table>

After a total of 993 rounds of training of Akhar Sainiks or Volunteers, the untrained volunteers who were a large number (41,025), were also called for training along with new volunteers, in reinforcement rounds of training camps. 60 such reinforcement camps were held to train all these.

Still it seems that a large number of trainees remained for whom intensive training was required.

It is also noteworthy that no training at State level was provided for Project Directors or Coordinators. The State Resource Centre or the apex training institutes like State Institute of Rural Development or Administration Academy were required to initiate and plan such a training.

There was no special training programme for women activists at the grassroot level, nor at the block or district level.
Training for survey is a highly technical matter. Mere counting of heads in a one-day survey is possible, but survey is also an aid to environment building and useful for identification of both learners and volunteers. Survey data is helpful not only for eradication of illiteracy in the target age group, but also to prepare action plans for non-formal education and enrolment of school-going children, especially the girl child. However training to conduct survey was not dealt with adequately.

CONCLUSION

The I.L.C in Durg is a unique example of voluntary action in the field of Adult Education. Monetary considerations played a very insignificant role in this project but the motivation and commitment to the cause was reflected right from the grassroot level to the district level. Motivated volunteers carried the literacy message from door to door and made sincere efforts in actual teaching. However, the illiterates in urban pockets responded slowly as compared to rural illiterates. Some amount of controversy in the running of the campaign was also responsible for halting the pace of the programme, mostly affecting urban areas.
TRAINING IN TLCS:
AN ANALYSIS
TRAINING IN TLCs: AN ANALYSIS

The training component of the Total Literacy Campaigns is essentially a strategic input into the Campaign, rather than an end in itself. The effectiveness of this strategy depends on the extent to which it furthers the achievement of the overall aims of the TLC. To recapitulate, these are:

* Achievement of literacy and numeracy.
* Critical awareness of the existing reality to lead to formation of people's organisations and participation in the process of development.
* Acquiring skills to improve economic status.
* Imbibing values of National Integration, small family norm, women's equality etc.

STRATEGISATION OF TRAINING IN TLCs.

In the 'ideal' BGVS model, the training strategy envisaged was a pyramidal structure. At the top was a small team of committed persons - usually professionals and senior educators - who would function as Key Resource Persons (KRP's). They would in turn train Resource Persons (RP's) and Master Trainers (MT's). At the base of the pyramid were the Volunteer Instructors (VIs). The numbers would be of the order of 1 RP for every 20 MTs, and 1 MI for every 20 VIs. One VI would be required for every group of 10 learners, but it was suggested that 10-15% more than the required number of VIs be selected, so as to compensate for drop-outs.

Recommended Training Strategy: The BGVS Model

The BGVS strategy was developed to face the challenge of training large numbers of Volunteers, many of whom would themselves have only minimal levels of literacy, within the limited time demanded by the Campaign mode. The ultimate objective of training was stated to be the creation of a massive human resource who would act as torch bearers of literacy and social change. The initial rounds of training camps for each tier was to be followed by three rounds of 'booster' camps for the MTs and VIs. In addition, supplementary camps were to be organised for those VIs who were unable to attend the initial camps. It was suggested that ongoing training be provided to VIs through regular village-level Volunteers meetings, to be attended by MTs who would review and identify the weaknesses in the teaching at the centre and take corrective action.

Apart from training programmes for all levels of the training pyramid, it was also suggested that training be given to persons involved in conducting the pre-campaign survey, members of village-level people's committees, officials and special groups such as women.

Variations in training strategies: Problems in attempting to universalise BGVS model

As the case studies make evident, the majority of the TLCs studied have used the pyramidal BGVS training structures with little or no variations. However, it is obvious that the ground realities in each district are very different and there is a wide variation in the starting point of each of the TLCs studied here. A crucial factor is the size of the literacy gap in each district. A district like
Ernakulam started the TLC from an initial level of 80% literacy, while Fatehpur started from 26% literacy. The gap between actual and desired levels of literacy therefore varies from 20% in the former case, to 74% in the latter, but it is expected that tasks of such varying magnitude will be accomplished in comparable times.

The initial level of literacy in the district also has implications for the kind of resources available for the TLC. In a district which already has high levels of literacy, the likelihood of mobilising literate adults to serve as VIs, is fairly high. On the other hand, in low literacy districts, the literate population is likely to consist of first-generation learners, mainly school students. It is highly unlikely that a uniform training strategy will meet the needs of both situations. The implications are obvious - where literacy rates are low, the numbers of local people available to act as MTs and KRP's will also be restricted. Either resources will have to be brought in from outside, or very great pressure will be put on existing resources and KRP's and MT's will be expected to play multiple roles as well as handle far more than the optimal numbers of learners. In such cases, quality of training is likely to be a casualty. The case studies show that this has indeed been the case.

The existing socio-political environment of each district, particularly in terms of traditions of people's participation in mass movements, is another variable which is crucial in designing a training strategy. In districts like Ernakulam, where the KSSP had successfully mobilised people around social issues or Midnapore where the CPI(M) had a strong network of its grassroot level organisations, it was possible to mobilise large numbers of highly motivated cadres. In contrast, other districts where the only grassroot network is the administrative one. From this viewpoint of optimisation of available training resources, these two situations would require different training inputs.

Training Structures and Training Strategies

The structure set up to actualise the training strategy is, as mentioned earlier, pyramidal with a small core group of KRP's at the top and the mass of VIs at the base. Such a structure has, by and large, led to a top-down and hierarchical approach to training based on a trickle-down theory. Since it is assumed that there will be some losses in content and a fall in quality when training is passed on from a higher to a lower tier, it is logical in such models to concentrate inputs at the highest layer. The BGVS structure has few built-in feedback loops between levels - for example, there are seldom opportunities for KRP's to directly interact with VIs in the field. Where these have been deliberately built into the training structure (as was done in Midnapore), it has had the effect of reinforcing the initial training input and has helped to strengthen ongoing learning of VIs, as well as making the interventions of the KRP's more relevant to actual field conditions.

Training Strategy and Campaign Objectives

Logically speaking, the campaign objectives provide the reference point for the strategisation of training. Training strategies adopted in various districts do not always show clear linkages between objectives, structures and training inputs. As a matter of fact, the suggested strategies in the BGVS model are designed to meet the multiple objectives of the campaign through learning interventions at various levels, rather than through a single set of training programmes. For instance, it is recognised that the functionality and awareness component
of the primers cannot be assimilated and internalised by the average VI in the initial 4 day training programme. A series of strategies to fill this gap have been proposed - focus on this aspect in booster trainings, discussion of awareness-related topics at weekly meetings at the village level where the MTs will be present, the provision of a handbook which will have additional material and so on. However, it would appear from the case-studies that, in the majority of districts where the BGV5 model has been followed, what has been faithfully implemented is the training structure, rather than these specific strategies. The assumption seems to have been that the appropriate structure will automatically generate the appropriate strategy. By an inverted logic, the training structure have been set up before any comprehensive strategy was formulated. The resulting incongruence has had the effect of making the training component a series of once-off events, unrelated to other aspects of the campaign. The usual trend seems to have been to use training interventions to focus primarily on the literacy aspects of the primers. In Campaigns where VIs have been students - which has been the case in tribal areas and economically disadvantaged districts - this has resulted in the almost complete absence of focus on the TLC objective of facilitating and strengthening people's organisations and participation in development activities. In Midnapore, where an additional campaign objective - improving the primary health status - was taken up as part of the TLC, training does not strategically build in this component.

Strategic links between training and other components of the TLC

Given the two major constraints of the campaign - time and numbers - an appropriate strategy would be one that extends the training input beyond the boundaries of the training event, and makes it an ongoing process linked to other aspects of the campaign. This could be done by building systems for ongoing contact between various tiers of the training structure, as well as by involvement of trainers in every stage of the campaign starting from environment-building to planning the post-literacy activities. The campaigns in Dungarpur, Ernakulam and Midnapore had well-designed systems for ongoing training in the field which were linked to monitoring systems and were therefore problem-specific. In districts (again, like Dungarpur and Ernakulam) where the environment-building phase did not end when training began, but continued throughout the campaign and into the post-literacy phase, and where trainers and VIs were involved in these activities, training programmes could concentrate on transmitting teaching skills more effectively, since aspects such as the need for literacy and the linkages between other aspects of development with literacy were focused on more intensively in the environment-building activities. Many other TLCs, as the case studies show, adopted strategies at the local level along similar lines. However, it is important to emphasise that, unless they are built into the overall strategy of the campaign at the district level, these will not strengthen the training component in terms of planned capacity building for the volunteers.

Another gap that emerges clearly from the TLCs documented here is the time given to the preparatory phase, particularly the preparation for training. Except in the case of the Ernakulam TLC where preparations had been going on for a full year before the TLC was officially launched, planning and preparation generally appears to have been telescoped into the activity phase of the campaign. Except in cases like Midnapore and Durg, where the SRC team played key roles, there was very little appreciation of the need for intensive planning of each aspect of the training strategy. This lack of preparation time was a general common thread in the actual training programmes as well - there was little or no opportunity for members of the trainer team to interact before the programme and plan how they would work
together, except in cases where the SRC team was also the trainer team. Added to this was the fact that very often trainers (especially at the MT level) were responsible for the organisational and administrative aspects of the training camp as well as for teaching. Any available pre-training time in such situations usually was spent in making last minute arrangements for bedding or food, rather than on planning of sessions.

**Strategy for Optimising Resource Utilisation**

The basic training strategy envisaged and implemented for the TLC did not depend on existing institutional resources in literacy and adult education. Except in a few cases, trainers and facilities of the SRCs and the Institutes of Adult Education were not utilised at all. This deinstitutionalisation of training, though an imperative of the Campaign mode, had its inevitable fallout on the efficiency with which the training strategy was implemented. In most cases, as is evident from the case studies, existing resources in the form of infrastructure and personnel were underutilised, while much time and effort was put into creating new ones.

**PROFILES OF FUNCTIONARIES**

The most important role in the TLC is played by the Volunteer Instructor, the person who actually does the teaching and who ultimately determines the success or failure of the Campaign. As the case studies show, the majority of the VI’s in most districts are students. As a matter of fact, the BGVS strategy was designed keeping in mind that students would form the backbone of the Campaign. Even if we assume that these VIs are young people in their final year of school, it is highly unlikely that they will have the pedagogical skills to facilitate learning for adult illiterates, as well as the experience base and the understanding to catalyse dialogue on and a critical awareness of issues. It is expected that the training process will build this critical awareness in VIs, as well as enable them to gain the necessary skills to bring about this awareness in others. This is, of course, in addition to the purely pedagogical skill of imparting literacy through the analytic or ‘word’ method. Since the entire Campaign is expected to be concluded in about a year, the time available for training is limited - the BGVS Guidelines suggest a 7-day long course for VIs. It is a moot point whether any training programme, no matter how well designed and implemented, can meet these multiple objectives, even if more time were available. It is interesting in this connection that the Instructors at the Literacy Centres under the NAEP went through a 21-day training before starting work, but it was generally agreed that this time was insufficient to equip them fully.

The case studies show a broad uniformity in the training curricula and content for VIs, which generally follows the BGVS model. This uniformity indicates a lack of response to the wide variation in the starting point - even though VIs in all the campaigns played similar roles, their competencies before training, and, therefore, their training needs, were very different. Except in a few cases (like Ernakulam, Dungarpur and Midnapore), a systematic assessment of learning needs was not possible in the planning stage, since no accurate prediction could be made about the kind of people who would become volunteers.

**Involvement of VIs in pre- and post-teaching phases**

The fact of the majority of VIs being school students has other implications as well. The
original BGVS strategy assumed that VIs would be identified during the pre-teaching phase of environment-creation, and that their involvement with the learners would go beyond the teaching phase into the post-literacy phase. As the case studies indicate, it is not possible for school students, for many of whom teaching in the literacy centre is part of the mandatory requirements of their own curricula rather than a matter of motivation, to commit even the minimum 200 hours. Even in districts like Ernakulam, Madnapore and Pondicherry, where highly committed and motivated young people formed the backbone of the Volunteer force, involvement in the Campaign became a problem in the later stages because of loss of wage-earning time, and was a major cause of drop-out.

Multiple roles of VIs

Apart from the multiple objectives of teaching within the Campaign, the VIs were also called upon to play multiple roles in building and sustaining the motivation of learners, monitoring and documenting the learning process, and acting as resource persons on development at the local level in the post-literacy phase. The original BGVS training design aims to provide competencies in all these roles. However, as a result of the limited time available for training, the focus in most TLCs has remained on the teaching component, with monitoring, centre-level problem management and evaluation being dealt with in a total of 5 hours. The BGVS strategy recommends that more stress on the latter aspects be given in the second and third phases of volunteer training. In actual fact, however, the initial training was the most intensive and several TLCs did not even organise booster camps. In other districts, the persons who attended the first training camp were not the ones who came to the booster camps. As a result, many volunteers were inadequately armed to fill their roles, even assuming that they had the time and the motivation to do so.

Meeting the needs of women learners

Given the fact that rate of illiteracy in India is higher among women than among men, it was to be expected that the majority of learners in the TLC districts would be women. The NLM Mission Statement also places women at the focus of the Campaign. It was part of the BGVS strategy to encourage women to become VIs and to organise special training camps at the panchayat and block levels to develop teams of women Master Trainers and Volunteers. This strategy was not implemented in any of the districts studied here. In Pondicherry and Ernakulam, there was a preponderance of women among the VIs but even here, no special arrangements were made to ensure that these women became catalysts for women’s empowerment. As a result, the gender focus of the Campaign became diffuse, and gender issues were not discussed in the literacy classes.

Intensity of training input for volunteers

The situation existing in each of the districts studied here, before the TLC was initiated, was a good indicator of the kind of persons who would be likely to volunteer. In all these cases, the capacity of volunteers to carry out their various crucial roles was limited. Given the fact that they were volunteers, and not persons who had been selected to fill these roles, the requirement for training became even more crucial. It would seem logical that the maximum intensity of training, in terms of both time and input, be concentrated at the VI and MT levels. Except in the case of Ernakulam, where MTs and VIs both were trained for a total of 7 days,
all other districts show a decreasing intensity of training as one goes down from the KRP to the MT and then to the VI level. Generally, considerations of budget and numbers to be trained dictated the organisation of VI camps, which were non-residential. Even in districts like Muzaffarpur, where a 7-day training input for VIs was originally planned, as against 4 days for MTs, it was reduced to 3 days in actual practice. In cases where this curtailment in training time was made up through field support structures, as in Ernakulam, Dungarpur and Midnapore, the ongoing learning and capacity building of the VIS was more effectively ensured than in other cases.

THE IPCL PRIMERS

In most TLC districts, already existing primers which were being used in NAFP programmes were scrapped and KRP (or, in a few cases, SRCs) were assigned the task of producing a locale-specific primer. In some districts, the primer became a serious issue and led to conflicts that affected other aspects of the Campaign. In Fatehpur, the SRC-produced primer was rejected by the Zilla Saksharata Samiti, as it was felt that it did not correspond to the realities at the local level but rather, depicted an ‘average’ State situation. In Pondicherry too, the primer produced by the SRC Madras was rejected. In Chittoor, the primers produced by Academic Committees in which NGOs had a strong representation, were scrapped later in the Campaign because they raised issues of social change which challenged the vested interests in the district.

The IPCL model adopted by the TLCs has been designed to meet the twin objectives of achieving reading and writing competence in a short time while allowing the learner to decide the pace of learning, as well as to cover aspects of functionality and awareness through the content of the lessons. This model was being designed when the NLM was constituted, and was meant for use in the centre-based approach of the NAFP. It was taken up by the NLM as one of the techno-pedagogical inputs (in retrospect, the only major one) since it promised quick results. The IPCL relies on the word or analytical method of literacy teaching, as opposed to the alphabet or synthetic method followed in schools. All primers designed for TLCs are required to be passed by an IPCL committee.

Use of an IPCL primer demands a high level of pedagogical skill. The primers are designed for adult learning and the implicit assumption is that the teachers will also be adults. This is a situation which is the exception rather than the norm if one were to go by the districts studied here. The young children who functioned as VIs lacked confidence in dealing with groups of adults, as well as the knowledge-base required to supplement the content of the primers. Even in cases like Midnapore and Pondicherry, where the VIs were educated adults, it was found that the analytic method was not being followed in the field. For VIs whose own education started from the alphabet, and whose training in the word method was not rigorous enough to build their competence, it was easier to fall back on a method which had the advantage of familiarity. Results show that, by and large, this departure from the word method had no effect on the achievement of the literacy target, but there was an inevitable marginalisation of the functionality and awareness components.

The original BGVS training designs for MTs and VIs, although focused on use of primers, do not build in enough time for hands-on practice for each trainee, and have no space for delearning and orientation to the word method. In most TLC districts, this was the pattern
followed. In a few cases, like Ernakulam and Midnapore, where training was more primer-specific and the time for actual practice was built into the training programme, the primer was more efficiently used than in districts like Fatehpur and Ganjam, where the primer was not prepared sufficiently in advance to be used in training for all levels, and where training content was crowded with information on district level development programmes.

Gender aspects of primers

Even though awareness on gender issues and empowerment of women was one of the major objectives of the TLCs, primers in all the districts studied here had large gaps in their approach to gender issues, which were dealt with in a paternalistic and simplistic manner. This gap was carried over into training, and VIs were usually not equipped to take up women's issues at the learning centres.

Other training materials

By and large, supportive materials to be used in training of MTs and VIs, which were originally expected to be produced by the KRP's, were not effectively used in the TLCs, either because they were not produced at all, or because production lagged behind the training schedule. Where already existing expertise was used (as in Ernakulam, Durg and Midnapore, where the SRCs or the Departments of Adult Education in Universities were involved in training), there were more coordinated attempts to provide back-up support to learners in the form of manuals, handouts and audio-visual material. The TLC in Ernakulam provided well-designed materials for each tier of functionaries to strengthen the functionality and awareness components. The NLM did not commission a training manual especially for the TLCs, although the BCVS Manual for Volunteers' Training was later widely translated and used. However, the best and most comprehensive trainer's manual for use at each tier of training, was produced in Fatehpur by the Zilla Saksharata Samiti. Unfortunately, MTs were not trained in the use of the Manual, which was ultimately completely disregarded at the VI level. In no other district was any Handbook prepared specially for use by MTs in the field, although most districts had VI Guidebooks.

ROLE OF KEY RESOURCE PERSONS

The TLC strategy demands that the original team of KRP's, who constitute the planning and strategising layer of the training pyramid, work together in the preparatory phase. The BCVS strategy defines the tasks of the KRP team as including planning the entire training programme, preparing training designs for each tier, writing the Volunteers' Handbook and the Master Trainers' Handbook and detailing the plans for monitoring and evaluation.

In districts like Ernakulam, Dungarpur and Midnapore, the initial planning was done by the team of KRP's working together. In other districts, like Pondicherry, the KRP team could meet only for a day or two to share responsibilities, after which they worked independently.

The training pyramid as originally envisaged had an intermediate level of RPs between the KRP's and the MTs. This level was done away with in some districts, notably Pondicherry, Ganjam, Wardha and Midnapore. This move, which was designed to minimise transmission
loss during training, was not uniformly successful. In Midnapore, where the team of trainers from the SRC formed the core of the KRP team, coordinated and efficient functioning was possible. In Pondicherry, the initial team of KRPs was very large (550 persons at the first meeting) and small sub-groups worked independently to design and conduct training, with no built-in coordinating mechanisms. In Ganjam, the KRPs were a mixed group of activists from NGOs and Government officials, who could not develop an effective working relationship within the Campaign.

In Wardha, the training pyramid was scrapped altogether and the district school administration was made the base of the Campaign. The literacy teaching itself followed the “each one teach one” model, and high school teachers were put in charge of providing ongoing support to the VIs who were all students.

**TRAINING PROCESS**

The objectives of the TLs, which include functionality and awareness as much as literacy and numeracy, within a short time, have obvious implications for the process of teaching. In the words of the Director-General of the NLM, learners must be enabled to “diagnose the holes of the system... and finally muster up enough courage to confront the perpetuators of the inequity and imbalances in the system”. Competence to bring about such an empowering process has to be created in the VIs through their own training process. For instructors to function in a participatory and empowering way, they need to have experienced empowering and participatory processes themselves as well as to have the skills to build and sustain such processes.

**Training Methodology**

The BGVS training manual, as well as manuals prepared in Fatehpur, Ernakulam and Midnapore, lay emphasis on the necessity of using methods which facilitate experiential learning and involvement in the learning process. Principles of adult learning and experiential learning also feature in the training content at all levels in all the districts studied. However, the case studies reveal that the dominant training method for MT and VI training continued to be lectures by “experts”. Even where sessions on principles of adult learning and participatory learning where conducted in these training programmes, the process in these and other sessions did not reflect the practice of these principles. At best, a mechanical and cognitive understanding was achieved, which was not translated into an empowering process at the literacy centre.

The campaign model necessitated the training of large numbers of VIs. In some districts, like Chittoor and Ganjam, VI training programmes acquired the form of public meetings. In others, smaller groups of VIs were trained by teams of MTs. In all cases, however, MTs replicated the process which they themselves had experienced during training. By and large, this was a hierarchical, authoritarian and centrally-controlled learning environment, where teaching was largely prescriptive. It was a general feeling that the principles of adult learning were meant for application to learners in the literacy centres, rather than for use in training situations.

Since the dominant assumption about learners was that they would be adults, the pedagogy of training was not geared to meet the needs of adolescents (like student volunteers) and women learners.
STRUCTURES FOR ONGOING MONITORING AND SUPPORT

As mentioned earlier, some districts evolved mechanisms to continue the learning process initiated in the training programmes through support systems in the field. There are variations in the way these mechanisms were operationalised. In Midnapore, the best and most committed MTs were selected to form a team of District Resource Persons (DRPs), whose training skills were upgraded and who were involved in monitoring and supervision of the VIs in the field. In addition, the KRP team was also actively involved in field-level supervision. Refresher camps and special training events were designed specifically to fill the gaps observed in the VIs performance. In Ernakulam, a quick assessment of the VIs performance was conducted before the second round of training. In Dungarpur, the KRP’s and MTs conducted regular weekly classes and problem-solving for VIs as well as provided hands-on supervision on a day-to-day basis.

A common problem emerging from the case studies is the pressure on volunteers - both MTs and VIs - to perform multiple roles in the Campaign. The consequences in terms of performances of VIs have already been discussed. In the case of MTs, there were situations where involvement in organisational aspects of the Campaign, as in Pondicherry, resulted in the MTs inability to conduct refresher camps after the first round of training. In Chittoor, most of the MTs who had been trained in the first spell subsequently became involved in coordinating the logistics of the Campaign, and untrained MTs conducted the VI camps.

An effective strategy to counter such problems was adopted in Ernakulam, where, of the 1200 Volunteers who were identified as MTs, half were trained to fill administrative roles while the other half became trainers of VIs. These two groups worked closely throughout the Campaign.

Except in Ernakulam, Dungarpur and Midnapore, village-level advisory committees or other support groups were either not set up or did not function. In many cases, academic committees were disbanded after the first round of VI training camps.

The process of conducting this study brought out the fact that systematic documentation, monitoring and evaluation of training was low on the list of priorities in all the districts studied. This was usually justified on the grounds of pressure of time and huge numbers to be trained. However, the lack of these systems resulted in the adoption of standardised, rigid and inflexible models of training with little or no scope for innovations and responses to specific micro conditions.

Where evaluation of training was conducted, the emphasis was on numbers trained, rather than on content, process and quality of training. All the TLCs showed ‘targetitis’ in varying degrees, which had its effects on training as well. Since time was seen as the most important variable, it became imperative to put volunteers through a series of training events, rather than to integrate them into an in-depth learning process. Although this had its positive aspects, in terms of efficiently using the motivation and interest generated by the environment-building phase, it resulted in the narrowing of opportunities for building on experience and learning from mistakes.