

## **An analysis study of achievements in respect of targets & impact of intense monitoring of AECS in making island of success in SBP - An evidence based study in ChamaraJanagara District of Karnataka State**

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### **Abstract**

The present study is an evidenced based study of model AECs Saakshara Bharath Program (SBP) implemented in the country since 2009. The study focuses on efficacy of the model AECs to record positive deviations and improvement to approach in ChamaraJanagara district of Karnataka State. The Study reveal that Saakshara Bharath Program has tried to implement Model Adult Education Centres in which the Volunteers will have to be given high quality training in local language in Andragogy and pedagogy both in pre-induction as well as during the course of the literacy program. A cascade model of training will have to be adopted so that today's trainees become tomorrow's trainers. As the key focus of the program is on women, and other disadvantaged groups. Island of success is a cluster of AECs to develop best practices to enhance the delivery capacity of the centres to develop vulnerable people in the area under SBP. It emphasizes the integration of basic literacy, equivalency program and imparting enhancement of employment skills among women and youth. The whole process of how the model AECs were developed and managed was studied. The study will help to strengthen the AECs in future.

**Keywords:** Island of Success, Total Literacy Campaign (TLC), State Resource Center (SRC), Adult Education Centres (AEC), State Literacy Mission (SLM)

### **Introduction**

#### **An Overview of Saakshara Bharath Program**

The Prime Minister launched Saakshar Bharat, a centrally sponsored scheme of Department of School Education and Literacy (DSEL), Ministry of Human Resource Development (MHRD), Government of India (GOI), on the International Literacy Day, 8th September, 2009. It aims to further promote and strengthen Adult Education, specially of women, by extending educational options to those adults who having lost the opportunity of access to formal education and crossed the standard age for receiving such education, now feel a need for learning of any type, including, literacy, basic education (equivalency to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports, and recreation.

To impart functional literacy to non-literates in the age group of 15-35 years in a time significant accomplishments of the Mission, illiteracy continues to be an area of national concern bound manner, the National Literacy Mission (NLM) was launched in 1988 and it continued through Ninth and Tenth Five Year Plans. By the end of the Tenth Five Year Plan (March 2007), NLM had covered 597 districts under Total Literacy Campaign (TLC), 485 districts under Post Literacy Programme (PLP) and 328 districts under Continuing Education Programme (CEP). As a cumulative outcome of these efforts, 127.45 million persons became literate, of which, 60%.

Learners were females, while 23% learners belonged to Scheduled Castes (SCs), and 12% to Scheduled Tribes (STs). Despite significant accomplishments of the Mission, illiteracy continues to be an area of national concern. It was, therefore, considered necessary to continue the NLM during the XI Plan

period. the Government announced that literacy would be its key Programme and instrument for emancipation and empowerment of women. Efforts of the Government to give impetus to school education, health, nutrition, skill development and women empowerment in general are impeded by the continuance of female illiteracy.

It is in this background that Saakshar Bharat has been devised as the new variant of National Literacy Mission. Saakshar Bharat will cover all adults in the age group of 15 and beyond though its primary focus will be on women. The scheme has not only been relieved of the shortcomings noted in its preceding editions, but also, several new features added to it. Basic Literacy, Post literacy and Continuing Education programs, will now form a continuum, rather than sequential segments. Besides, the volunteer based mass campaign approach, provision has been made for alternative approaches to adult education. Jan Shiksha Kendras (Adult Education Centres) (AECs), will be set up to coordinate and manage all programs, within their territorial jurisdiction. State Government, as against the districts in the earlier versions, and Panchyati Raj institutions, along with communities, will be valued stakeholders. Vigorous monitoring and evaluation systems will be installed. Last, but not the least, budgetary support has been enhanced substantially. Saakshar Bharat has come into operation from 1-10-2009. Though duration of the scheme, National Literacy Mission, was valid only till the end of the Tenth Five Year Plan, residual activities under the Mission were allowed to continue till 30-09-2009.

#### **The Aim of Saakshara Bharath**

The aim of Saakshara Bharath program is to raise the national Literacy levels to 80% by 2015 and bridge the gender, social and regional disparities in literacy.

**Vision & Mission of Sbp**

Capacity building for developing grassroots democracy and transformation of rural society for sustainable development.

**Components of Saakshara Bharat Include The Following**

1. Basic education through equivalency to formal education system
2. Vocational skill development
3. Functional Literacy
4. Life Long Education
5. Camp based Literacy Program

**Objectives of Sbp**

The Mission has four broad objectives, namely:

1. Impart functional literacy and numeracy to non-literate and non-numerate adults
2. Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system
3. Impart non and neo-literates relevant skill development programs to improve their earning and living conditions
4. Promote a learning society by providing opportunities to neo literate adults for continuing education

**Background of Islands of Success**

State resource centers (SRCs) have been setup by Central Government in different states. Presently there are 28 SRCs, which are covering all the States and Union Territories. SRCs are required to provide technical resource support to State Literacy Mission Authorities (State Literacy Mission Authority) in the implementation of Saakshara Bharat Program. In addition to providing Technical Resource Support in the state / area allocated, State Resource Centers have been assigned the responsibility of adopting some Blocks (all GPs in the block) in different districts of the concerned state. SRCs are required to intensively monitor the implementation of Saakshara Bharat Program in those Blocks/Districts. The purpose is to provide support to SLMAs in improving the functioning of the Program in those Blocks by resolving different problems / difficulties in the implementation of the Program through regular visits of their Resource Persons and Faculty. Make these adopted blocks / districts Islands of Success. Following function are expected to be Islands of Success of Saakshara Bharat.

**Need For the Study**

Saakshar Bharat Program has been devised as the new variant of National Literacy Mission. Saakshar Bharat will cover all adults in the age group of 15 and beyond though its primary focus will be on women. The scheme has not only been relieved of the shortcomings noted in its preceding editions, but also, several new features added to it. Basic Literacy, Post literacy and Continuing Education programs, will now form a continuum, rather than sequential segments. Besides, the volunteer based mass campaign approach, provision has been made for alternative approaches to adult education.

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**Objectives of the Study**

1. To study the existing monitoring mechanisms for Model AECs in making the Island of Success.
2. To study the components of SBP.
3. To study the efficacy of preparations done to initiate the functioning of the centre, best practices in managing the center.
4. Conducting basic literacy program, using of bridge materials, and initiating phase wise implementation and tracking of volunteers and learners.
5. To study the efficacy of involvement of PRIs.
6. To study the efficacy of the use of IC MIS systems in Model AECs.

**Methodology**

1. Participant Observation method was used.
2. Focused Group Discussions (FGDs) were held to record the impressions and opinions.
3. Briefing and debriefing sessions were organized to get clarity on the gathered information. It also serves the purpose of cross checking the information.
4. SWOT Analysis method was used to record the current situations.
5. Available secondary data was gathered and perused from SRC - Mysore, DLSS, & GPLSS.

**Sampling**

Four model AECs in the district were studied. In each block of the district one Model Adult Education Centre was selected

**Study Area**

District : Chamarajanagara, State : Karnataka	
Blocks	Maecs
Chamarajanagara	Ummatturu
Yalandur	Maddur
Kollegala	Dodda Induvadi
Gundlupet	Hundipura

**Analysis, Discussions & Findings,**

**Constitution of Management Committees**

The main reason is lack of people’s cooperation and participation. Whenever there is people’s participation, the program is successful and where people are not participating

our efforts are becoming futile. To enable the peoples to participate in the matter of Saakshara Bharat Program, the Government of India has enacted the People's Participation (constitution of committees at Gram, Block, District Panchayath and State level).

### **Opening of Bank Accounts**

SLMA is having one main account and district, block and GP level having subsidiary accounts. All subsidiary accounts are to be opened at the same branch where main account has been opened. The nodal bank will offer full support and cooperation to get the accounts opened. District Panchayath (DP), Block Panchayath (BP), Gram Panchayath (GP) will have a designated linked branch. Once the subsidiary accounts are opened and cheque drawing officers nominated, the bank will arrange to issue customized cheque books. Cheque books will be customized for SLMA, DP/BP/GP.

### **Authorization of Funds**

For the utilization of the funds, NLMA will issue bank authorization for SLMA. SLMA will issue for DP, BP and GP or decentralize it to Districts. Authorizations will be quarter / half yearly. Authorizations will not lapse. However, fresh authorization will not be issued unless the previous authorization has been used up to 75%. No application will be required to issue new authorization. SLMA will be duty bound to issue new authorizations based on expenditure.

### **Household Survey**

Household Survey is an important activity to collect, compile and analyze data regarding earning needs of illiterates, semi-literates, neo-literates and the community. It is not a one-time activity but number of surveys may be conducted to assess the needs of learners/VTs. Surveys will be conducted to identify resources (human and material resources) of Gram Panchayath (in villages) and how these resources can be utilized in adult education program also. Prerak should have complete information about status of each family living in the area, organizations, persons and other resources available which will be helpful in doing her/his job efficiently. For carrying out the activities and initiating programs at Adult Education Centers it will be necessary for the Preraks to have essential and relevant information of the area of their jurisdiction. This can be done through a survey. It will not always be necessary to conduct survey in a formal manner, using a Performa. Usually formal surveys are conducted to collect information about population, educational level and resources available in the field. Needs, problems and interest of community may be identified by meeting and discussing with people informally, individually or in groups. After conducting the household survey, the Prerak should compile the data manually. The compilation means to calculate the total number of households, men, women, child, educated, youth and so on. All the survey data should upload into the Saakshara Bharat Web portal.

### **Setting Up Of Adult Education Centers**

A Saakshara Kendra (Adult Education Centre) will be set up in each Gram Panchayath to implement all the programs of the Mission. Two Preraks, engaged on contractual basis, will be responsible for the day-to-day functioning of the Adult Education Centre. The Preraks, together with the volunteer

and resident instructors conducting literacy classes would form the resource team at the Adult Education Centre. Run from buildings assigned by the Panchayath

### **Engagement of Stakeholders**

The success or failure of any program depends upon the personnel associated with the program at different levels. As discussed earlier the Saakshara Bharat Program personnel include the categories of block coordinators at the block level, Preraks are at the AEC level volunteer teachers at grassroots level. The Saakshara Bharat Program was conceived for the benefit of the learners and also for the educated of the community member to create aptitude for further education by creating required facilities and environment. In order to facilitate the functioning of the program, block coordinators were appointed by the Zilla Saksharatha Samithi (ZSS) and monitoring the work of Nodal Preraks, Preraks and Assistant Preraks. In other words, all the above i.e. block coordinators, Preraks and volunteer teachers should participate in the program for attaining the objectives of the program. Further, they are the right group to reveal the performance of the program

### **Recommendations**

#### **Training of Master Trainers, Preraks & Voluntary Teachers**

Saakshara Bharat Program states that Volunteers will have to be given high quality training in local language in Andragogy and pedagogy both in pre-induction as well as during the course of the literacy program. A cascade model of training will have to be adopted so that today's trainees become tomorrow's trainers. As the key focus of the program is on women, and other disadvantaged groups, the VTs will have to be especially sensitized on gender, social and cultural issues. Capacities of Central DAE and SRCs will have to be developed to ensure high quality training, including in reparation of curriculum, training manuals, training strategies for training of trainers, etc. A network of district level institutes such as DIETs, DRUs and JSSs and professional bodies will have to be developed for undertaking training. Procurement and supply of training materials and Primers during training at each level – RPs, MTs and VTs training.

#### **Teaching Learning Activity (Basic Literacy)**

Saakshara Bharat Program is envisaged as a "people's program in the true sense, a program of the people, for the people and by the people. All stakeholders, especially at the grassroots level should have a due say and role in the planning and implementation of the program". It has also been made clear that "the implementing agency at the operational level, will have to be responsible for distribution of literacy kits learners and volunteers". The primer and other teaching-learning materials for the literacy centre would be supplied by the Preraks. It is evident from the vision of Saakshara Bharat that the literacy centre at the GP level reflects the identity, in terms of stature and cultural ethos of the community. As the collective expression of the community, through the aegis of the implementing agency viz., the Gram Panchayath and its GP Lok Shiksha Samithi, the literacy centers are located / identified at venues that are best suited in terms of access and safety, space, lighting, ventilation, etc.

### **Learners Assessment Test In Islands of Success**

The program framework for basic literacy involved instructor-based teaching of about 300 hours spread over 3 months or beyond. Successful completion of 300 hours of instructional learning would enable learners to read and comprehend unknown text (newspapers, hoardings, road signs, etc), apply skills of writing in day to day activities like writing application forms, etc., and compute simple problems involving multiplication and division. A certificate will have to be issued to every successful learner based on a professional evaluation of learning outcome. The learner assessment system will be worked out by SLMA in consultation with NLMA. Local schoolteachers may be engaged as evaluators. On successful completion and assessment, the learner will have to be issued a certificate jointly signed by Head of local primary school and the Panchayath President.

### **Conclusion**

Role of SRCs in providing the Technical Support for implementation of Saakshara Bharat Program is successful. Participation of both SLMAs and SRCs is providing qualitative inputs to Saakshara Bharat program on certain qualitative parameters, and not only quantitative data. Issue of program ownership, role of SRCs as vital to use their influence in supporting SLMAs in encouraging the state government to take ownership of the program and need for initiating other steps like vocational training, equivalency and continuing education so that a long-term agenda could be formulated for sustainability of the program. SLMA and SRCs were to be strengthened and empowered. As SRCs being the academic agency to support the literacy program, both should work together for successful implementation of the Adult Education Program

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