

The End of Darkness

The Untold Story of State Resource Centre Delhi
and its work on Adult Literacy



Nishat Farooq

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This is the true joy in life, being used for a purpose recognized by yourself as a mighty one my life belongs to the whole community and as long as I live, it is my privilege to do for it what I can. It is a sort of splendid torch which I have got hold of for the moment and I want to make it burn as brightly as possible before handing it on to future generations.

—George Bernard Shaw
Man and Superman



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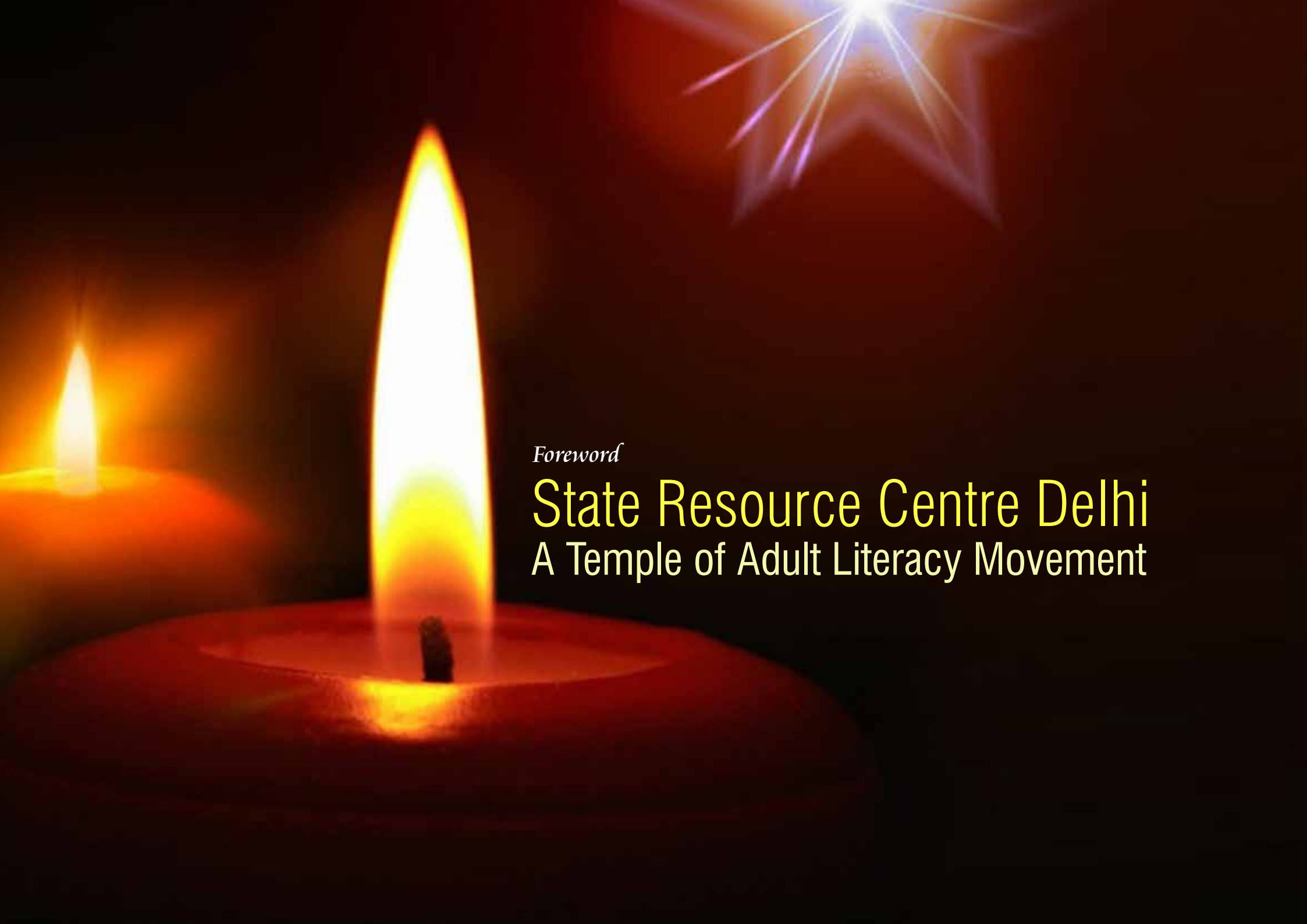
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Foreword

State Resource Centre Delhi

A Temple of Adult Literacy Movement



One of the significant impediments to the progress of our country throughout the decades of the 1970s, 80s and 90s was the abysmally poor status of literacy among the adult and adolescent population. The Population Census of India indicated that the overall literacy rate of India was just 34.45% in 1971, 43.57% in 1981 and 52.2% in 1991. The position was even more grim when it came to women. The literacy rate for women was 21.97% in 1971, 29.76% in 1981 and 39.29% in 1991. This being one of the most critical social indicators for the growth and development of a country, the U.N. Human Development Index for India remained severely compromised by these very poor literacy rates.

The Rajiv Gandhi government, galvanised into action by the advice of Mr. Sam Pitroda, addressed this issue by setting up the National Literacy Mission, a specially empowered administrative entity. The objective was to launch and sustain a nation-wide movement that would strike deep at the grass root level to eradicate all forms of illiteracy wherever they existed. Set up in 1991, this Mission set about the daunting task with missionary zeal and a 360-degree approach.

It was my privilege to be appointed the Director General of this Mission in 1995 and I must confess that it was perhaps the most

challenging and yet the most satisfying assignment in my entire career in the bureaucracy.

It was here that I had occasion to work with Mrs. Nishat Farooq, the author of this work, who after working tirelessly for several years, had become the Director of the State Resource Centre — located in the Jamia Millia University in Delhi.

The National Literacy Mission, in order to create both mass awareness and imparting actual reading and writing skills, adopted a multi-layered and multi-pronged approach. Central to its strategy lay the crucial elements of environment building, curriculum development, harnessing mass media – both electronic and print, capacity building through the training of adult education functionaries, mass programme for functional literacy, preparation and dissemination of teaching-learning materials, structured and sustained training, organisation of local, national as well as international workshops, seminars and conferences, close monitoring of literacy programmes undertaken, integration of population and development education with adult literacy programmes, vocational skill development initiatives and support to Delhi's voluntary organisations.

In each of these, the Jamia SRC, ably supported and guided by the Jamia Millia Islamia, played a crucial and extraordinarily successful role. The organisation worked tirelessly, creatively

and with a commitment that far exceeded just the call of duty.

One has to recall in particular, the commanding presence of the legendary Mushtaq Ahmad and the extraordinary dedication and commitment of the then Chief Secretary of Delhi, Mr. S. Regunathan.

While contributing so incredibly to the initiatives of the mass literacy campaign, SRC Jamia also made sterling efforts in the fields of holistic development of Jamia students and sustained community development, research and evaluation, modernization of madrasa education, extended support to muslim minorities and promotion of the Urdu language.

The tireless efforts of the SRC Jamia contributed in no small measure to the extraordinary leap that India made in literacy rates in the decade between 1991 and 2001 — from 52.2% to 65.38% i.e. a jump of 13.18%. For females, the literacy rate escalated from 39.29% to 53.67% i.e. an increase of 14.38%.

New and challenging tasks, were assigned to the SRC by National Literacy Mission from time to time as SRC had developed strong networking with national and international organisations. SRC coordinated and collaborated in organising several events such as the annual International Literacy Day and Saakshar Utsav. It also put together a number of very successful International

workshops, organised production centres, opened Kalyan Kendras at Rashtrapati Bhavan and published several coffee table books which were released by the nation's highest dignitaries. The projects *Literacy at the Workplace* and *Literacy through Hobby Centres* were taken up by SRC on the initiative of the National Literacy Mission. These contributed to SRC Delhi bagging the coveted UNESCO award which was bestowed upon them by the then President of India, Dr K. R. Narayanan.

SRC Jamia also earned the status of referral centre due to its leadership role in material production, training, evaluation and research. An All India Resource Centre Urdu Cell and National Level Networking Centre for Gender Planning Training was established at SRC by the Literacy Mission.

In view of the immense work that SRC did, it was bestowed with several national and international awards — the UNESCO award for adult literacy for the year 2004, Best Institutional Support Award of Distinction by the Delhi Sarva Shiksha Abhiyan Samiti, Commendation certificate and Special Award by the National Literacy Mission in 2004, Neo-literates Book Award from the National Book Trust of India and many others.

In the course of her painstaking research and compilation of data for this epic work, Ms. Farooq has had to retrieve and resurrect a vast quantum of material from both documents as well as the recollections of many who were associated with the historic initiative that SRC Jamia envisioned, created and implemented. It is a tribute to her persistence,

perseverance and passionate involvement of the work at the Jamia SRC. Today, the SRC Jamia has unfortunately been phased out, but this work — so competently and lovingly put together — stands as a salutation and a remembrance of those golden years when this institution served as a beacon for the literacy and adult education programme of this nation.



Dr. Bhaskar Chatterjee

Former Director General,
National Literacy Mission
Former Secretary
Government of India
CEO, Anil Agarwal Foundation
Vedanta Group



A Bouquet of Gratitude

I joined the State Resource Centre Delhi in 1982 when it was at a fledgling stage. It had been set up in Jamia only a year ago and was having little staff and very scarce resources. Fortunately, however, it was being guided by two very experienced adult educationists — Shri Mushtaq Ahmad and Dr. S.C. Datta, under whose leadership it was functioning efficiently and smoothly.

The SRC completed 23 years in 2004-05, when I retired from it. During this period many useful, relevant and innovative work were done by the centre. When I examine the status of SRC which it occupied at that time, both nationally and internationally, I feel proud and satisfied. Our commitment to facilitate adult education and life long learning were spectacular. Strengthening of literacy programme in National Capital Territory of Delhi and many other parts of the country was a major achievement. The

SRC's interventions in empowering women and other disadvantaged population were impressive and relevant.

According to census 2001, Delhi achieved 81.8 per cent literacy rate; in comparison to less than 75 per cent in 1991. It had shown upward trend for both the sexes. As a result, Delhi moved to fifth place in 2001 from sixth place it occupied in 1991 census in terms of literacy. It indicated that Delhi had crossed the national benchmark of threshold literacy rate of 75 per cent. Crossing the national benchmark was a matter of great satisfaction for us.

All these achievements became possible as SRC always worked with a difference! Its areas of interest were not only varied, but in most cases, its approach and work were innovative.

SRC Delhi was first to work on vocational skill courses for neo-literates and development of legal literacy books. It was a novel idea at that time. In the field of training — Gender Planning, Leadership and Team Building trainings were new concepts in adult education. Adolescent camps were the most innovative concept and became popular in the slums and resettlement colonies.

Moreover, the secret of SRC's existence and growth was its dynamism to adapt to the changing needs and demands of the field programmes. There were few junctures in the life of SRC, when it had to make drastic changes and readjustments. The first was in 1988, when National Literacy

Mission was launched and the approach of literacy programme was changed from centre based Government controlled programme to a mass programme and people's movement for total literacy. Different states started area specific, time bound and volunteer-based literacy campaigns. Although literacy campaign was not initiated in Delhi immediately, SRC got very busy, as its Urdu and Hindi material were in great demand in other states. I am thankful to all those states and districts for using SRC's material and for trusting us to organise the training of trainers.

The year 1995-96 had been very important for SRC, because in this year EFA was launched in NCT of Delhi by the Delhi Sarva Shiksha Abhiyan Samiti (DSSAS) and SRC Jamia shouldered the responsibility of providing all sorts of technical resource support to it beautifully. I am thankful to Shri S. Regunathan, Principal Secretary for Education, NCT Delhi, for providing us the opportunity to work for DSSAS and the staff of SRC who worked very hard. Professor Bashiruddin Ahmad, Vice Chancellor of Jamia Millia Islamia and Professor Mohd. Miyan, the Registrar, were of great support at that time.

The following years were very hectic when SRC, at one end was working with the Directorate of Adult Education, Ministry of HRD, GoI, and at the other end was shouldering the responsibility of literacy campaigns and providing resource support

to the Govt. of Delhi and other organisations, departments, NGOs, public and corporate sectors.

The next memorable year was 2000-2001 when literacy program in the country entered into new phase of Continuing Education (CE) in a big way. These changes added new challenges for re-orientation of SRC services as NCT Delhi was not ready for CE phase.

However, in the year 1998-99 the pace of literacy programs slowed down as the new Government and officials took time to settle down. This provided SRC an opportunity to take up innovative projects, gear up for post-literacy and CE and work directly with NGOs and field functionaries, who were still sustaining the program of Govt. of NCT Delhi. SRC initiated CE related research projects with UNESCO and innovative programmes with corporate sectors. Due to such efforts NLM identified SRC as nodal agency for Continuing Education in Delhi and SRC established many experimental CE centres.

Realising the expertise of SRC, new and challenging tasks were assigned to the SRC by the NLMA from time to time. SRC Delhi, which was meant for providing resource support to Delhi literacy programs was assigned by NLMA to extend its area of operation up to UP, Bihar, Haryana and many other States. Under the new scenario, SRC Delhi besides its regular programs embarked on these new initiatives. SRC was also

known for its research and evaluation expertise as it made significant achievements in these fields. It conducted several researches and evaluations sponsored by UNESCO, UNESCO (PROAP) Bangkok, UNICEF, World Bank, DAE, Ministry of HRD, GoI and on its own also.

SRC also made efforts to coordinate and collaborate with various departments of Jamia Millia Islamia University and synergized on many common issues. The inter-departmental coordination proved to be quite beneficial.

After my retirement in 2004, my colleagues continued to work with enthusiasm and commitment. With the launching of 'Saakshar Bharat' a new variant of NLM in 2009, there were certain changes in the operational framework for teaching learning program and management structure. Panchayati Raj Institutions, along with communities became valued stakeholders. SRC was given the responsibility of monitoring and conducting training programs in ten districts of Uttar Pradesh and support programs of Rajasthan and Haryana as well. SRC very ably organized programs of Saakshar Bharat and 'Padhna Badhna' campaign in prisons up to June 2018 when it was unfortunately phased out, due to lack of funds.

In recognition of remarkable work done over the years, SRC earned several laurels and accolades which are mentioned in the report.

I want to emphasize that all the expansion in



different areas that came under SRC's attention and quantum of involvement have been possible because of the cooperation, assistance, help and guidance we received from our partners and stakeholders at local and national level, especially Ministry of HRD, Directorate of Adult Education, GoI, Department of Education, NCT Delhi, NCERT, SCERT, DIETs, DRUs, JSSs, NGOs,

JNU, Delhi University, National School of Drama, Delhi School Literacy Project, NPSC schools and International agencies like UNESCO, UNESCO (PROAP), Bangkok, UNICEF, ACCU, Japan and World Bank. SRC's convergence and linkages were also very strong. Many Union Ministries and Institutions converged their programs with us. I convey my gratitude and thanks to all of them.

The SRC received extraordinary support and encouragement from Vice Chancellors of JMI, who as chairman of SRC provided valuable guidance and ideas for making the SRC more vibrant and community friendly. I am very thankful to them for their support and encouragement. My special thanks to Jamia administration especially Registrars and Finance officers for giving us the freedom to work and for their support and cooperation in the times of crisis. I acknowledge the contributions of all the members of the Governing Body and Advisory Committee for their priceless guidance and support.

I extend my heartfelt thanks to late Shri Anil Bordia, Union Secretary, Ministry of HRD, who was a great source of inspiration for us since launching of NLM. I am thankful to all the Directors and DGs of NLMA especially Dr L. Mishra, Shri Sudeep Banerjee, Dr Bhaskar Chatterjee, Shri Jagan Mathew, Smt. Vandana Kumari Jena and Shri Jagmohan Singh Raju for

reposing faith in SRC Delhi and providing us the opportunity to work for projects of national importance and carry out important researches and evaluations. Without their support, SRC would not have been able to take up work of such magnitude.

I am also thankful to all the learners, neo-literates and field functionaries for their cooperation and positive response to all the programs. There were so many NGOs, corporates, SRCs, writers, artists, film makers, media persons and others who shared their time and ideas with us. It is not possible to thank each and everyone here. I acknowledge their contribution and thank them from the core of my heart for making SRC work enjoyable and rewarding one.

Tracing the work of SRC and its contribution to the field of education and reducing it to numbers and estimates, graphs and charts will not be fair. SRC has contributed in innumerable ways to the process of overall development and it will not be enough to just mention these in the

form of figures without mentioning the efforts and enthusiasm with which the tasks of SRC were carried out by our staff. All of them lent their valuable services and cooperation with a great sense of bonding, in making all programs and each activity of SRC a success. Thanks to each and every one of the staff.

Last but not the least, I am thankful to Indian Adult Education Association for initiating this process and encouraging me to complete this work. Although in the absence of SRC office records it was quite a difficult task. I thank my colleagues Shri Z. H. Qureshi, Shri Suhail Ahmad Suharwardi and Shri Sailesh Saxena who helped me ink this work by sharing some important information and photographs. My heartfelt thanks to Shri K. C. Chaudhari, President, Prof. S. Y. Shah, Vice President and Smt. Kalpana Kaushik, Director, Indian Adult Education Association, for their patience and constant encouragement.

Nishat Farooq

अक्षर की बरसात

भगवान करे इस बार तो अक्षर की बरसात हो
ठ से ठंडी हवा चले
घ से घटा घिर-घिर आए
च से चम-चम बिजली चमके
ब से बादल जोर से गरजे
फिर आकाश से रिमझिम-रिमझिम
क ख ग घ च छ बरसे ॥

अक्षर की बूंदों में भीगे गली-गली और डगर-डगर
अक्षर की बूंदों में भीगे गांव-गांव और शहर-शहर ॥

अक्षर की बूंदों में भैया मिलकर सभी नहाएंगे
चाची चाचा साथ में अपनी बिटिया को भी लाएंगे
ताऊ देखो छुप कर बैठे उनको बाहर लाएंगे
बूढ़ी दादी फिसल ना जाए हाथ पकड़ कर लाएंगे ॥

ऐसा एक माहौल बने कि पढ़ना लिखना आम हो
भगवान करे इस बार तो अक्षर की बरसात हो ॥

यासमीन अहमद

A small, brown and white speckled bird is perched on a moss-covered tree branch in a forest. The bird is facing right and has a dark eye. The background is a soft-focus green forest. The text 'Chapter 1' is overlaid on the left side of the image.

Chapter 1

The Birth, the Organisational Structure and the Journey



The giant tree starts out as the tiniest shoot, the tallest tower starts out as a single brick, the longest journey starts with the first step.

—Lao Tzu
Tao Te Ching



State Resource Centre, Delhi was established in Jamia Millia Islamia to provide technical and academic resource support to adult education programmes aimed at transforming Delhi into a fully literate society. It was a leading professional institution with activities spinning from capacity-building activities, formulation of curriculum, preparation of diversified teaching learning material and organising necessary services related to literacy, adult education and lifelong learning. It was established in Jamia Millia Islamia in recognition of Jamia's work and its history of adult education and its capability of shouldering the responsibilities.

The Break of Dawn

Early Years of Adult Education at Jamia

Jamia Millia Islamia has a long and illustrious history in the sphere of adult education. Since its inception in 1920, only a year after the historic

Dilli Durbar, some of the most pioneering initiatives in literacy and adult education originated at Jamia. Initially, adult literacy programmes were undertaken by the university as a part of the national struggle for independence, so that constructive work, social reforms and messages of national liberation could reach people. In 1927 and 1933 night schools were started in Faiz Bazar and Ajmal Khan Road respectively by the university to make adults literate. Later on, the programme took the form of a drive for the eradication of illiteracy. These efforts inspired Shri Shafiqur Rehman Kidwai, an old Gandhian and freedom fighter to expand adult literacy to adult education. He did several experiments and expanded the concept of adult education. With his efforts Idara-e-Talim-o-tarraqi, call it Department of Adult Education if you will, was established in Jamia Millia in 1938. It was later upgraded to being a Research, Training and Production Centre. Idara did several innovations

in the field of adult education like the establishment of adult education centres and libraries for illiterates, semi-literates and neo-literates and taking up of action research. The centre published several valuable books and journals. Idara was based on the theory that in a democratic society, whose well-being depends on active and progressive attitude, adult education means nothing less than providing freely and continuously the intellectual, social and moral stimulus, which every individual needs, in order to remain a good and responsible citizen. In addition to these, rural development programmes were also initiated in Jamia Millia Islamia which focused on skill development and the overall development of rural communities.

Taking Roots

Formation of State Resource Centre Delhi

Literacy is the most important tool for the empowerment of an individual and an important input for the inclusive development of a nation. Recognising this fact, since independence, along with Jamia, several other efforts were also being made to make people literate in the country. A massive programme called National Adult Education Programme (NAEP) was launched on October 2, 1978,



Prof. Ali Ashraf

to impart functional literacy to 10 crore non-literates in the age group of 15-35 years. The objectives of NAEP were not merely to impart literacy in a conventional sense but also to provide learners with functionality and awareness, which were conceived as integral components of this programme. This was the first national-level initiative in the field of adult education.

With the launching of NAEP, the need for academic and technical resource support for adult education programmes was felt. Therefore, based on the technical lines, similar to the State Council of Educational Research and Training, State Resource Centres were established in different states of the country.

There were many strong contenders which wished to establish the State Resource Centre in Delhi. University of Delhi, Jawaharlal Nehru University, Directorate of Education, Adult Education, Delhi Administration, Government of Delhi — all competed with Jamia Millia Islamia.

Considering the long history that Jamia Millia had in the field and the pioneering work it had done in the field of adult education and extension, made it a frontrunner in the race.



Dr. Syed Zahoor Qasim

Jamia Millia Islamia, at that time, was in a strong phase of expansion. It was on the verge of being turned into a full-fledged university. Equally, the vice-chancellor of Jamia Millia, Mr. Anwar Jamal Kidwai, was considered to be a dynamic and visionary educationist. The union government therefore decided that it was best to award the State Resource Centre to Jamia Millia Islamia. The year was 1981-82.

The State Resource Centre was opened at Jamia Millia, with 100 per cent financial support from the central government. The funds were provided by the Ministry of Education and Culture from the existing five-year plan outlay under the scheme of assistance to voluntary agencies. Later, the government rechristened the ministry to Human Resource Development.

State Resource Centre Delhi enjoyed a special status. It was the only SRC fully funded by the central government. It received the first grant for preparatory activities in the financial year 1981-82; and from 1982-83, it began receiving regular grants for its functioning.

From the very beginning, SRC Delhi received robust academic and technical support from the Directorate of Adult Education, Government of India. It also benefited from excellent and timely guidance of Jamia Millia's vice-chancellors,



Prof. A. J. Kidwai

academicians, scholars and field professionals.

The State Resource Centre was true to its legacy. It lived up to the vision and mission of founders of Jamia Millia Islamia and carried forward the goals of Idara-e-Talim-o-Tarakki and its successor the Research, Training and Production Centre for more than a quarter of a century making a huge contribution to the field of adult education.

The Mission

The State Resource Centre was deeply committed to eradicating adult illiteracy. Its mission was to provide relevant, cost-effective and timely technical and academic support to the literacy programme, and achieve and sustain threshold literacy levels and promote lifelong learning.

Objectives

In order to realise its mission, the State Resource Centre decided upon the following operational objectives:

- ◆ To develop curriculum for basic literacy, post-literacy and continuing education.
- ◆ To develop and produce print and non-print teaching learning material for different stages of adult education with a special focus on women and disadvantaged groups.
- ◆ To develop training material and teaching aids.
- ◆ To develop, organise and conduct orientation programmes for senior functionaries of adult

education like district magistrates, SDMs, ADMs, deputy directors from the department of education, education officers, school principals, headmasters, lecturers, and members of the local self-governments.

- ◆ To conduct generic and specialised training programmes for senior-level adult education functionaries.
- ◆ To conduct special training programmes like legal literacy, gender training, environment building for literacy, research methodology, financial literacy and electoral literacy.
- ◆ To provide training and technical assistance to the senior functionaries of literacy in projects proposal development including supervision, monitoring and evaluation.
- ◆ To undertake research and evaluation, and innovative projects.
- ◆ To organise local, national and international workshops, seminars and conferences.
- ◆ To promote skill development activities among non-literates and neo-literates and undertake experimental income-generating projects to improve their quality of life.
- ◆ To institutionalise population education, electoral literacy and financial literacy in adult literacy and continuing education programmes.
- ◆ To promote and popularise the messages of national concerns of National Literacy Mission Authority (NLMA) and other related ministries

and development agencies.

- ◆ To support the programmes and activities of the United Nations and its specialised agencies and promoting knowledge of its principles and activities.
- ◆ To undertake all such activities which contribute to and promote adult education and lifelong learning.

Functions

- ◆ Curriculum development.
- ◆ Development and production of pre-literacy, literacy (instructional), post literacy and training material.
- ◆ Support production and use of mass media such as folk, print, non-print and electronic for teaching, learning and environment building.
- ◆ Organisation of activities for promotion of reading habit among neo-literates.
- ◆ Development of environment building packages.
- ◆ Training and documentation.
- ◆ Organisation of skill development activities.
- ◆ Programmes to institutionalise population and development education, legal literacy, financial literacy, electoral literacy and consumer education in adult education.
- ◆ Monitoring of literacy campaigns, adult and lifelong learning programmes.
- ◆ Conduct feasibility studies, and carry out research and evaluation.

- ◆ Act as a support base to various government and non-government organisations.
- ◆ Organisation of literacy related seminars, workshops and conferences.
- ◆ Guidance and assistance to other organisations in project formulation, and execution of programmes and related activities.
- ◆ Coordination and convergence with development agencies.

Beneficiaries

Lending credence to its mission and objectives, State Resource Centre Delhi worked for the masses to build a better tomorrow. It covered entire communities with many of its programmes such as environment building, population and development education, media campaigns for electoral and financial literacy, consumer education and human rights. It had its main thrust on the following categories of people:

Clients of SRC Delhi		
Individuals	Jan Shikshan Sansthan	Public Service Institutions
Schools, Colleges Universities	Zila Saksharta Samitis	Armed Forces
Policy making Educational Institutions	State Directorate of Adult Education	Central and State Government Departments
International Organisations	Public and Private Corporate Bodies	Cooperatives and Voluntary Agencies

- ◆ Non-literate, semi-literate and neo-literate population, especially unreached population.
- ◆ Women and girls formed about 95 per cent of the total beneficiaries.
- ◆ Socially and economically deprived groups.
- ◆ Socio-legally deprived people, especially women.

Time to Build

The State Resource Centre finds a Structure

- ◆ State Resource Centre Delhi was governed by Jamia Millia Islamia and its administrative and financial control lay with the Jamia authorities.
- ◆ The programmes were finalised within the broad programme guidelines of National Literacy Mission Authority, Ministry of Human Resource Development in consultation with the state government and other stakeholders.
- ◆ Programme plans were presented and discussed by a 13-member Programme Advisory Board.
- ◆ The Programme Advisory Board had the vice-chancellor as its chair; Director, SRC as member secretary and Registrar, Finance Officer, representatives of Ministry of Human Resource Development, voluntary agencies and field functionaries as its members. The programmes approved and finalised by the Board were executed by the Director and SRC staff under direct supervision of vice-chancellor, Jamia Millia Islamia.

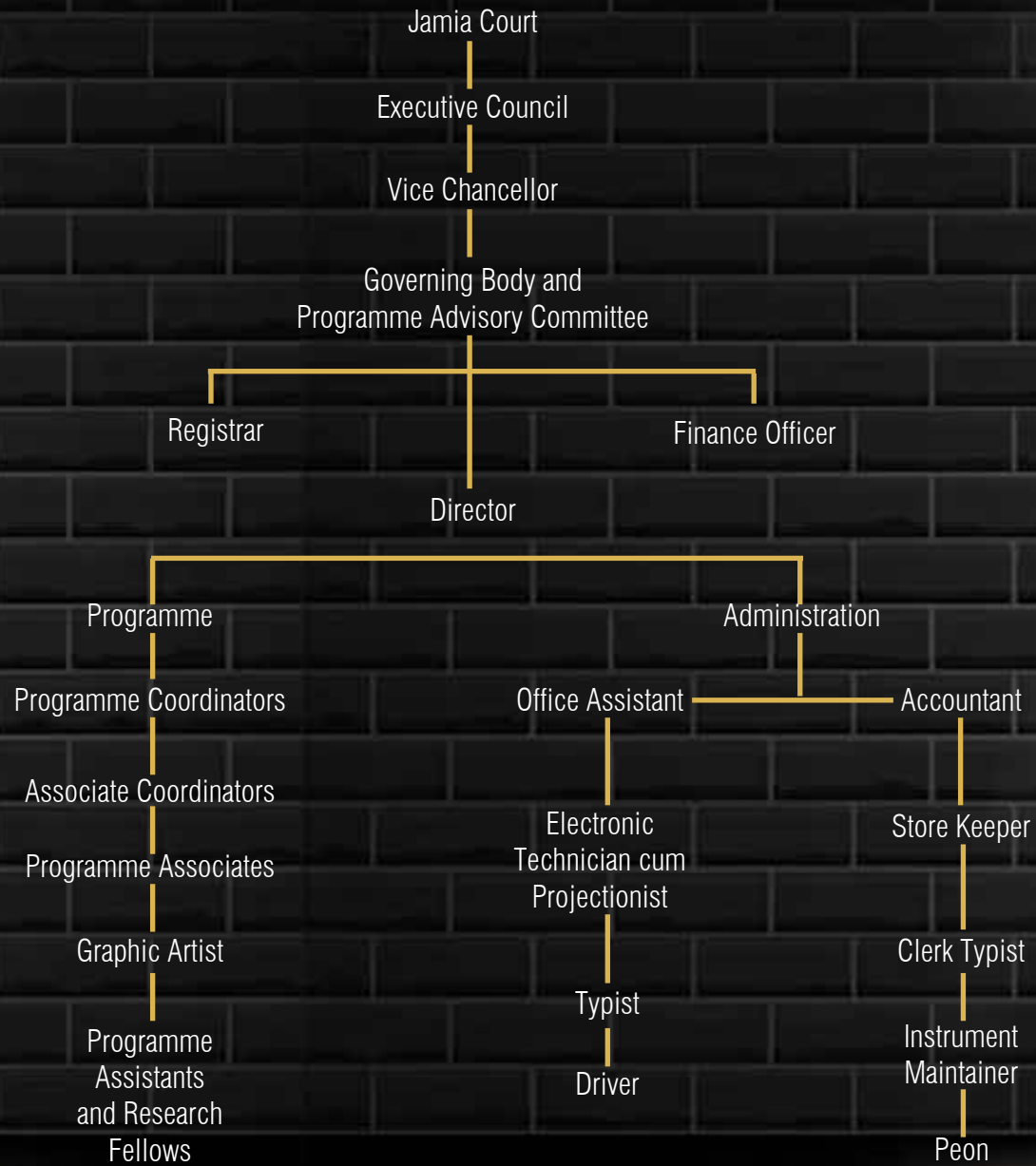
- ◆ The staff of the office of vice-chancellor, the Registrar and the Finance Officer exercised control and scrutinized and supervised routine administrative and financial decisions within the laid down rules and procedures of Jamia.
- ◆ For all programmes, administration and financial matters, the Director, SRC was accountable through the vice-chancellor to the various Jamia administrative and academic bodies and higher officials.

Staff

The staff for State Resource Centre Delhi were recruited by Jamia Millia as per its rules and procedures and were governed by the service rules of Jamia Millia Islamia. The requisite qualifications for recruitment of staff were at par with those laid down by the Union Public Service Commission, University Grants Commission and Jamia Millia Islamia for similar positions.

Incumbents of Director's office of SRC Delhi		
Mr. A. H. Khan	1 Jan 1982	3 Dec 1983
Prof. Mujeeb Rizvi	4 Dec 1983	4 Aug 1984
Mr. Mushtaq Ahmad	5 Aug 1984	13 Dec 1990
Mrs. Nishat Farooq	14 Dec 1990	30 Sep 2004
Mr. Z. H. Qureshi	1 Oct 2004	5 Jan 2006
Prof. Zubair Meenai	6 Jan 2006	18 Mar 2009
Prof. Shoeb Abdullah	19 Mar 2009	9 Mar 2015
Mr. Mohd Shahzad Hussain	10 Mar 2015	Dec 2017
Prof. Illiyas Husain	Dec 2017	June 2018

Organisational Structure of SRC Delhi



Financial Resources

Regular grants were received from Ministry of Human Resource Development for the core functioning of SRC including the expenditure on staff, administrative spending and literacy programmes. UNFPA provided grants for the Population Education Project through the Ministry of Human Resource Development. Some receipts accrued from the sale of publications.

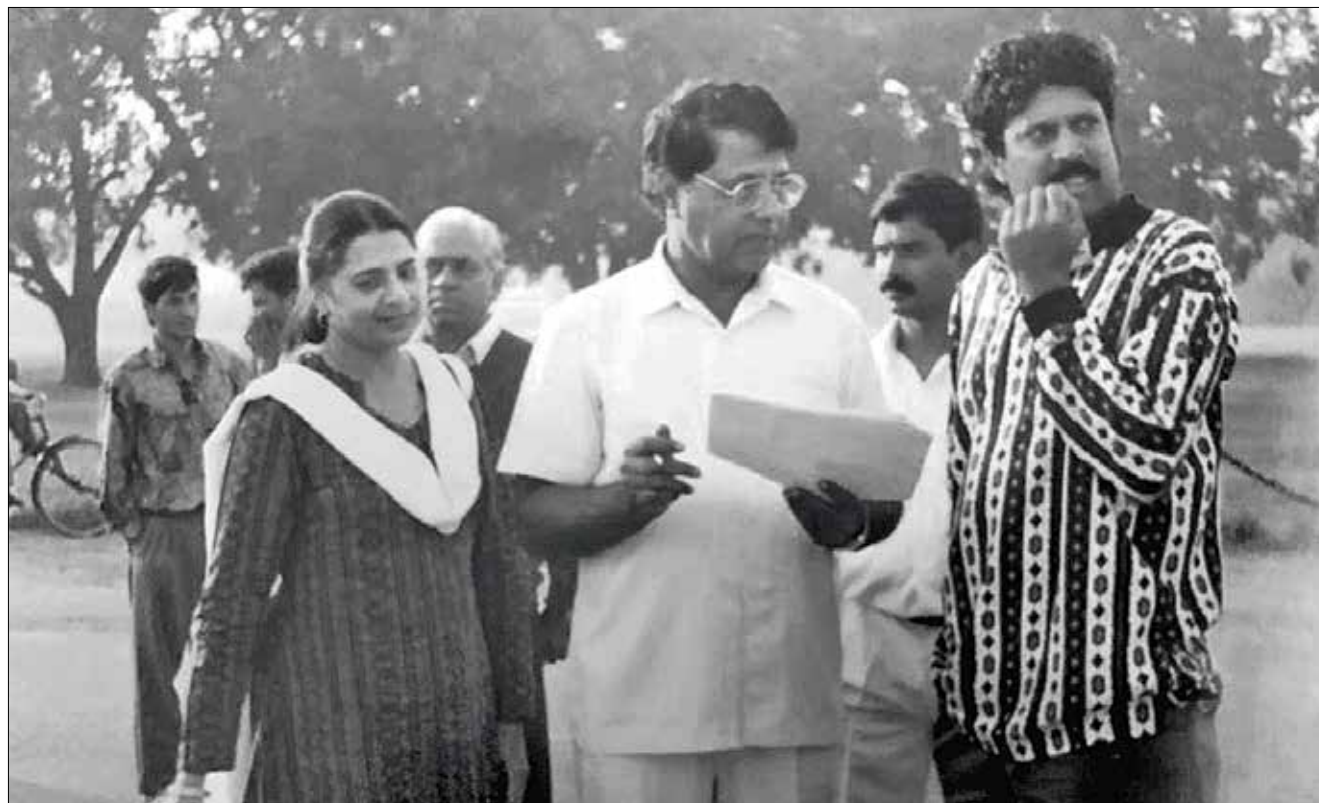
For time-bound special projects, occasional and casual grants were received from the Government of India. Grants were also received from UN agencies like UNESCO, UNESCO-PROAP, ACCU Japan, UNICEF and others, for special projects with elements of institutional overheads which served as potential sources of savings.

Casual grants were received for institutional consultancies, external evaluation of literacy campaigns and Jan Shikshan Sansthan, placements of trainees, and organisation of special training programmes, workshops and seminars.

The Journey

A Passage towards Excellence

State Resource Centre Delhi soon took wings and emerged as a prominent development organisation working at the grassroots as well as at national and international platforms in the field of adult education, women's development, environmental education, financial literacy, electoral literacy, legal



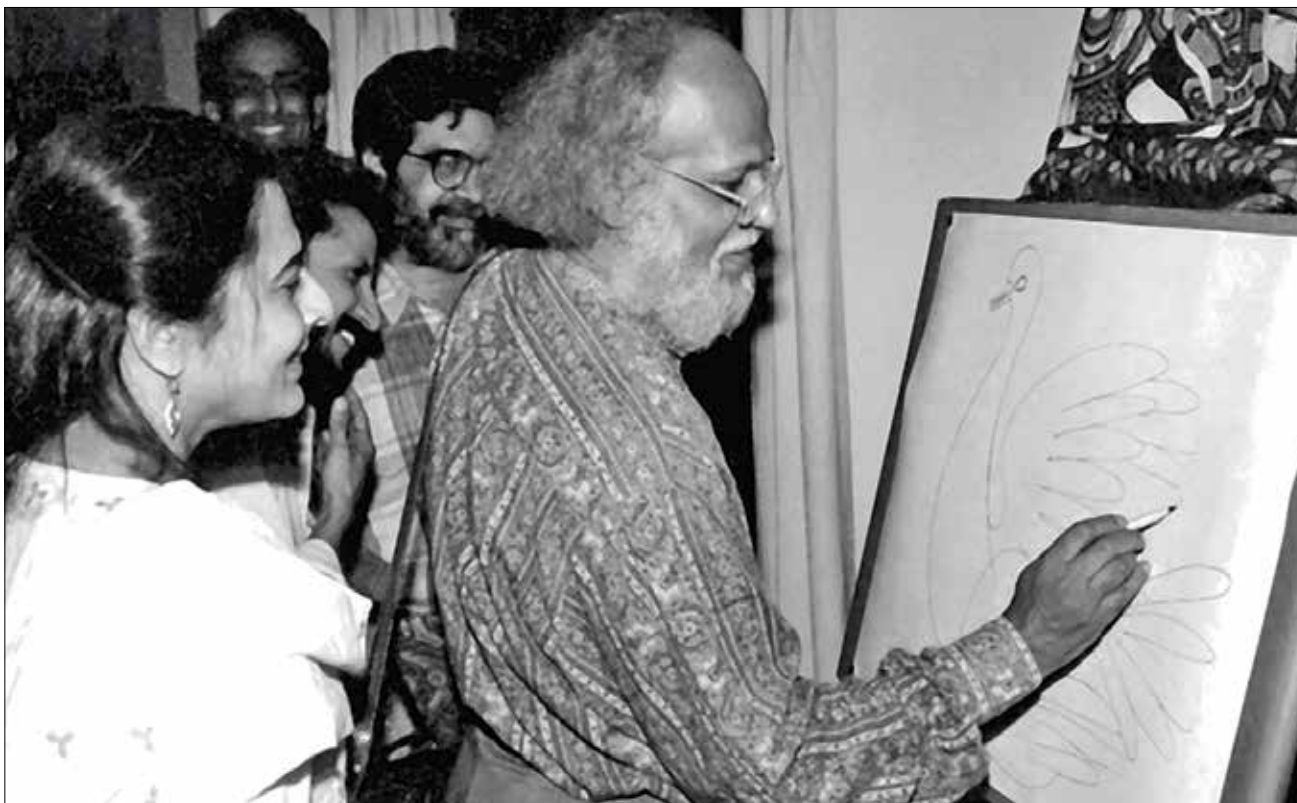
Celebrity cricketer Kapil Dev promoting the literacy campaign

literacy, disaster management and other areas of lifelong learning, where positive interventions were considered vital.

It developed and launched a number of projects and modules which were adopted by several agencies both in Delhi and other parts of the country. These included development and production of legal literacy material, use of folk media for the creation of a conducive environment for literacy, development of skill development

material and courses, literacy kits for Mass Programme for Functional Literacy (MPFL), organisation of literacy events for furtherance of adult education objectives.

It was the only SRC meeting the needs of Urdu clients. It also catered to the Hindi-speaking clients in non-Hindi speaking states. It was the sole supplier of literacy material to the Armed Forces. Its legal literacy material and communication material for rural development and consumer



Well-known painter Jatin Das at State Resource Centre Delhi

education programmes was very well appreciated by the beneficiaries as well as national and international agencies.

It enjoyed the membership of a number of organisations such as Indian Adult Education Association, State Council of Educational Research and Training, Delhi, all seven District Institutes of Education and Training of Delhi, Delhi Sarva Shiksha Abhiyan Samiti, Delhi Schools Literacy Project, Jan Shikshan Sansthans, Delhi, Navjyoti,

Nehru Bal Samiti, Directorate of Adult Education, Ministry of Human Resource Development, Government of India, Dr. A.V. Baliga Memorial Trust, Prayas, CEDPA, and Prerna.

It also supported the India Population Project-VIII, Urdu Academy, All India Institute of Medical Sciences, Tihar Central and Rohini Prisons, National Institute of Open Schooling (NIOS). Besides, SRC worked closely with NGOs, Central Ministries, State Directorates, National Council

of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), National Institute of Adult Education and Jawaharlal Nehru University.

Several distinguished professionals, experts, individuals, and specialists gave their unstinted support to SRC Delhi. A number of known sportspersons, artists, poets and writers including cricketer Kapil Dev; writers Vishnu Prabhakar, Kamleshwar, Zubair Rizvi, Maitreyi Pushpa, Jatin Das, Siddiqur Rehman Kidwai, Shamim Hanafi, Manglesh Dabral, Varsha Das, Ashok Chakradhar, Asghar Wajahat, Vishwanath Tripathi, Vishnu Nager, Joginderpal, Ghulam Haider, Aslam Parvez, Narenderpal, Manimala, Rekha Agarwal, Arun Prakash and Nasera Sharma; puppeteer Dadi Padamji; social worker Sheila Gujral; political leader Sahib Singh Verma; and scientists and physicians like Dr. Harshvardhan, Dr. A.N. Malaviya, Dr. Badri Tandon, Prof. A. Farooq, Dr. Upender Singh, Dr. Sunil Sharma and Dr. Yatish Agarwal were among its contributors.



SRC Delhi soon became a model state resource centre in the country. It was entrusted the task of developing a National Network Centre for Gender Planning Training by the British Council and Government of India. It was also awarded an Urdu Cell exclusively for the Urdu clients. It was to become the pride of Jamia Millia Islamia!

Chapter 2

The Mission Gains Steam



Literacy is a bridge from
misery to hope.
—Kofi Annan



Since its inception, State Resource Centre Delhi gave a variety of technical support to the adult literacy programme. On one end, it worked at the grassroots, and at the other, with national and international bodies. The secret of its growth lay in its dynamicity to change and evolve. It kept abreast of the changing needs of various literacy programmes. It carried an innovative approach and provided personalised services.

The country, since independence, has adopted various strategies to ensure literacy empowerment among its people. Till 1987, the focus lay on project-based and centre-based approaches.

The National Literacy Mission (NLM) was launched in 1988. The goal was to make 80 million people literate by 1995, a figure that was later revised to 100 million by 1997. NLM covered 597 districts under literacy campaign, 485 districts under post-literacy campaign and

328 districts under continuing education. Some 127.45 million people became literate as a result of these efforts. Despite these significant accomplishments, illiteracy continued to plague the country. It was therefore decided to continue with the literacy mission, and it was modified during the eleventh five-year plan to meet the felt challenges.

The Saakshar Bharat programme was launched in 2009. Its aim was to provide opportunities for bringing a steady improvement in adult literacy and work towards raising the overall literacy rate to 80 per cent and reducing the gender gap in literacy to 10 per cent.

The mission of eradication of illiteracy from the country is a tapestry of many hands coming together, be it individuals following their passion, or government and non-government organisations working to light the flame.

SRC Delhi played a major role to make literacy



Finding out if material is understood and enjoyed by learners

drive a success in the State of Delhi and helped a number of other states in the country to do likewise. It captured varied experiences that stood the test of time, each being different in its own way while sharing certain challenges and learnings. Buoyed by its rich experiences, the Union Ministry of Human Resource Development entrusted SRC Delhi to support the literacy programme in 10 districts of Uttar Pradesh.

From the time of its birth in 1981, SRC Delhi made steady progress. The frequent shifts in the

literacy movement compelled a reorientation in the services of SRC. The most significant changes were the launching of National Literacy Mission in 1988 and Saakshar Bharat in 2009. In 1990, the NLM encouraged by the Ernakulum experiment, sought to generalise the campaign approach, but, in part, still pursued a centre-based semi-volunteer approach. In 1992, the campaign approach became the dominant mode of operation in the NLM strategy. In 2009, under Saakshar Bharat, a flexi-approach was adopted, though mass campaign

approach continued to be the dominant strategy. Due to these striking shifts in theme, strategy and approach of the literacy programmes, SRC had to revise its teaching-learning material, change training modules and devise new strategies, and develop appropriate communication material and software for environment building.

Armed with the goal of transforming Delhi into a fully literate society, SRC Delhi supported programmes of the Delhi Government, Delhi Sarva Shiksha Abhiyan Samiti, NGOs, Delhi Schools Literacy Project, bodies like Northern Railways, Mahanager Telephone Nigam Ltd., Ministry of Agriculture, Ministry of Home, and Ministry of Health and Family Welfare; corporate houses like Mawana Sugar Mills, Xensa, Mother Dairy, and a number of educational institutions.

The primary responsibility of the SRC was to make Delhi literate. However, the SRC spread its wings and reached out to help other states like Rajasthan, Uttar Pradesh, Haryana, West Bengal, Karnataka, Maharashtra and Madhya Pradesh, and union territories like Andaman and Nicobar and Leh-Ladakh and a neighbouring country, Bhutan.

Built on the firm foundation of being learner-centric and harbouring a huge talent and collective experience in material production, training techniques, strategies to reach out to learners, SRC Delhi accomplished much and lit the torch of literacy for hundreds and thousands of people.

Founding New Horizons

Creating Materials to Kindle the Literacy Torch

The grand success story of SRC Delhi is intimately interwoven with close packaging of a number of activities together and the convergence of services critical for production and provision of teaching, learning and training material. This material was of such good standard that it was utilized for promoting literacy not just in Delhi but also in a number of other states and union territories.

Types of Material

The motivational and instructional materials that SRC Delhi developed and produced were primers for basic literacy, post-literacy and continuing education. Most materials were developed following a careful need identification exercise with the learners and by developing a curriculum grid. Before the production, test runs were carried out with learners and neo-literates. Many writers, academicians, artists, adult educationists and subject experts assisted in this exercise. This led to production of books, flash cards, flip books, posters and charts, newsletter, self-learning pocket books and guide books for neo-literates and resource books, training manuals and teaching aids for the trainers and instructors.

Subjects of Material

SRC Delhi produced more than 10 sets of basic literacy and post-literacy primers, a significant

quantum of motivational material and more than 300 books for neo-literates. These works covered a number of areas, which were of utilitarian nature to the readers in daily life and worked to empower them. The following were the areas of focus:

- ◆ Health and Nutrition
- ◆ Environmental Conservation
- ◆ Population and Development Education
- ◆ Mother and Childcare
- ◆ Vocational Skill Development and Income Generation
- ◆ Legal Literacy and Human rights
- ◆ Communal Harmony, Untouchability, and National integration
- ◆ Women empowerment
- ◆ Consumer education
- ◆ Disaster management
- ◆ Financial literacy
- ◆ Electoral literacy
- ◆ Rural development
- ◆ Government development schemes
- ◆ Spirituality and entertainment



Material development workshop

Strengths of Material

- ◆ SRC Delhi had expertise for developing teaching-learning, training and communication material in three languages: Urdu, Hindi and English.
- ◆ The materials developed were need-based. The felt need was identified by carrying out exercises with learners, volunteers and adult education workers.
- ◆ Materials were pre-tested by conducting exercises with material users.
- ◆ Much of the post-literacy and continuing education materials were graded into three levels for use of neo-literates.
- ◆ Care was taken to develop gender-sensitive material with a special focus on women and other disadvantaged groups.
- ◆ SRC Delhi also developed material which was generated by the learners. Workshops were organised in which learners would write about their experiences, and ink stories and poems.

Basic literacy Material

Hindi and Urdu Primers

SRC Delhi developed primers in Hindi and Urdu. Not just Delhi, many other states and union territories used these primers during the total literacy campaign, post-literacy campaign and continuing education programmes. Of them, West Bengal, Maharashtra, Karnataka, Andhra

Pradesh, Andaman and Nicobar, Leh-Ladakh, Uttar Pradesh, Bihar, Rajasthan and Haryana benefited best.

English Primer

SRC Delhi also developed a primer in English. This was a project undertaken for Xensa, a software company. The primer was developed for their Literacy @ Home Project to educate the company workers.

Legal literacy Material

SRC Delhi was a pioneer in developing a series of legal literacy books and posters. They were all in simple easy-to-understand language and were aimed to educate the masses and instructors. This exercise began in 1984. This was no mean task. Simplifying complex laws such that a common man could understand required intense thought and work. Dr. L. M. Singhvi, an eminent jurist, statesman and author, gave keen support and guidance in this regard. A series of 13 illustrated law books incorporating some of the important laws concerning women and deprived section of the society were published. While some books were in the form of stories, others were in the question answer format. These works also helped volunteer teachers to understand laws and legal provisions. Subsequently, 18 more books were produced as stories for grade II and III neo-literates. These books

and slide shows, flash cards and posters became a huge hit and many were adapted and translated into many other Indian languages by other states.

User-friendly communication material for Government departments

SRC Delhi had the unique privilege of being the only SRC which developed easy to understand material focusing on the development programmes of the government. It undertook the exercise to simplify and develop the communication material for the following central ministries and institutions:

- ◆ Ministry of Rural Development
- ◆ Ministry of Home affairs
- ◆ Ministry of Health and Family Welfare
- ◆ Ministry of Energy
- ◆ Ministry of Civil Supplies and Consumer Affairs
- ◆ All India Institute of Medical Sciences, Delhi
- ◆ National Cooperative Union of India

Besides books, posters, flip charts, films and slides were also developed.

Books for Skill Development

Literacy programmes also require to focus on vocational skill development. This can help improve the economic well-being of the target population. In 1990, taking help of such agencies as the Pusa Polytechnic, College of Vocational Education, College of Applied Sciences for

Women and Shramik Vidyapeeth, SRC Delhi created a curriculum grid for skill development and developed utilitarian material for neo-literates. The skills chosen were simple and practical and could be learnt quickly. A primer which gave instructions on tailoring and sewing, and seven self-learning pocketbooks for motor mechanics, building workers, plumbers and dressmakers were produced.

Literacy Kit for Industrial Workers

A literacy kit was produced for the use of industrial workers. This was released on September 6, 1996, by Mr. P. R. Das Gupta, Secretary, Education, Govt. of India.

Facts for Life

A set of 10 books was produced for neo-literates in story form. These books focused on the most widely prevalent life-threatening diseases in the country. UNICEF aided this noble mission. The books were later translated into Urdu.

Development of Multi-Media Package for Skill Development

SRC Delhi also developed multi-media packages focusing on kantha and appliqué work and maintenance and repair of sewing machine. These packages were used in 13 low female literacy rate districts of Bihar.



Exhibition of electoral literacy material developed for Electoral Literacy Group of Inter Personal Media Campaign under Saakshar Bharat, being visited by Joint Secretary, Adult Education and DG, NLMA, Chief Election Commissioner, Election Commission of India, and DAE officials

Graded Material for Neo-literates

While preparing books, SRC Delhi took care to grade them on a difficulty scale. This measure, first undertaken in 1987, helped the readers identify the material they could read and comprehend. The difficulty scale kept in consideration the concept, language, format and presentation of the works, while grading them.

Material for Electoral and Financial Literacy

In 2013, SRC Delhi undertook the development of communication and training material which gave the readers an easy understanding of the electoral process and equipped them with sound financial literacy on how to handle finances in day-to-day lives. This material found popularity in a number of states, especially Rajasthan.



Curriculum and Instructional Material for a Three-Year Course in Adult Education

When the Government of India accepted the recommendation of the Kothari Commission that the course programme in adult education should be of three years instead of ten months, SRC Jamia developed a new three-year course devising its detailed curriculum in 1982-83.

Books for Joyful Reading

A number of interesting booklets were developed based on Jataka Kathas and Panchatantra stories

for the Grade I and II learners. These became a hit among the neo-literates.

Special Primer for Self-Help Groups

SRC Delhi, working on a special request from World Bank, developed a basic literacy package for members of Self-Help Groups in Madhya Pradesh under the Swashakti Project.

Magazines and Newsletters for Neo-literates

Several magazines and newsletters like Nav-Saakshar Lok, Saathi and Udaan were published

in Hindi and Awaz and Shamyae Nau in Urdu to generate interest among learners and to reinforce key social messages.

Books focusing on the Adult Literacy Programme

SRC Delhi produced a number of books focusing on the adult literacy programme since 1995. Many of them were developed and published with financial aid from UNESCO through the Directorate of Adult Education, Government of India. Several of these works were released in official functions, which remain deeply etched in the memory bank:

- ◆ Literacy package consisting of SRC primers in Hindi was released by the Prime Minister of India, Shri Rajiv Gandhi at the inauguration of National Literacy Mission in 1988.
- ◆ A bi-lingual book on communal harmony *Yahi Paigham Hamara* was released by the President of India, Dr. Shankar Dayal Sharma in 1994.
- ◆ The book, *Excellence in Literacy*, was released by Union Minister for Human Resource Development, Shri Madhav Rao Scindia on 8th September 1995 during the International Literacy Day celebrations.
- ◆ The book, *Our Hopes and Dreams in Our Words*, was released by the President of India, Dr. Shankar Dayal Sharma on 8th September, 1996 during the International Literacy Day celebrations.

- ◆ A package consisting of 10 books on Consumer Protection was released by the Minister of Consumer Affairs at Saksharta Mela organised by Delhi Sarva Siksha Abhiyan Samiti on December 14, 1996.
- ◆ The book, *Making Literacy Work*, was released by the President of India, Shri K. R. Narayanan on 8th September, 1997 during the International Literacy Day celebrations.
- ◆ The book, *A Decade of Literacy*, was released by the Vice-President of India, Shri Krishan Kant on 8th September, 1998 on the occasion of International Literacy Day celebrations.
- ◆ *Suraj Chamkey Aangan Aangan* was released by Director General, National Literacy Mission, Shri Bhaskar Chatterjee at India International Centre, Delhi on 17th March, 1999.
- ◆ The book, *Towards Lifelong Learning*, was released by the President of India, Shri K R Narayanan on 8th September, 1999 during the International Literacy Day celebrations.

Assistance to Zila Saksharta Samitis

SRC Delhi gave the Zila Saksharta Samitis of many states including Rajasthan, Jammu and Kashmir, Bihar, Uttar Pradesh and Haryana technical assistance for the development and production of primers which were specifically tailored to the needs of specific districts. Many of these primers were in Urdu.

Sparkle of a Rainbow

Different Mediums, Common Goal

Since the very beginning, the approach of SRC Delhi was to promote adult education programmes which would not remain confined to a few participants, but would rather find favour with the entire community. It therefore employed both traditional as well as modern media of communication. The favourites were folk, print and electronic media.

Folk Media

With help from professional theatre artists, SRC Delhi formed a theatre group in 1982. It staged shows in different colonies of Delhi. It was very popular among people and communities. The group employed Alha and Brij Bhasha songs in order to highlight social issues. Street corner plays, dramas, puppet plays, a combination of puppet and live characters and pantomime shows were widely performed with a high yield.

SRC Delhi trained thousands of school students, community youths and activists in dramatics and performing arts. They, in turn, formed groups in their schools and communities. Several drama and puppeteering workshops were organised. The participants were trained in the art of developing scripts, directing plays and performing on the stage. Each trained group organised shows in their communities under the

guidance of their trainers. Studies were conducted to measure audience responses and the findings became the basis of formulating future strategies on how to improve the programmes.

SRC Delhi organised 64 street corner plays and puppet plays across Delhi in order to spread messages about the need for literacy and on other social issues under a DAE-sponsored special project. A total of 36 agencies and schools working on promotion of literacy participated in this mission.

The key messages could reach more than 30,000 people. Pamphlets and appeals were distributed after the show and a feedback study was also conducted.

Print Media

To meet the objectives of the adult education programme, SRC Delhi published several magazines and newsletters aimed at neo-literates. These were brought out in Hindi and Urdu.

Awaz, a Hindi newsletter, was published and mailed to neo-literates along with a postcard. The neo-literates used it to send their feedback. Subsequently, their feedbacks were analyzed and documented in the form of a book, *Learning Partnership with Neo-literates*.

Udaan, a Hindi newsletter, was published and mailed to all Hindi-speaking states. It was popular among neo-literates. Urdu magazine *Shamye-Nau*

was published for those who preferred reading in Urdu. Hindi magazine *Nav Saakshar Lok* was widely popular in many states.

A trilingual book, *Making Literacy Work*, was published in Hindi, Urdu and English. It had stories from literacy campaigns of the districts of Himachal Pradesh, West Bengal, Madhya Pradesh, Uttar Pradesh, Meghalaya, Assam and Rajasthan.

SRC Delhi regularly contributed articles and interviews in *Saksharta Mission*, a Hindi magazine published by National Literacy Mission, in *Praudh Shiksha* and *Indian Journal of Adult Education* published by Indian Adult Education Association, and in magazines and newsletters published by other State Resource Centres.

Posters, charts, pamphlets, appeals, slogans focusing on the themes of literacy, population and development were regularly produced and distributed among people.

Several workshops were organised to train volunteer teachers and literacy workers on how to develop a newsletter for a community.

SRC Delhi organised several innovative activities and competitions for neo-literates like on-the-spot writing, success stories, debates and poster-making competitions.

Electronic Media

Electronic media including television and radio carry a great influence on human mind. SRC

Delhi developed software for television and radio and assisted Doordarshan and All India Radio in producing adult education programmes. It was active in developing scripts and in collection of success stories which were aired and telecast. It provided full support to Signet Communication in the development of episodes of *Ek Duni Do*, and supported the National Literacy Mission in production of quiz contests for television.

Few audio tapes of folk songs were also produced for use in literacy classes and community.

A television spot for popularising Mala-N oral pills for family planning, was developed by the SRC for Ministry of Health and Family Welfare, Department of Family Welfare, Govt. of India, which was telecast on Doordarshan.

Inputs were provided for the serial, Kadam, Akshar Mela, Inter-State Quiz Contest, Virtual Classroom, Media Vision BBC.

SRC was a proud participant in review of 14 training films made by Indian Space Research Organisation (ISRO), Ahmedabad for Directorate of Adult Education.

Several prominent film producers, who were making films for National Literacy Mission, were provided with continuous support. They were helped with scripts, in identification of success stories, in the visualization process and in making arrangements for shooting locations, in coordination

with various voluntary agencies, and in conducting media research.

The Government of Delhi and NIIT developed software of SRC Jamia Hindi primer and established 6 kiosks in slums to facilitate their use by non-literates.

SRC staff regularly participated in television and radio programmes to promote the objectives of National Literacy Mission and social issues.

During Saakshar Bharat, five radio programmes on continuing education were produced and broadcast on All India Radio.

To improve the media inputs for literacy and adult education, SRC organised two workshops on *Role of Media in Literacy* to gain better insight and popularise adult education programmes. Filmmakers, producers of radio and television programmes, writers and media persons participated and shared their experiences and views.

Several workshops and seminars were organised for writers, artists and media personnel to sensitise and update them about adult education. Many of them got so involved that they began to regularly participate in activities of SRC.

The Foot Soldiers

Building a Work Force with a Mission

SRC Delhi had a critical function of capacity building by imparting training to those involved



A training session on organisation and management at a continuing education centre

in the literacy programme. It organised a large number of training and orientation programmes for various levels of literacy functionaries. For example, key resource persons, master trainers, district coordinators, trainers, literacy volunteers, community workers, policy makers and programme managers, area coordinators, deputy directors, education officers, health officers and members of local self government. They were trained and oriented for total literacy

campaign, post literacy campaign, continuing education, residual illiteracy and Saakshar Bharat programmes.

Special training packages were developed and implemented for the Self-Help group members participating in the literacy programme, training and orientation of maulvis for modernisation of madrasa education, Delhi Schools Literacy project implementers, Jan Shikshan Sansthan staff, District Resource Unit staff, Literacy Brigade,

National Service Scheme volunteers, Hobby Centre volunteers, Rotarians, and University staff members.

Orientation programmes were conducted for deputy collectors, writers, journalists, artists and media personnel.

SRC also monitored and supervised the training of master trainers and trained the volunteer teachers in order to obtain a first-hand experience of handling volunteers at the grassroots.

Innovative Training Programmes

SRC Delhi developed and organised several innovative training programmes: block field work trainings of university graduates and post graduates, organisation and management of crèches and self-help groups, training on leadership, communication skills, setting up of goals, gender planning in literacy programmes, organisation of discussion groups, establishment and management of libraries, management of information window, development of reading habit among neo-literates, development of newsletter for neo-literates, and performing street corner plays, puppet plays, puppet making, radio drama and songs.

Training Representatives of Local Self-Government

Since launching of Saakshar Bharat, trainings and orientation programmes were organised for representatives of Local self-government as they were



Members of local self-government from Mewat, Haryana being trained in survey techniques

the main implementers of literacy programmes.

Most training programmes were preceded by need assessment and micro-planning exercises. These programmes were evaluated by the trainees and feedbacks were taken for bringing improvements from head of offices of the agencies which sent the trainees.

Trainings organised for Other States

Despite a busy training schedule in Delhi itself, SRC navigated through a large number

of programmes outside Delhi to help states who needed strengthening of their training programmes. SRC Delhi organised many such programmes for states like Karnataka, Andhra Pradesh, Maharashtra, West Bengal, Uttar Pradesh, Haryana, Bihar and Madhya Pradesh.

Internship Training (Block Field Work Placement)

SRC Delhi organised regular training programmes for literacy functionaries. Since 1995-96, it also guided students of post-graduate courses

doing research in social work, education and continuing education and extension for writing their dissertations. Since 2001, on the initiative of the Directorate of Adult Education, SRC Delhi began taking students for field work placement. Internship trainings were provided to the following groups of students:

- ◆ Nine months training for USAID trainees from Nepal, 1996-97
- ◆ Post graduate students of Department of Adult and Continuing Education from Mahatma Gandhi Kashi Vidyapeeth, Varanasi were given internship training. Five batches of students were trained (2001-2004) for two months each. During this placement they were provided knowledge and skill for organisation and management of adult education programmes.
- ◆ A undergraduate student from Ritsumeikan University, Kyoto, Japan interned for eight months with SRC to study India's efforts for women empowerment. She completed her field work training with SRC Jamia in 2001-02.

Training Materials

SRC Delhi developed guide books in Hindi and Urdu, a training manual for continuing education functionaries, handouts for key resource persons, volunteer teachers, population and development education functionaries and manual and CDs for skill development functionaries.

In Quest of Targets

Of Research and Evaluation

Adult literacy is an applied discipline. It requires constant change and development with time.

SRC Delhi took active part in research and evaluation since the beginning. It participated in surveys, feasibility studies, appraisals, research and evaluation, and completed assignments of Delhi government, Directorate of Adult Education, Ministry of HRD, UNESCO, World Bank and UNICEF.

It was empanelled to conduct external evaluation of programmes implemented by National Literacy Mission Authority.

SRC Delhi conducted a number of research studies, which includes the following:

- ◆ Action research on Organisation of Experimental Adult Education School, 1986.
- ◆ Study on Organisation and Utility of Bell Bicycle Library, 1983.
- ◆ Reading Interests of Neo-literates study was conducted in collaboration with Indian Adult Education Association (IAEA), 1984.
- ◆ Relationship between period of learning and level of literacy attained study conducted in collaboration with IAEA, 1984.
- ◆ Action research on Experimental Raj Mazdoor (Mason and Labourer) School, 1984.
- ◆ Action research on Experimental Adult School for Girls and Women, 1984.



- ◆ Study on Uses of Library by Neo-literates (1988).
- ◆ Study of Bilingual Experimental Centre (1988).
- ◆ A Study on Drawbacks of Illiteracy (1985).
- ◆ A Comparative Study of Analytic and Synthetic Method of Teaching, sponsored by National Literacy Mission (1994).
- ◆ Evaluation of the books bestowed with national awards by Department of Adult Education, Ministry of Human Resource Development (1985-1990).
- ◆ Study on Income Generating Trainings organised in Literacy Centres (1985-1987).
- ◆ Action Research on Walk to the Home: instructor walking to learners home to teach (1985 -86).
- ◆ Organisation of Community-based Literacy Centres – action research (1988).
- ◆ Responses of Adults to Population issues (1986-87).
- ◆ Evaluation of Adult Education Projects of Delhi Administration (1986-1990).
- ◆ Evaluation of Non-formal and Social Education Centres of Delhi Administration (1983, 1986, 1987).
- ◆ Evaluation of Dr. A. V. Baliga Memorial Trusts Literacy Project (1997-98).
- ◆ Assessment of Reading and Writing Speed of Adult Learners (1988).
- ◆ Comparison of reading, comprehension and numeracy abilities attained by adult learners at the end of 8 months course with Class Four School Children of Govt. School (1987-88).
- ◆ Knowledge, Attitude and Practice (KAP) study under Population Education (1991).
- ◆ Organisation of Bilingual Experimental Centre – A Pilot Study (1987).
- ◆ Study of Universal Literacy Villages of Rajasthan, sponsored by UNICEF, India Office. Study conducted for DAE, Ministry of HRD, New Delhi (1990).
- ◆ Organisation of Literacy Centres Having Mother and Child Care Input, Women Empowerment Provision and Vocational Skills Training – Action Research (1990).
- ◆ Establishment of Experimental Jan Shikshan Nilayams (JSNs) and Library – A pilot study, jointly conducted by SRC and DAE (1987-88).
- ◆ Compilation of Research Studies conducted in the Field of Adult Education in Delhi from



Data collection for research study on innovative approaches to functional literacy for poverty alleviation

1988-2000 (2000-2001).

- ◆ Evaluation of mobile libraries run by Delhi NGOs (2001-02).
- ◆ Impact of Organisation of Income Generation Activities in Adult Education Centres (1987-88).
- ◆ Compilation of Research Studies Conducted in the Field of AE in India, study was sponsored by Directorate of Adult Education, Govt. of India, New Delhi (2001-02).
- ◆ Study of Experimental CECs in Delhi and Haryana with special focus on Empowerment of Women.
- ◆ Study on Socio-mathematical Skills Survey of neo-literates and illiterates (2000-2001).
- ◆ Participation in External Evaluation of Literacy Campaign in District Firozabad, UP (2000-01).
- ◆ Study on Participation of Muslims especially Women in Agra Literacy Campaign (1997-98).
- ◆ Study on Participation of Muslim in Literacy Campaign in UP, MP and Delhi (2000-01).
- ◆ Pre-appraisal for Continuing Education Projects of Delhi, sponsored by NLMA, Ministry of HRD, Govt. of India (1999).
- ◆ Time Taken to Complete IPCL Primer (Hindi) of Jamia (1997-98).
- ◆ Evaluation of two Literacy Projects of IPP-VII sponsored by World Bank and MCD (1998-99).
- ◆ Study on Effectivity of Teaching Aids Developed by SRC (1998-99).



Getting feedback about Urdu primer from trainees of Tunkur, Karnataka

- ◆ Action research on learning partnership with neo-literates sponsored by UNESCO India, 2001.
- ◆ Action research on Literacy and Post-literacy Opportunities to Rag-pickers (1998-99).
- ◆ External evaluation of literacy campaign Moradabad, UP, sponsored by NLMA, Ministry of HRD, Govt. of India (1994).
- ◆ External Evaluation of Literacy Campaign of Kota, Rajasthan, sponsored by NLMA, Ministry of HRD, Govt. of India (1999-2000).
- ◆ External Evaluation of Total Literacy Campaign, Yamuna Nagar, Haryana, sponsored by National Literacy Mission Authority, Ministry of HRD, Govt. of India, 1994.
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- ◆ Pre-project appraisal of Continuing Education Project of Sai Development Consultancy Services and Tagore Education Society, New Delhi (2002-03).
- ◆ Study on Numerical Estimated Coverage of Urdu Clients under NLM from 1990-2002 based on secondary data (2002-03).
- ◆ Need assessment of Adolescents with special reference to life skills in rural areas and urban slums of Delhi, UNFPA sponsored project (2002-04).
- ◆ External evaluation of learners of Urdu Academy Delhi, Yuvati Niwas and Gramin Swabhiman Kendra was a regular feature and was conducted annually.
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- ◆ External Evaluation of two NGOs working for sub-project of MCD sponsored by World Bank (2000).
- ◆ Participation of Muslims Especially Women in Literacy Campaigns, study sponsored by National Literacy Mission (1999-2000).
- ◆ Processing of data of around 2 lakh test papers of eight Accelerated Female Literacy Programme districts of Uttar Pradesh (2003-04).
- ◆ External evaluation of Jan Shikshan Sansthan, Barabanki, Jaunpur and Pratapgarh, Uttar Pradesh sponsored by NLMA, Ministry of HRD, Govt. of India (2003-04).
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- ◆ Chauraha – An Experiment in Implementing Literacy to Adults with video, action research sponsored by Directorate of Adult Education, Govt. of India and UNICEF, India Country Office (1993).
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- ◆ External evaluation of learners of CE project of Gramin Swabhiman Kendra (2006-07).
- ◆ External evaluation of learners of A. V. Baliga Memorial Trust (NDPL) Project (2008-09).
- ◆ External Evaluation of Lady Bamford Charitable Trust (2008-09).
- ◆ External Evaluation of learners of Corporate Houses under CSR sponsored by concerned Corporate Houses (2009-2012).
- ◆ External Evaluation of learners of Gender Resource Centre (2009 and 2011), sponsored by concerned GRCs.
- ◆ Evaluation of learners of Prison Literacy Programme at Jail no. 1, Tihar (2006-07, 2007-2008, 2011-12).
- ◆ External Evaluation of CEP Alwar, Rajasthan, sponsored by SLMA, Rajasthan (2007-08).
- ◆ External Evaluation of CEP Bikaner, Rajasthan, sponsored by SLMA, Rajasthan (2007-08).
- ◆ External Evaluation of JSS Fatehgarh Sahib, Punjab; Jahanabad, Bihar; extension projects of JSS Chandigarh and Gaya, Bihar.
- ◆ Post literacy programme of Pauri Garhwal, Uttarakhand and Jamui, Bihar.

A vibrant sunset over the ocean. The sun is low on the horizon, casting a golden glow across the sky and water. The sky is filled with soft, colorful clouds in shades of orange, yellow, and blue. In the foreground, there are large, dark rocks covered in green moss, partially submerged in the water. The waves are breaking gently against the rocks, creating white foam. The overall scene is peaceful and beautiful.

Chapter 3

Spreading Sunshine on the Skies of Literacy

Let us remember: One
book, one pen, one
child, and one teacher
can change the world.
—Malala Yousufzai



The mass programme for functional literacy began in 1985-86 and SRC Delhi was entrusted with the responsibility of preparing literacy kits, publicity material and training of trainers. It prepared a special Hindi primer *Ek Se Ek Padhae* Part I and II and *Meri Kitab* Part III, as a supplementary book, teachers' guide, learners' and teachers' bio-data form, learners' attendance record and test paper, source book of information, list of easy-to-read follow-up books and monitoring cards. It also developed the publicity material.

Thousands of literacy kits were distributed free of cost and several teachers and volunteers from a large number of institutions, colleges, universities, schools and Indian Adult Education Association were trained as master trainers. Student volunteers were also given training.

Volunteers, NGOs and institutions sent back the test papers to SRC Delhi and SRC kept a complete record of people who became literate.

Dispelling the Darkness

Surpassing the Mandate of Education for All

Despite being the capital of the country, Delhi is not free from illiteracy. According to the census taken in 1991, out of a total population of 93.7 lakhs, 58.52 lakh people in Delhi lacked basic literacy. The Government of Delhi, therefore, initiated efforts for the eradication of illiteracy in the 6–35 years age group. The effort was in the form of a literacy campaign and was named Delhi Sarva Shiksha Abhiyan. This initiative also fell right within the national commitment of Education for All.

The launching of *Education for All* in 1995-96 came as an excellent opportunity for SRC Delhi to hitch on as a willing, full-time partner in Delhi literacy campaign.

State Resource Centres all over India usually support adult education programmes in their areas and this support is largely confined to training and supply of material.

When literacy campaign was launched in Delhi,



Successful neo-literates being felicitated by Mr. S. Regunathan, Secretary Education, Government of Delhi, at a literacy promotion event

similar support was expected of SRC Delhi.

Instead, SRC Delhi decided to surpass these. Since the inception of Education for All, it submerged itself in the campaign: right from participation in planning of the programme in the beginning to its day-to-day implementation and regular monitoring. It gave its services in making and presenting the action plan, making the appeal letter, and development of the survey form and several other proforma.

In the beginning when National Literacy

Mission gave only a conditional nod to the campaign, SRC took it upon itself to work on environment building. It provided training and supplied the teaching-learning material, and toiled at each step. 3,559 different level literacy workers were trained at the beginning of the programme. Late in the evenings, SRC staff would visit literacy classes to monitor how their training was being translated into action, how the primer prepared by them was being imbibed by learners, and to get a feel of how the programme was being

implemented and what more could be done to make the programme a success.

Major contributions of SRC Delhi towards 'Education for All' programme

- ◆ Assistance in project formulation and presentation before National Literacy Mission Authority and during pre-appraisal.
- ◆ Environment building activities: SRC provided guidance and participated in the organisation of programmes.
- ◆ Training of district, associate and area coordinators and key resource persons.
- ◆ Special training of functionaries in survey, monitoring, evaluation, gender planning, leadership, team building and population and development education.
- ◆ Training for post-literacy programmes.
- ◆ Guidance for volunteer trainings.
- ◆ Workshop for problem-solving in the metropolitan situations.
- ◆ Supply of teaching-learning material and other support material for literacy and post-literacy campaigns
- ◆ Designing of survey, monitoring and evaluation tools.
- ◆ Support to monitoring and evaluation.
- ◆ Special inputs for experimentation and demonstration.
- ◆ Adoption of selected areas for intensive inputs

on Population and Development Education.

- ◆ Development of resource material for skill development for neo-literates.
- ◆ Preparation for post literacy programmes
- ◆ Provided guidance on the holding of literacy fairs. SRC Delhi participated in and supported the organisation of these fairs across different destinations.

Empowering Women

Monitoring the Female Literacy Programme

The census data gathered in 2001 gave out that 45 districts in India had a female literacy rate of less than 30 per cent. Consequently, as a first step, a special focus project for female literacy was prepared by National Literacy Mission for Uttar Pradesh and Bihar. SRC Delhi was selected to be one of the agencies to monitor the special female literacy programmes in these states.

Monitoring of Special Female Literacy Programme of Bihar

Census 2001 portrayed that nearly 88 lakh females of ages 7 years and above were non-literate in 15 districts of Bihar. Some 30 per cent of these females were estimated to be within the age group of 15-35 years and thus, about 26.5 lakh adult females were non-literate. In 55 blocks of these districts, female literacy was below 20 per cent, with levels as low as 9.1 per cent in certain

blocks. SRC Delhi was given the task to monitor the special female literacy programme, being implemented by National Literacy Mission in these districts in 2002-03. SRC personnel made monthly visits to the lowest female literacy blocks and panchayats in the allotted seven districts – Kishanganj, Araria, Purnia, Katihar, Sitamarhi, East Champaran and West Champaran, to assist the Zila Saksharta Samitis in the efforts being made to improve female literacy and submit their monthly reports.

The SRC personnel also helped and provided guidance in organisation of teaching-learning camps for women panchayati raj functionaries, training of key resource persons, master trainers and volunteers, and in preparation of teaching aids.

SRC Delhi prepared special training packages and communication material for the functionaries of these districts. It developed a manual and designed the self-help group training which was employed in all 13 low female literacy districts of Bihar. All the districts monitored by SRC Delhi, except Purnia, received the National Literacy Mission Appreciation Award on International Literacy Day 2004.

Monitoring of Accelerated Female Literacy Programme of Uttar Pradesh

In UP eight districts were taken under the

Accelerated Female Literacy Project (AFLP). Since in these districts the routine pattern of running the literacy campaign through the Zilla Saksharta Samitis could not produce desired results, a special focus project of 5 months was drawn to improve the female literacy rate. Ninety-eight special focus projects of 5 months each were implemented in these districts by National Literacy Mission with the assistance of 90 NGOs. Director, SRC Delhi was selected to assist the NLM in the monitoring of projects in two districts namely Maharajganj and Siddharth Nagar. Director SRC visited these districts each month and submitted regular monitoring progress reports.

The evaluation process of these districts was also monitored by the Director SRC. In addition to this, SRC Delhi prepared a draft outline of external evaluation of AFLP and developed eight sets of evaluation tools. SRC conducted learners' evaluation in Maharajganj and Siddharth Nagar and on directives of National Literacy Mission supervised external evaluation of AFLP Rampur. SRC was also given the responsibility of compilation of results of all the eight AFLP districts.

The Union HRD Ministry recognised the work done by SRC Delhi in these districts and presented an award to SRC on the occasion of International Literacy Day in Vigyan Bhawan in 2004.



Director, SRC Delhi conducting monitoring meeting with literacy workers



Secretary education, HRD Gol, DM, Kishanganj and Director SRC at a special female literacy programme

Winning Strokes

Consolidating Literacy in India

Supporting Saakshar Bharat Programme in 10 Districts of Uttar Pradesh

SRC Delhi was allotted ten districts of Uttar Pradesh, namely, Agra, Aligarh, Bareilly, Bijnor, Badaun, Haathras, Etawah, Mainpuri, G. B. Nagar and Muzaffarpur Nagar by National Literacy Mission Authority to provide technical resource support to Zilla Lok Shiksha Simitis for carrying out the activities of Saakshar Bharat. Local self- governments were playing a crucial role

in management and implementation of literacy programmes in these districts.

SRC Delhi supported the programme in the following ways:

- ◆ It organised special training and orientation programmes for literacy workers in the districts.
- ◆ It organised special meets to motivate the local self-government members at various levels.
- ◆ It organised and conducted special training programmes for Assistant Basic Shiksha Adhikaris and Block Resource Centre coordinators for organising the Gram Panchayat

and Block Panchayat meets.

- ◆ Steps were taken to sensitise and orient functionaries on how to motivate and sensitise Gram Pradhans for Saakshar Bharat.
- ◆ Resource Persons of these Districts were trained in implementation of programmes at the grassroots.
- ◆ Newly elected Gram Pradhans were given special invitations and literacy kits to join the Saakshar Bharat programme in grandly organised programmes attended by the district magistrates, block pramukhs, pramukhs,



A training programme of master trainers at SRC Delhi

media persons, district officials and thousands of people. Leading local dailies gave a wide coverage to these meets.

- ◆ It facilitated visits of Saakshar Bharat yatra troupes in the districts to motivate communities.
- ◆ Fifteen Mahila Baithaks were organised in ten adopted blocks of the districts in which women at the local level shared their views and ensured help and cooperation. These meetings were organised at LSKs at GPLSS level in which all members from Gram Panchayat, Head Teachers, Pradhans, AANAM, Anganwadi

workers also took part.

- ◆ Ten Computer Based Functional Literacy Camps were organised for 45 days in each adopted block. In these camps, inputs for vocational courses were also provided. Extension lectures were delivered daily on topics of learners' interests and need.
- ◆ SRC also took part in the celebration of important national and international days like Independence Day, Republic Day, Gandhi Jayanti, and International Literacy Day organised by these blocks.

Monitoring and Supervision of Learners Assessment

Literacy learners' assessments were conducted jointly by National Institute of Open Schooling and National Literacy Mission Authority every six months in August and March all over India. These assessments were monitored and supervised by the SRC Delhi staff by visiting the agencies where District Lok Shiksha Simitis used to feed data and conduct assessments.

Monitoring and Observation of Meets of Gram Pradhans and Block Pramukhs

Besides monitoring the organisation of Saakshar Bharat programmes in the allocated districts of Uttar Pradesh, State Resource Centre Delhi also monitored the Gram Panchayat and Block Panchayat meets organised in districts and blocks of Haryana, Maharashtra, Rajasthan and Uttar Pradesh. SRC Delhi's teams visited the districts and gave their feedback to National Literacy Mission Authority. Feedbacks were also given to the State Resource Centres of the respective states by the functionaries of State Resource Centre Delhi.



Chapter 4

**Joining Hands
with the National
Literacy Mission
Authority**

Education should be so revolutionized that it meets the needs of the poorest villager.
—Mahatma Gandhi



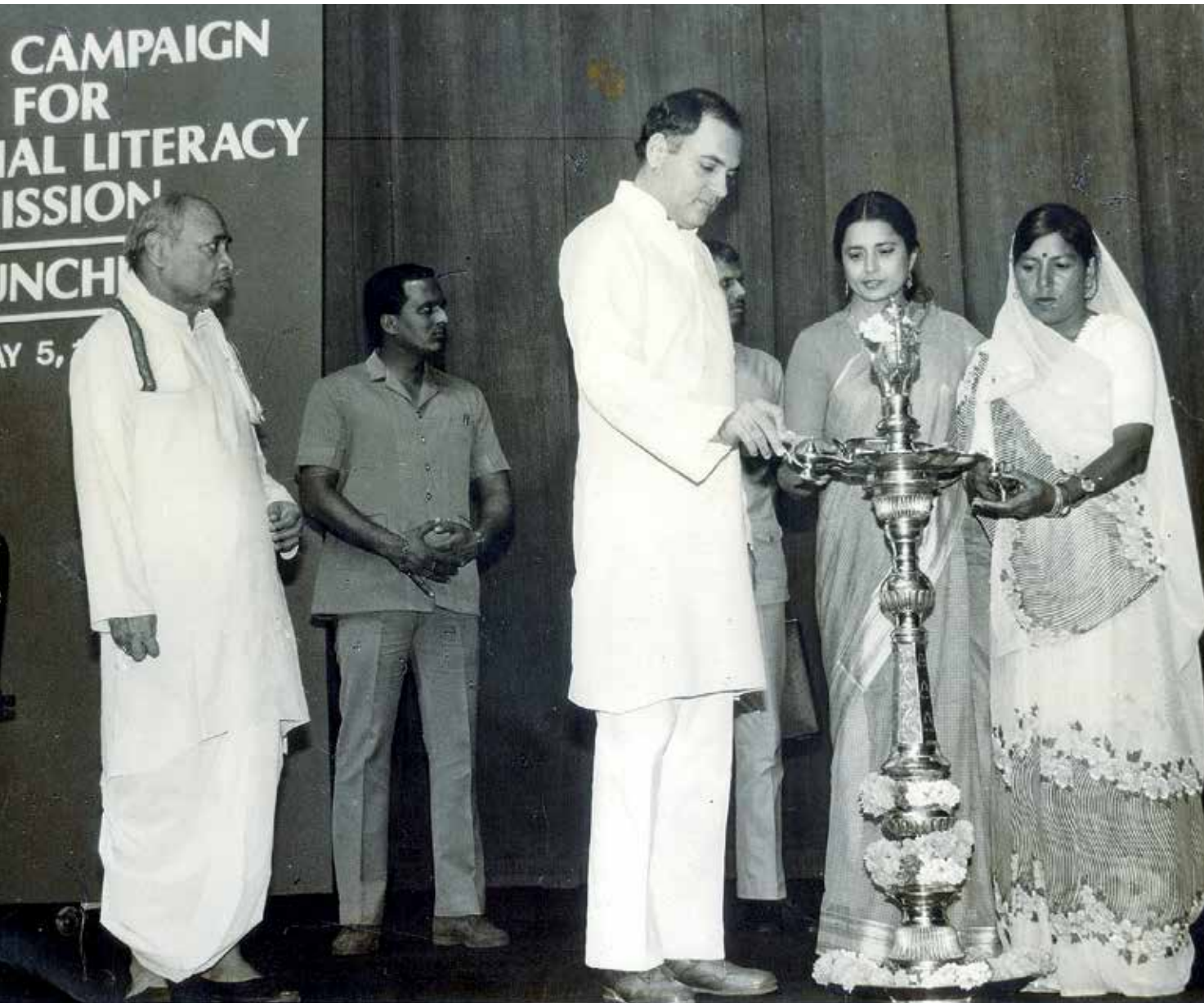
Since the beginning, SRC Delhi worked closely with National Literacy Mission Authority and Directorate of Adult Education.

These bodies supported the SRC both financially and academically. SRC participated in a number of their activities and carried out a galaxy of important assignments with them.

Helping Hands

Supporting the National Literacy Programmes

- ◆ SRC conducted several research studies on the initiatives of NLMA and DAE. Some of these studies were sponsored by the DAE and NLMA.
- ◆ The NLMA-sponsored projects 'Literacy at the Workplace' and 'Literacy through Hobby Centres' at Mawana Sugar Mills were taken up on the initiative of NLMA.
- ◆ SRC assisted and facilitated the development and review of teaching-learning material for DAE from time to time like the development of primer 'Literacy at the Workplace' for industrial workers.
- ◆ DAE supported organisation of several SRC workshops and seminars.
- ◆ Field visits and orientation programmes were organised for NLMA's national and international delegates and Parliamentary Sub-Committee of Literacy.
- ◆ SRC Delhi assisted the monitoring of literacy programmes conducted in other states of the country.
- ◆ SRC began organising induction training on the initiative of DAE.
- ◆ SRC reviewed the prize-winning books of DAE till 1988.
- ◆ SRC organised 65 shows of street corner play all over Delhi for DAE.
- ◆ Facilitated the DAE to hold a national level CE books review meeting from 9-13 October, 2006.
- ◆ SRC organised vocational courses at Presidential Estate and prepared a special



Prime Minister Shri Rajiv Gandhi and a learner lighting the lamp at launching of National Literacy Mission at Vigyan Bhavan on 5th May 1988, with Shri Narsimha Rao and Nishat Farooq

- package of material for Kalyan Kendra. Eye and health camps were also organised.
- ◆ SRC supported the Media Unit of DAE by providing technical support to the film producers identified by NLMA.
- ◆ SRC published books and other material for DAE to be released on the occasion of ILD from 1988 to 1999.
- ◆ SRC assisted MHRD during launching of NLM by developing slide shows, literacy package, literacy song and mobilising learners and volunteers to attend the function.
- ◆ SRC Delhi coordinated mock sessions of nationally televised Inter-state literacy quiz competitions and coordinated participation of Delhi team in the quiz.
- ◆ On the occasion of Rashtriya Saksharta Sammelan (National Conference for Literacy), SRC acted as a Nodal Agency for mobilizing learners and volunteers. Nearly 6,500 learners, volunteers and school students attended the function.
- ◆ Assisted NLMA during hosting of UNESCO Regional Conference in support of Global Literacy (2007).
- ◆ SRC coordinated the participation of Delhi teams in International Literacy Day functions.
- ◆ Mobilised learners and volunteers for

participation in Saksharta Utsav 97 organised by NLM and coordinated participation of teams in competitive events of Utsav.

- ◆ Supplied teaching learning and motivational material to DAE as and when required.
- ◆ Assistance was provided in transcription of minutes of the IX Meeting of Council of NLMA held on May 22, 2006.
- ◆ Assistance was extended to NLMA for reviewing of 29 books for neo-literates (2006).
- ◆ Mobilisation of learners and volunteers for Writers' Workshop organised by the NLMA at India Habitat Centre on December 20, 2006.
- ◆ SRC assisted Adult Education Bureau, Ministry of HRD, Govt of India in generating a list of publications for Conference on ICT in Literacy and Global Literacy and ILD 2007. Concept notes on 10 short-listed topics were also prepared.
- ◆ SRC provided assistance in research, compilation, editing and cover design of document 'Recognition of Literacy Initiatives' published by DAE (2007-08).
- ◆ SRC provided assistance in editing and analysing the SWOT Analysis of Literacy and CEP, submitted by 11 states (2007-08).
- ◆ Assisted in editing and proof reading of publication 'Leading the Way' published by DAE (2007-08).



Training programme of master trainers in progress at SRC Delhi

Winning Moves

Strengthening Electoral, Financial and Legal Literacy

SRC Delhi was designated as Convenor of Inter Personal Media Campaign (IPMC) on Electoral Literacy. In this activity SRC Jaipur, Jodhpur and Raipur were also associated with it. IEC material on Electoral Literacy was prepared to create awareness about democracy and power of vote, voters' right, importance of vote casting, ethical voting and other key issues. Secondly, its purpose

was to motivate, educate and facilitate eligible women and youth to get enrolled as voters. Thirdly, educate and build capacities of voters in vote casting process. Material for the purpose was prepared by SRC Delhi and vetted by Election Commission of India. This vetted material was translated in English and submitted to Directorate of Adult Education, MHRD, Govt. of India. All 32 SRCs of the country printed this material in their regional languages.

Initially materials were used in Rajasthan

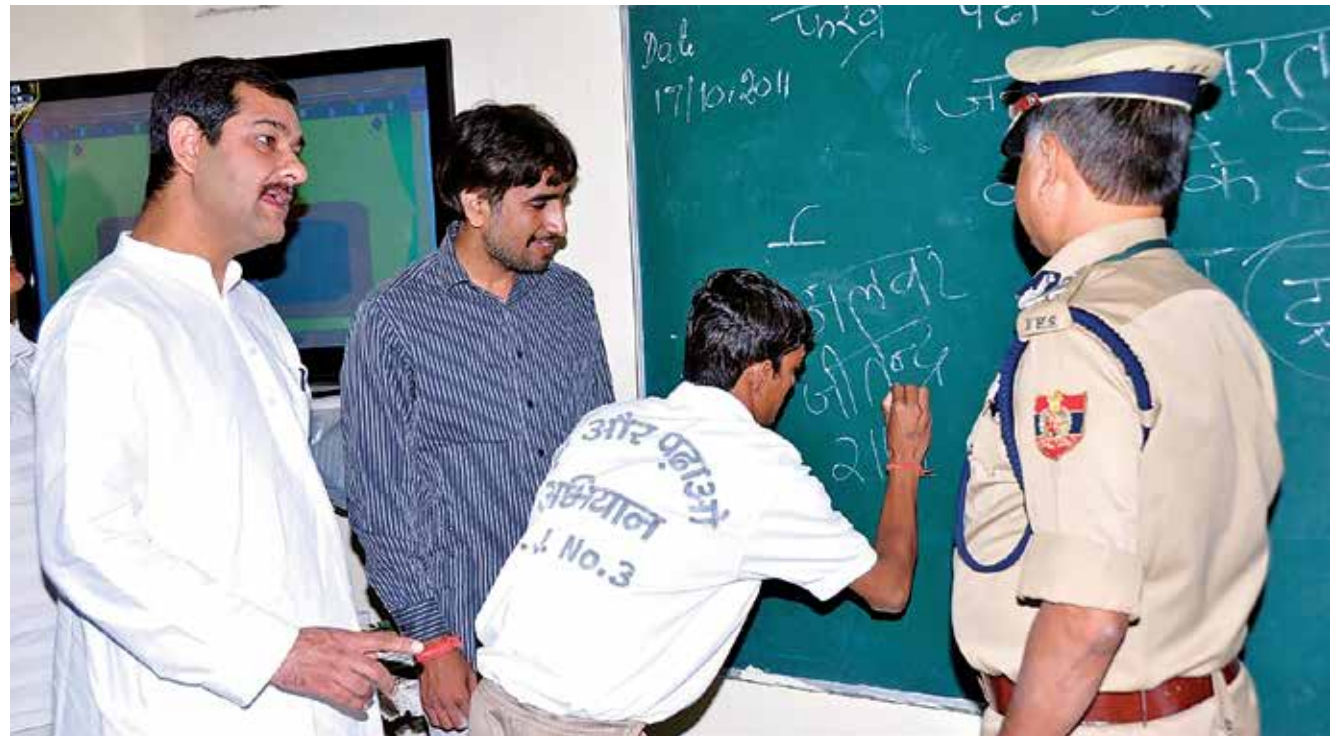
Material prepared for Electoral Literacy		
1.	Flash cards	2 sets
2.	Posters	09
3.	Slogans	36
4.	Resource Book	01
5.	Training Module	01
6.	Radio Jingles	02
7.	Songs on EL	04
8.	Radio Spots	08
9.	SMS Messages	07

as pilot project and were found to be a great success. These were extensively used during mass campaign in all the adopted Districts.

The IPM material on Financial Literacy, Legal literacy and Disaster Management and Civil Defence were printed and distributed among districts and adopted blocks and supplied to Gram Panchayats.

Coordinating with the Taskforce on Adolescent Specific Approach

NLMA designated SRC Delhi as the coordinating agency for the 'Taskforce on Adolescent Specific Approach' in 2011. This taskforce studied the background material, organised experience sharing meetings and discussed issues with the faculty of Jamia and students. Based on their findings, a report was prepared and submitted to NLMA.



Shri Jitendra Singh, Minister of State for Home Affairs and DG Delhi Prison, watch an inmate learner demonstrating acquired literacy skills

Piercing the Prison Bars

Stoking Literacy in Inmates

SRC Delhi has long experience of working with inmates of prisons. It had organised several training programmes for literacy and legal literacy in Tihar Jail since 1991. In July 2006, on directives of NLMA, Govt. of India, SRC started literacy and continuing education programmes in Central Jail and District Prisons of Delhi. Subsequently, the High Court of Delhi also directed it to organise educational programmes

for adolescents in Prison No 5 and Prison No 6. In 2007-08, the following measures were taken:

- ◆ Literacy programmes were conducted at Central Jail 1, 5, 6, 8, 9 and District Jail, Rohini.
- ◆ A total of 154 volunteer teachers were provided training in the six jails covered under the programme.
- ◆ Teaching and learning material was given to 1,234 learners spread over 59 classes.
- ◆ Regular monitoring visits were undertaken by SRC staff in all jails.

- ◆ Learners' evaluation was conducted in batches after completion of Primer Part III.
- ◆ 6 mini libraries were established in jail and set of SRC Continuing Education material was supplied to all these libraries.
- ◆ Later, SRC Delhi adopted Tihar and Rohini jails for literacy project under 'Padho Aur Padhao', a joint initiative of NLMA, MHRD, Govt. of India and Department of Prisons for providing academic technical training and material resource support to impart functional literacy to inmates of Delhi Prisons. The project was launched on April 13, 2011, by Mr. Dipak Mishra, Chief Justice of Delhi High Court. Once the programme was launched,

SRC became a full-fledged partner with them.

- ◆ Tihar programme found a place on the agenda of many national and international dignitaries like delegates of international conference on 'Women Literacy for Inclusive and Sustainable Development'; Secretary, School Education and Literacy, Govt. of India; Director, UNESCO Office, Beijing; and Minister of State for Home Affairs, Govt. of India.

Approaches adopted by SRC to impart literacy

- ◆ **ICT enabled LIFE (Literacy Initiatives For Empowerment):** Information communication technology enabled lifelong learning innovation was imparted to 201 inmates in one group and other group received vocational skill training. The subsequent batch was imparted computer literacy, counselling inputs, and trained on life skills, bicycle riding and was made literate. Eighteen non-inmates were trained as volunteer teachers.
- ◆ **Functional Literacy:** Traditional approach was adopted to impart functional literacy in Central Jail. Inmates were trained as volunteer teachers and more than 3,500 learners were enrolled in literacy classes held at more than 30 locations in different jails.
- ◆ **Vocational courses:** A number of vocational courses were conducted for the inmates so that they could lead a better life.



Chapter 5

**A Potpourri of
Adult Literacy
Programmes**



We must not for a moment forget, it is a birth right of every individual to receive at least the basic education without which he cannot fully discharge his duties as a citizen

—Maulana Abul Kalam Azad

Population and Development are integral parts of adult literacy.

A joint project of United Nations Fund for Population Activities and Directorate of Adult Education was initiated in 1987 to help build social consciousness about the rising population and promote responsible behaviour by adopting the small family norm.

The Building Blocks Of Literacy, Population Education and Development

The objectives of the project were:

- ◆ To make population education an integral part of adult literacy.
- ◆ To develop capacities among adult education functionaries to plan, manage and implement the project.
- ◆ To develop knowledge, awareness and understanding among learners about population-related issues.

- ◆ To develop liaisons and seek cooperation among relevant departments and agencies incidental to the successful implementation of the project and to achieve the desired goal.
- ◆ To carry out experiments and evolve innovative and more effective methods of population and development education.
- ◆ To establish a system of effective monitoring of the project.

Under the project, SRC developed many innovative teaching-learning and continuing education material like booklets, flip books, posters, photographic booklets, handbooks for functionaries and organised several activities like establishment of experimental centres, organisation of meetings and workshops, liaison with PHCs, FPAs and MCHCs. Conducted KAP study. Special training packages were developed to train the field functionaries. Field activities like street corner plays, Population Education fairs, exhibitions, adolescent camps, dialogue between mother-in-law and daughter-



in-law, baby shows, observation of important days like World Population Day, Women's Day, HIV/AIDS Day, were organised to motivate learners and neo-literates. Apart from the integration of Population and Development Education component in activities of SRC some exclusive activities organised were as follows:

- ◆ Organisation of over 100 shows of street corner plays.
- ◆ Every year 8 population and development education fairs were organised.

- ◆ 30 camps were organised on reproductive health for adolescents.
- ◆ 2 sensitization camps were organised per year for NGOs
- ◆ One inter-state study tour to Karnataka was organised.
- ◆ Around 549 peer educators were trained.
- ◆ Every year some 44 KRPS, 47 MTs and 493 volunteers were trained.
- ◆ Several extension lectures on population and development education issues were organised.

- ◆ Five project communities: Jahangirpuri, Jamia neighbourhood, Mangolpuri, Trilokpuri and Sagarpur, were adopted under the project to obtain first-hand work experience of Population and Development Education. Continuing education centres were functioning on an experimental basis and at least 105 post-literacy centres were operational in the area.

Organisation of Population and Development Education activities motivated learners as well as functionaries of the area. The functionaries took a keen interest in mobilizing internal as well as external resources for maximizing the output under Population and Development Education project and it was observed that integration of population and development education in literacy had resulted in changing attitudes and up to certain level practices among the beneficiaries.

Health is the Key

The Indian Population Project

The Municipal Corporation of Delhi (MCD) implemented a World Bank aided project IPP-VIII India. The project was meant for the 12.5 lakh population of 929 JJ Cluster (slums) of Delhi. The main goal of the project was to achieve Health for All by 2000 AD. Further emphasis was on the upliftment of the socio-economic status of slum dwellers. IEC activities were carried out in the areas covering all categories of people. The SRC

Delhi coordinated the project with MCD and Education for All Delhi. It trained medical officers, supplied material and organised reach-out activities for the project.

Fostering Gender Equity

Catering to Gender Resource Centres

Gender Resource Centres numbering 104 were established by Delhi Government all over Delhi. These were mainly catering to the urban slums underprivileged females. SRC provided the following technical support to them (2007-12):

- ◆ Guidance to instructors in organisation and conduction of classes.
- ◆ Orientation of Coordinators of newly sanctioned Gender Resource Centres.
- ◆ Organisation of training programmes for coordinators and instructors of Gender Resource Centres.

Taking Wings

Of Literacy and Vocational Skill Development

To improve the economic potential of the neo-literates and beneficiaries of Continuing Education programme in Delhi, SRC started the following work in collaboration with Pusa Polytechnic, Department of Vocational Education, College of Applied Sciences for Women and Shramik Vidyapeeth (which was later on named Jan Shikshan Sansthan) since 1995-96:

- ◆ Formed a state-level core group for Vocational skill development among learners and neo-literates.
- ◆ Identified 60 vocational skills and developed curriculum for 25 simple and functional skills.
- ◆ Developed Course design for 25 skills (1996-97) with support from field workers, volunteers, experts from technical institutes. Shri L.Mishra, Secretary, Ministry of Labour, Shri AK Sinha, Director, DAE and Additional

Director, NIEPA were also involved in the project.

- ◆ Developed several books on different vocational skills like carpentry (3 parts), auto rikshaw drivers (2 parts), cooking, sari fall making, chalk making, bakery, candle making, doll making, thok bazar (information about wholesale markets of Delhi), dukandari (marketing, calculation of profit and cost, quality control), bachat bank jaankari (information about the





use of bank loans and schemes for income generation), sapna (selling of tiffin packets for extra income), skin and health care (2 parts), management of crèche (3 parts), for neo-literates.

- ◆ Formed a Review Committee for review of developed material.
- ◆ Developed multimedia packages for skills like kantha and applique work and maintenance

and repair of sewing machine.

- ◆ Organised vocational skill training for neo-literates to acquire and upgrade their vocational skills.
- ◆ Organised individual interest promotion programmes in response to the local demand to provide an opportunity for individuals to participate in and learn about their chosen cultural and artistic interests (2001-02).

- ◆ Organised short-duration camps for literacy and vocational skill development for 500 adolescent and married girls, where extension lectures focusing on reproductive health care, child survival, safe motherhood, HIV/AIDS were organised on daily basis (1989-90).
- ◆ Organisation of Kaushal Vikas Mela (Skill Development Meet) in Zakir Nagar with support from Jan Shikshan Sansthan, R K Puram (2001-02).
- ◆ Organised Loan Mela in collaboration with Jamia Cooperative Bank in which beneficiaries were informed about various loan schemes of banks and procedure of getting loan from banks (2001-02).
- ◆ Organised eight-month training programme in organisation and management of Mobile Crèches in collaboration with JNU (2001-02).
- ◆ Launched vocational training courses in collaboration with Rotary Club of Delhi South for marginalized population of Jamia neighbourhood. Project was launched by Shri Sayed Shahid Mahdi, Vice-Chancellor of Jamia Millia Islamia. Initially courses on plumbing, basic computer, cutting and tailoring were organised (2002-03).
- ◆ A Vocational Training Centre was established in Jogabai in collaboration with Zakir Nagar Welfare Development and Cultural Association and with active support from JSS RK Puram.

Main courses taken up were computer, beautician, textile designing, plumbing, mobile crèche, cutting and tailoring.

- ◆ Conducted research studies on organisation of income generating activities and vocational education in literacy classes.

Lighting the Alley

Knowing about Legal and Human Rights

- ◆ Special programmes on human rights, women friendly laws and general legal literacy were organised by SRC Delhi since 1984-85 on request from various NGOs both in Delhi and other states.
- ◆ As a first step a complete package consisting of 13 books on legal literacy on various legal provisions was produced.
- ◆ Legal literacy camps were organised in Districts of Uttar Pradesh.
- ◆ Consultancy and coordination with national legal aid agencies was a regular feature.
- ◆ In 1995-96, 18 story books were developed on various laws in very simple language with illustrations for Grade II and III neo-literates. Books were prepared on maintenance, maternity benefits, untouchability, compensation for accident, maternal rights,

constitutional rights, child labour and women related issues.

- ◆ Set of flash cards were developed on varied subjects including constitutional rights like equality before law, article 42, maternity benefits, untouchability, universal franchise, freedom of practicing one's religion and other areas.
- ◆ Field based activities like organisation of training programmes, legal literacy camps, extension lecture, consultancy to NGOs were continuously given (1997-98).
- ◆ Legal literacy camps were organised for Dr. A. V. Baliga Memorial Trust, New Delhi at Mangolpuri. Marriage Laws were explained. Hundreds of participants with live issues interacted with the resource persons (1997-1998).
- ◆ Legal literacy camp was organised in Jamia premises in collaboration with the Law Faculty of JMI. Nearly 200 learners attended the camp. Counselling and guidance were also provided (1997-98).
- ◆ SRC conducted eight legal literacy camps in collaboration with leading NGOs of Delhi like Bharat Sevak Samaj Delhi Pradesh, Dr. A.V. Baliga Memorial Trust and Nehru Bal Samiti.

Inputs were provided by SRC faculty and practicing lawyers (1999-2000).

- ◆ Legal literacy camp was organised in Deoli Village on request of Mamta, an NGO. Camp was attended by literacy activists and field workers. Main issues discussed were forced marriages, eve teasing, rape, domestic violence, police atrocities and corruption. In turn, Mamata conducted contact programmes which were followed by more camps in the community, based on local needs (2000-01).
- ◆ A three-day legal literacy camp was organised at Nuh, Haryana, in collaboration with Development Support, an NGO working in Mewat. Main beneficiaries were women (2002).
- ◆ Two training programmes were organised for legal literacy at Okhla Vihar for community animators. Another training programme was organised for literacy functionaries of Sai Consultancy Services, Delhi (2003-04).
- ◆ Two orientation programmes of one-day each were organised in Jahangirpuri and Sagarpur (2007).

Chapter 6

Building Bridges of Strength





Life is the love that reaches out, building bridges across gulfs of uncertainty to touch hands, hearts, and souls in the experience of union.

—Peter Seymour

Realising the importance of synergy for the success of literacy programmes, SRC developed strong networking with various NGOs of Delhi, related Union Ministries, Institutions, National and International agencies. Relationship within this network used to be more often bi-lateral and multi-lateral.

Fostering Relationship with Development Agencies

Purpose of convergence with different agencies varied from pooling of resources, sharing of responsibilities, securing financial assistance for innovative projects, providing technical support to other agencies' projects to develop awareness of literacy programmes, advocacy and liaison for better implementation of programmes.

A classified list of organisations in the networking is as follows:

International Bodies

- ◆ UNESCO, India
- ◆ UNESCO-PROAP, Bangkok
- ◆ ACCU, Japan
- ◆ UNICEF India Country office
- ◆ British Council, India
- ◆ USAID, India
- ◆ World Bank, India
- ◆ Department for International Development, India

National Bodies

- ◆ Ministry of Rural Development, Govt of India
- ◆ Ministry of Health and Family Welfare, Govt of India
- ◆ Ministry of Civil Supplies, Public Distribution and Consumer Affairs, Govt of India
- ◆ Ministry of Home Affairs, Govt of India
- ◆ Ministry of Non-Conventional Sources of Energy, Government of India
- ◆ Ministry of Human Resource Development,

Government of India

- ◆ National Council of Educational Research and Training, Delhi
- ◆ National Institute of Educational Planning and Administration, Delhi
- ◆ National Cooperative of India
- ◆ National Book Trust, India
- ◆ Northern Railways
- ◆ All India Institute of Medical Sciences, Delhi
- ◆ Indian Institute of Technology, Delhi
- ◆ National Institute of Open Schooling, Delhi
- ◆ All India Radio, Delhi
- ◆ Doordarshan, Delhi
- ◆ Armed Forces: Army, Air Force and Navy
- ◆ National Institute of Adult Education, Delhi
- ◆ Rashtrapati Bhawan, New Delhi
- ◆ Indian Adult Education Association
- ◆ All India Women's Conference
- ◆ Bharat Gyan Vigyan Samiti

State Level

- ◆ Directorate of Education, Government of Delhi
- ◆ Departments of Delhi University, Jawaharlal Nehru University, Jamia Millia Islamia, Delhi
- ◆ State Council of Educational Research and Training, Delhi and few other states
- ◆ Small Scale Industries Service Institute, New Delhi
- ◆ Indian Agricultural Research Institute, Pusa, New Delhi

- ◆ Shramik Vidyapeeth, New Delhi
- ◆ Urdu Academy, New Delhi
- ◆ Legal Aid bodies
- ◆ Tihar Jail and Rohini Jail, New Delhi
- ◆ Technical Institutions like Polytechnics, Indian Statistical Institute, YMCA and YWCA
- ◆ Rotary Club, New Delhi
- ◆ State Level NGOs
- ◆ Municipal Corporation of Delhi
- ◆ New Delhi Municipal Council
- ◆ Mahanagar Telephone Nigam Limited
- ◆ DESU

District Level

- ◆ District Institute of Education and Training, Delhi
- ◆ District Resource Units, Delhi
- ◆ Jan Shikshan Sansthan
- ◆ NGOs working at grassroots

Corporates

- ◆ Mawana Sugar Mills
- ◆ Eisher Tractors
- ◆ Coca Cola, India
- ◆ Xensa, NOIDA
- ◆ PHD Chamber of India

Outside Delhi

- ◆ Indian Field Gun Factory, Kanpur, UP
- ◆ Watershed Management Directorate, Dehradun

Major Projects

Some of the major projects were as follows:

- ◆ Ministry of Rural Development (1986-87): The communication material of the Ministry was simplified by SRC Delhi. The various schemes and programmes were rewritten in simple language and appealing format for general public. Later, on the request of the Ministry, these materials were translated in English and 12 regional languages. Audio-cassettes were also developed.
- ◆ Directorate of Social Welfare, Delhi Administration (1988-89): SRC helped in simplification of various schemes of the Directorate.
- ◆ All India Institute of Medical Sciences, ENT Department (1988-89): SRC developed poster for 'Prevent Deafness' campaign of ICMR.
- ◆ All India Institute of Medical Sciences, Department of Rehabilitation and Artificial Limbs (1988-89): Under the project 'Health for Prevention of Physical Disability' posters, slide show and flash cards on poliomyelitis were developed by SRC in Hindi and English.
- ◆ National Cooperative Union of India (1987-88): Booklets, flip book and posters were developed for convergence of their programme with literacy programme.
- ◆ Ministry of Civil Supplies, Department of Consumer Affairs and Public Distribution

System(1996-97): A package of 10 books, two posters, one calendar, and one manual for master trainers was developed to spread the messages of consumer awareness among masses.

- ◆ TV and Radio: SRC developed several programmes and software for TV and Radio, like quiz contest for neo-literates and literacy teachers which became so popular that later on Mr. Siddharth Basu, of Bournvita Quiz Contest fame, developed similar quiz contest for neo-literates for NLM. In addition to the development of several scripts of programmes, plays, songs, field experiences, several interviews of literacy officials were also recorded. Most interesting was the interview of Mr Bhasker Chatterjee, DG (NLM) by Sheela, a neo-literate.
- ◆ Ministry of Health and Family Welfare: Scripts for Population Education programme and a spot was developed for advertisement of Mala-N pills.
- ◆ Directorate General of Death and Birth, Ministry of Home Affairs: SRC prepared a film to educate people about importance of registration of Death and Birth.
- ◆ Ministry of Energy, Department of Non-Conventional Source of Energy: Booklet on various sources of energy such as biogas, solar cooker, improved stoves (*chullahs*) were developed for the department. SRC also helped

them in translation of some of their material to Arabic.

- ◆ India Population Project VII and VIII and its collaborating agencies of MCD were provided technical assistance and were supported for the smooth implementation of their programme.
- ◆ Rashtrapati Bhawan: SRC had linkages with Production Centre, Kalyan Kendra, Rashtrapati Bhawan. It provided guidance and mobilised resources for establishment of Continuing Education Centre.
- ◆ Gyan Niyojan Kendra, Ghaziabad and CSR Varanasi: in addition to local NGOs these were provided technical support to improve their programmes and functioning of literacy classes.
- ◆ Among Govt. and Semi-Govt. organisations with whom SRC had linkages, most prominent are Indian Field Gun Factory, Kanpur, UP and Watershed Management Directorate, Dehradun, Uttar Pradesh (1998-99).
- ◆ Two of the leading educational institutions of the country – IIT Delhi and Department of Science and Technology – provided professional support to SRC for organisation of seminar on “Science for the Masses” and development of material.
- ◆ The established philanthropic organisations like Rotary Club of Delhi South and Inner Wheel Club of Delhi pooled their resources with SRC Delhi to establish a well-equipped ‘Literacy Home’ (multi-purpose Continuing

Education Centre) in neighbourhood of Jamia.

- ◆ The leading educational institution of the country: IIT Delhi and School of Planning and Architecture, New Delhi sought professional services of SRC for orientation of their students in literacy programmes.
- ◆ Agha Khan Foundation was provided guidance for their Programmes for Enrichment of Social Level Education (PESLE), Muslim Minorities and Madrasas.
- ◆ Collaboration with Department of Adult and Continuing Education and Extension, JMI was multifaceted. Their students were continuously oriented and provided technical guidance about literacy inputs by SRC. Workshops and programmes were organised jointly.
- ◆ Institute of Advance Studies in Education (IASE), Navy Wives Welfare Association were other agencies which received continuous support from SRC.
- ◆ Corporate House Mawana Sugar Mills was provided guidance to initiate Integrated Literacy-cum-Income Generation Programme for their workers’ family members.
- ◆ Lions Club continuously supported SRC for organisation of Eye and Health Camps.

Strengthening of District Resource Units

Since 1986, SRC Delhi extended its whole-hearted support to strengthen the District



Resource Units (DRUs). Initially, there were only three DRUs. Over time, their number improved to seven. These DRUs are attached to District Institutes of Education and Training (DIETs), Delhi. DRU personnel were regularly trained by SRC and involved in most of its activities. They used to provide professional support whenever required.

DRU staff were involved in the following activities:

- ◆ Development of teaching, learning and training material.

- ◆ Oriented in development of teaching aids.
- ◆ Trained in review of teaching-learning material.
- ◆ Trained and involved in development of training design, organisation of various types of trainings and follow-up of training programmes.
- ◆ Oriented and involved in environment building and outreach activities for organisation of literacy fairs, street corner plays and other field activities.
- ◆ Regularly involved in organisation of national level programmes like Saksharta Utsav and

International Literacy Day celebrations.

- ◆ Oriented in slogan writing and newsletter development.
- ◆ Oriented in organisation of volunteers' training in literacy and monitoring of literacy campaign.
- ◆ Trained as 'Field Managers of Literacy Campaign'.
- ◆ Oriented in PDE, its new issues and paradigm shift in PE project in Delhi.

SRC Delhi regularly organised workshops and activities for the personnel of District Resource Units every fortnight. Moreover, SRC Director was a member of Programme Advisory Committee of each District Institute for Education and Training (DIET) and used to offer suggestions to DIETs to take measures to improve the functioning of District Resource Unit.

Joisting the Delhi School Literacy Project

Delhi School literacy Project was started by member schools of National Progressive School's Conference, DAV Foundation, Kendriya Vidyalaya and Delhi Administration schools. The National Progressive School's Committee initiated to involve school students under SUPW for MPFL, to promote literacy drive under 'Each One Teach One' programme since 1988. Dr (Mrs.) Rajni Kumar, former Principal and Chairperson of NPSC took the lead and did marvellous work by motivating all the progressive schools to participate

in Delhi School Literacy Project (DSLSP). DSLSP has three different arrangements of organising teaching learning activities – Each One Teach One, Each One Teach a Small Group, organise Literacy Class. The teaching learning sessions were organised at school and volunteer students' houses or in the adopted communities. Each school had appointed a teacher in-charge of literacy activities. Student volunteers organised activities under their supervision.

Various types of cultural and creative activities were organised to motivate and mobilise students. The schools observed International Literacy Day with great enthusiasm. Literacy fairs, meetings and competitive events were organised.

In addition to literacy, many schools offered opportunity for skill development, including organisation of vocational skill training in collaboration with Jan Shikshan Sansthan.

Realizing the importance of schools in taking forward the objectives of National Literacy Mission, SRC started providing technical support to the DSLSP since its inception. Following support was provided to them as and when required:

- ◆ Supplied teaching-learning and motivational material.
- ◆ Organised training for all Programme Coordinators in literacy, post literacy and continuing education.
- ◆ Awarded certificates to volunteer students and

learners for their outstanding performance in literacy work.

- ◆ Encouraged the Volunteer Teachers and learners by distributing certificates.
- ◆ 'Sufia Ajmali' Trophy has been instituted by SRC for best performing school in literacy and many other prizes were sponsored for various contests organised by the DSLSP for furtherance of literacy projects.
- ◆ SRC Delhi established three Literacy Clubs at three affiliated schools where different activities like writing and reading competitions, skits, painting, slogan writing, were organised. Recreational activities were also organised (1998-99).
- ◆ Literacy activists from Delhi School Literacy Project participated in teaching aids development workshop.
- ◆ To monitor the Delhi School Literacy Project programmes, SRC used to scrutinise all their test papers.

Working with Non-Governmental Organizations and Voluntary Agencies

The SRC Delhi had developed strong networking with various NGOs of Delhi for successful implementation of their as well as SRC programmes. NGOs and voluntary agencies received support for research, training, material development, organisation of outreach activities

like camps, fairs, meetings and other activities. SRC assisted hundreds of agencies in preparing area development plan and evaluation of their programmes:

- ◆ Adarsh Shiksha Samiti
- ◆ Akhil Bhartiya Grameen Seva Sangh
- ◆ All India Taaleem Ghar
- ◆ All India Women's Conference, New Delhi
- ◆ Alok Shiksha Prasar Sansthan
- ◆ Ankur, Delhi
- ◆ Aparjita Mahila Samiti
- ◆ Art of Living, New Delhi
- ◆ Asha, New Delhi
- ◆ B.R. Ambedkar Foundation
- ◆ B.R. Ambedkar Research Institute
- ◆ Bal Sahyog
- ◆ Bharat Sevak Samaj, Delhi Pradesh
- ◆ Bhartiya Adim Jaati Sevak Sangh, New Delhi
- ◆ CASP Plan
- ◆ Centre for Development of Instructional Technology
- ◆ Cheshire Home, Okhla
- ◆ Chetna Welfare Samiti, New Delhi
- ◆ Deepalaya
- ◆ Deepalaya Plan
- ◆ Deepshikha
- ◆ Delhi Bhartiya Grameen Mahila Sangh
- ◆ Delhi College of Engineering
- ◆ Delhi Mahila Samaj
- ◆ Dharam Nirpeksha Samaj Utthan Society

- ◆ Dharam Nirpeksha Samiti
- ◆ Dr. Zakir Husain Memorial Society
- ◆ Dr. A. V. Baliga Memorial Trust, New Delhi
- ◆ Frank Anthony School
- ◆ Gandhi Smarak Harijan Shiksha Samiti
- ◆ Grameen Kshetriya JJ Colony and Samaj Sudhar Sanstha, Palam
- ◆ Gujrat Research Society
- ◆ Gurukul Shiksha Samiti
- ◆ Gyandeep Mandal
- ◆ Holy Family Health and Community Centre
- ◆ Indian Council of Education
- ◆ Indian Women Welfare Association, Almora
- ◆ Jan Jagriti Educational Society
- ◆ Janta Kalyan Samiti
- ◆ Karuna Organisation
- ◆ Kasturba Gandhi National Memorial Trust
- ◆ Kishan Bhartiya Charity Trust
- ◆ Kumaon Volunteer Corps
- ◆ Lioness Club South Delhi
- ◆ MCK Guru Nanak Welfare Educational Society
- ◆ Maharishi Dayanand
- ◆ Mahila Chetna Kendra, New Delhi
- ◆ Mahila Utthan Samiti
- ◆ Mamta
- ◆ Mobile Crèches, Delhi
- ◆ Muneer Social Welfare Society
- ◆ Navjyoti, New Delhi
- ◆ Navrang Yuva Manch
- ◆ Netaji Subhash Literacy Mission, New Delhi

- ◆ NSS Jamia Millia Islamia
- ◆ OASES, Safdarjung Enclave, New Delhi
- ◆ PHD House
- ◆ Praudh Shiksha Society, Najafgarh
- ◆ Prem Seva Samiti
- ◆ Prerna Associates CEDPA
- ◆ PRERNA, New Delhi
- ◆ Ravi Bhartiya Shiksha Samiti
- ◆ RME Bal Vikas Samiti
- ◆ Sandhya Education Society
- ◆ Sanmati Sanskriti Samiti, Madangir, Dakshinpuri
- ◆ Satya Sai Baba Organisation
- ◆ Servants of People Society
- ◆ Sewa Bharati, Madras
- ◆ Sher-e-Punjab Lala Lajpat Rai Educational Society
- ◆ Shiksha Kalyan Parishad, New Delhi
- ◆ Siddhartha Welfare Organisation
- ◆ Social Action (Delhi Catholic Archdiocese), New Delhi
- ◆ Springdales school
- ◆ St. Joan's Sansthan
- ◆ Sundernagri Development Project
- ◆ Vidya Jyoti
- ◆ Women's Action for Development
- ◆ YMCA of India
- ◆ Youth Club, Saidul Ajaib
- ◆ YWCA of India
- ◆ Zakir Husain Society

Role in Holistic Development of Jamia Students and Community

SRC Delhi had its office in Jamia campus.

Therefore, it was its moral duty to promote healthy neighbourhood network and student's engagement, contributing towards the holistic development of students and sustained community development.

SRC took following activities for the same:

- ◆ Faculty and students of Jamia regularly participated and shared their views in programmes organised by SRC.
- ◆ They also used to participate in various events organised by SRC, as and when required.
- ◆ From the very beginning, SRC had been working towards community development in vicinity of Jamia. SRC used to work in close coordination of a local NGO Zakir Husain Society. It used to provide technical support and run collaborative literacy and skill development projects since 1984-85.
- ◆ Experimental centre Markaz-e-Niswan (Centre for Women) was started for girls residing in Jamia neighbourhood. Vocational courses, literacy programmes, life enrichment programmes, awareness camps on Population and Family Welfare issues were organised along with the literacy input for them. More than 550 girls completed vocational and skill development courses during 2009-2012.
- ◆ Workshops for development of creative

information material was organised by SRC in which students and faculty of Mass Communication Centre, Jamia Millia Islamia and Department of Languages, Jamia Millia Islamia, and freelance artists, Radio and TV artists and staff members shared their views.

- ◆ Similarly, other activities were also organised which contributed to the holistic development of students as well as neighbourhood community of Jamia Millia Islamia University.
- ◆ Health camps were organised to create awareness among community people about their health. Apart from check-up, adolescent girls discussed their gynaecological problems. Doctors gave talks on various health issues.
- ◆ During observance of important days like International Women's Day, International Literacy Day, World Environment Day, AIDS Day, a variety of educational events including debates, quiz, speeches, poster and slogan competitions were organised.




A glowing lantern hanging from a branch against a dark blue background. The lantern is lit, casting a warm, yellow light. The background is a deep blue, suggesting a twilight or night sky. The lantern is the central focus, with its light illuminating the surrounding area.

Chapter 7

Contribution towards Education and Literacy among Unreached Muslims

Unto the Heaven of Freedom,
my Father, let my country
awake.
—Rabindranath Tagore



rogramme of modernisation of Madrasa education was initiated by the NGO 'Society for All Round Development' in villages of Bharatpur, Rajasthan in collaboration with SRC Delhi. Community leaders, religious heads, village influential people and maulvis were sensitised about the need for modernisation of Madrasa education. Need-assessment was conducted and Maulvi Sammelans were organised in which religious heads presented their own views.

Modernisation of Madrasa Education

SRC faculty used the mosque on the occasion of Friday prayers to mobilise the villagers, which paid dividends. A unique training package was developed for Maulvis and religious heads of the madrasas of Mewat area in Rajasthan. Efforts were made to involve the entire Meo Muslim community for literacy work. Legal inputs were also given. A wide range of social awareness

package was given to the Maulvis and Imams of as many as 12 villages in 1999-2000. This helped in changing their views towards modern education and using SRC instructional material in Madrasas. Later, many more training programmes, competitive events and camps were organised for maulvis and imams. Complete support was provided for the following activities:

- ◆ Sensitisation of community leaders, religious heads, village influential people about modernisation of Madrasa education.
- ◆ Organisation of Need Assessment Meetings at Padla, Toda and Kalyanpur villages of Bharatpur, Rajasthan.
- ◆ Maulvi Sammelan was organised at Deeg, Rajasthan. Maulvis expressed their views about education, specially about education of girls and women and emphasised the need for involving the community at large. Maulvis from various villages including Meel Ka Madrasa – a madrasa having jurisdiction over 136 villages, took part.

- ◆ Maulvi Sammelan was followed by a two-day training programme for madarris in March and April 1999.
- ◆ Trainings of Maulvis, imams, community people were organised in literacy and lifelong learning in the light of Islamic teachings.
- ◆ SRC provided technical guidance for organisation of innovative activities like Quranic Qiraat Competition. Qiraat competition was organised at village Khoh of Deeg block (Raj). Madrasa students (girls and boys) of 9 villages participated. It was a novel activity for the area as for the first time any such event was conducted in the area.
- ◆ Competitive events and camps were organised for students of madrasas.
- ◆ A three-day legal literacy training programme was organised in collaboration with Development Support Team (DST) to empower women at Nuh, Haryana.

Coordination of Taskforce for Unreached Muslims

In 2010, NLMA formed several Taskforces on various themes. SRC Delhi was designated as the coordinating agency for the taskforce on muslim minority. As the coordinating agency, SRC prepared concept paper and report on muslim minority which was submitted to the Ministry of HRD. Report was shared with groups of selected



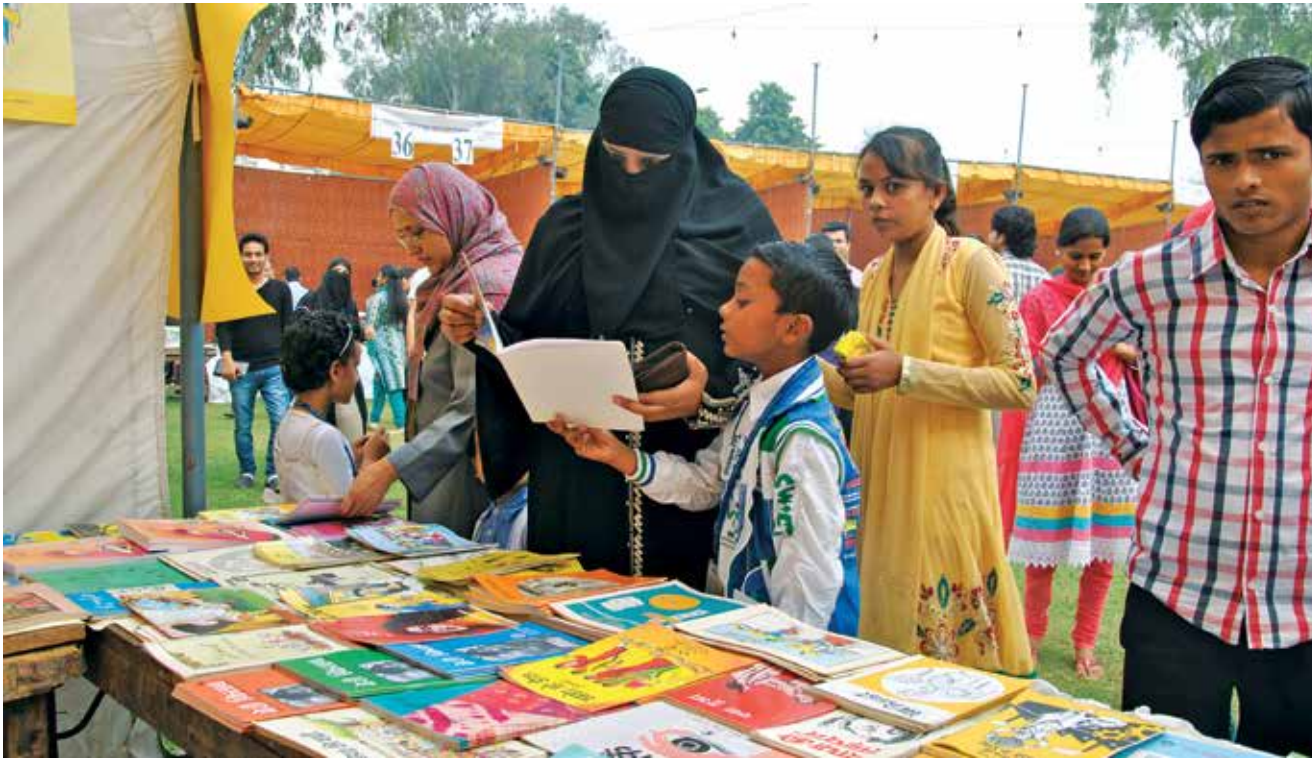
Foreign delegates interacting with students in a Madarsa

faculty members of Jamia Millia University, Aligarh Muslim University, JNU, University of Kashmir and other institutions. Their comments were incorporated in the report. The final report was very much appreciated and it served as a sample for other taskforce formed by the NLMA.

Creating Awareness to boost Literacy among Muslim Women

This seminar was organised by NLMA, Department of School Education and Literacy, and Ministry of

Human Resource Development, in collaboration with SRC Delhi in 2010. The objective was to hold consultation with stakeholders and to give shape to the strategy for augmenting literacy among minorities. The seminar was attended by over 500 stakeholders from 14 priority states of Saakshar Bharat and more than 300 promoters and supporters of literacy from national, state and local governmental and non-governmental academic institutions and individuals invested in promotion of literacy. Ms. D. Purandeswari, Union Minister of



Books and material developed by SRC Delhi at a literacy fair

State for Human Resource Development, delivered the keynote address. The report of the seminar was shared with a group of faculty members from JMI, JNU, AMU and University of Kashmir and the comments of these members were incorporated in the revised document.

Urdu Primer for Promoting Literacy under Saakshar Bharat

The principal target of Saakshar Bharat Mission was to impart functional literacy to women, especially SC, ST, Minorities, other disadvantaged groups and adolescents in rural areas in low literacy

States. In order to bring the minorities, especially Muslims in equal priority, it was decided by the NLMA to prepare a culture-specific primer for them. For this purpose, SRC Delhi was given the responsibility of the development of Urdu primer in the year 2013-14.

Several discussions and meetings were held with Director General, National Literacy Mission and expert groups. The primer was prepared in a national workshop and reviewed by representatives of waqf boards of Madhya Pradesh, Rajasthan, Bihar, Uttar Pradesh. A national consultative meeting was organised with State Literacy Mission Authorities, State Resource Centres, Jan Shikshan Sansthan and 150 delegates from 15 states from all over the country. State officials, representatives of Daru-uloom Deoband, Nadvatul-Ulema (Nadva) also participated in the meeting.

The primer 'Ibtida' was released by the Minister of Human Resource Development, Dr. Pallam Raju, and Minister of State for Human Resource Development, Dr. Shashi Tharoor, on February 18, 2014.



Chapter 8

Learning from
Experiences
and Carving
New Initiatives

Let us be grateful to people
who make us happy; they are
the charming gardeners who
make our souls blossom.

—Marcel Proust

Regrets, Reveries, Changing Skies



Seminars and workshops often turn out to be cauldrons of new ideas. Innovations, creativity, consciousness blend together when subject specialists, adult education experts, field workers and learners and neo-literates mingle with each other on these forums.

The Magical Cauldron Of Seminars and Workshops on Literacy Movement

SRC Delhi organised workshops on a regular basis for the development of primers and neo-literate material. Of the many workshops organised, the more notable were:

- ◆ A three-day workshop on development of curriculum for a 6-month experimental Raj Mazdoor School, 1983-1984.
- ◆ A three-day writers' workshop on development of teaching-learning material for non-formal education centres for age group 6-14 years, 16-18 August, 1983.
- ◆ A three-day national seminar on *Science for the Masses* in collaboration with the Department of Teachers Training and Non-Formal Education from 26th to 28th March 1984. The seminar was inaugurated by Mr. Khursheed Alam Khan, Minister of State for Tourism and Civil Aviation. It was attended by Dr. S. Z. Qasim, Secretary, Ocean Development, Prof. B. N. Tandon, Head Department of Gastroenterology, All India Institute of Medical Sciences, Faculty of IIT, DST, KSSP and other eminent persons.
- ◆ A three-day national workshop on Jamia Grading Criteria from 19-21 February, 1985. It was inaugurated by Mr. P K Patnaik, Joint Secretary, Ministry of Education. Mr. Ali Ashraf, Vice Chancellor, Jamia Millia presided over the function.
- ◆ A National Peoples Science Workshop was organised as a follow-up of Science for the Masses seminar to get feedback, from 2-6 May, 1985.



Group discussion during development of teaching and learning material

- ◆ A one-day seminar on adult education programme in new education policy, 1986.
- ◆ A four-day UNICEF sponsored inter-state workshop-cum-seminar on Child Survival and Development in Adult Education, 1987.
- ◆ A two-day Regional Workshop on 'VAs and NLM' jointly organised by SRC and DAE, Ministry of HRD on April 22 - 23, 1988.
- ◆ Workshop on 'Development of Policy on involving Voluntary Agencies in Adult Education' on 2nd June 1988.
- ◆ One-day workshop to 'Evolve Future Direction of Material Preparation' on 6th May 1988.
- ◆ Workshop on Role of Media Persons and Mass Media in the Successful Implementation of NLM, August 1988.
- ◆ A four-day workshop on Revision of the Publication of Idara Talim-o-Tarraqi, Jamia Millia Islamia, August 1988.
- ◆ Seminar on 'Women, Population and Development' on 22 September 1989, Dr. Nafisa Sadiq, Executive Director, UNFPA
- delivered the keynote address and Vice-Chancellor, Jamia presided over the function.
- ◆ A six-day workshop to discuss 'Modalities of Implementation and Development of Vivek Shruti and Development of Script' (1990).
- ◆ A national seminar on 'Urdu Press and its role in Promoting NLM', organised in collaboration with Ministry of HRD (1993) Shri Sudeep Banerjee, DG NLM inaugurated the workshop.
- ◆ Four 'Participatory Rural Appraisal and Resource Mapping' exercises were carried out, two in slums of Delhi and two in villages of District Durg and District Bilaspur, MP (1995).
- ◆ Workshop on 'Development of a Training Module for KRPs of DSSAS', Mr. S. Regunathan, Principal Secretary Education, Delhi Government and Mrs. Jaishree Kiawat, IAS, Bhopal, (MP) also guided the workshop (1995-96).
- ◆ Four 'Street Corner Play' workshops were organised in collaboration with schools and local communities in which 175 local community people, volunteer teachers, school students participated (1995-96).
- ◆ A Slogan Writing workshop was organised for volunteers engaged in teaching (1996).
- ◆ Three-day workshop on 'Development of Course design for Vocational Training' from 24-26 April 1996. Workshop was attended by

Secretary Ministry of Labour, Govt. of India, Additional Director, NIEPA, DG, NLM, Director, DAE, GoI, Principal Secretary (Education) Delhi government. During the workshop courses on 25 skills were developed.

- ◆ Two-day workshop on Identification of Problems of Literacy campaigns in Urban Situation especially Metropolis: Delhi Experience, 13 and 14 June 1996, inaugurated by Principal Secretary, Education, Delhi Government.
- ◆ Two-day workshop on 'Seeking Solutions for Literacy Campaign's Implementation in Metropolis' 18 and 19 June 96, inaugurated by Principal Secretary, Education, Delhi Government.
- ◆ Workshop on 'Development of Material for Spreading the Message of Consumer Awareness Among the Masses' organised from 19-22 July 1996. The whole package of material was released by Minister of Consumer Affairs on the occasion of Saksharta Mela organised by DSSAS.
- ◆ Workshop on 'Post Literacy and Continuing Education', 16 to 18 December 1996. Workshop was inaugurated by Mr. S. Regunathan,

Principal Secretary Education, Delhi Government.

- ◆ Workshop on 'Development of Audio Cassettes of Literacy Songs', 15 to 17 January 1997.
- ◆ Workshop on 'Post Literacy Material Development' on 20 Jan 1997.
- ◆ International workshop on 'Continuing Education for Development', from 25 Feb to 3 March 1997 organised in collaboration with Dhaka Ahsania Mission, Dhaka, Bangladesh and UNESCO (PROAP) Bangkok.
- ◆ Three workshops of 2 days each were organised to spread the messages of NLM among writers, poets, journalists and artists (1997). Eminent Hindi and Urdu writers, artists, journalists from Delhi attended the workshops.
- ◆ Workshop on 'NGOs Participation in Literacy and Population Education Activities' on 6 and 7 May, 1997.
- ◆ Workshop on 'Production of Low-cost Teaching Aids', from 6 to 8 Aug 1997.
- ◆ Workshop on 'Effectiveness of SRC Training' on 5 and 6 Nov 1997.
- ◆ National workshop on 'Expanding Partnership Between NLM and Voluntary Agencies', (1997).
- ◆ Workshop on 'Strategies for





Writers' workshop in progress

Mobilisation and Sustenance of Masses in Post Literacy' from 11 to 13 Nov 1997.

- ◆ Workshop on 'Use of Cable Network for Literacy' on 4 Feb 1998.
- ◆ Workshop on 'Gender Planning' on 18 and 19 Feb 1998.
- ◆ Workshop on 'Leadership' on 23 and 24 Feb 1998.
- ◆ Workshop on 'Team Building' on 4 March 1998.
- ◆ Workshop 'To Hone the Capacities of Senior

EFA Functionaries to Train Sub-Ordinate Level Literacy Functionaries for Implementation of Literacy, Post Literacy and Continuing Education Programmes' from 5 to 7 March 1998.

- ◆ National and State level workshops on 'Continuing Education and Development', (1998).
- ◆ Workshop on 'Communication tools and Teaching Aids' from 23 to 25 April 1998.
- ◆ Workshops on 'Story Telling' on 23 June, 14

July, 29 July, 6 Aug 1998. Objective of the workshops was to develop folk stories on gender issues and women empowerment.

- ◆ Workshop on 'Development of Newsletter Awaz for Neo-literates', from 10 to 17 Sept 1998.
- ◆ Workshop on 'Sensitization of Cable Operators for Literacy Program' on 7 Oct 1998.
- ◆ Training-cum-workshop for literacy volunteers on 'Development of Newsletter for neo-literates at Community Level' from 6 to 8 Nov 1998.
- ◆ Workshop on 'Strengthening of NGOs Partnership (Sanjha Munch)' on 11 Nov 1998.
- ◆ Regional workshop on 'Involvement of Local Self government in NFE: Innovative Training of District and Community Representatives' was organised in collaboration with UNESCO (PROAP), 1999.
- ◆ Workshop to 'Finalise the Manual Developed on Involvement of Local Self-Government in NFE' organised in collaboration with UNESCO (PROAP), Bangkok.
- ◆ Regional Workshop on 'Use of Computer' organised at STG International Limited India, New Delhi 1999.
- ◆ Five-day workshop on 'Need Identification of Learners, Communication Theory, Grading of Books, and Scheme of Post Literacy and Continuing Education', 2000.
- ◆ Workshop on Navsaakshar Lekhak Samvad

- (communication between neo-literate and writer) was organised for writers, field workers, neo-literates and volunteer literacy workers (2000).
- ◆ National workshop on 'Documenting Literacy for Empowerment' organised by DFID, India, support was provided by SRC Delhi (2001).
 - ◆ National workshop to 'Disseminate the Findings of the Action Research 'Learning Partnership with the Neo-literates', (2001).
 - ◆ National workshop on 'Development of Manual on Training Techniques', outcome of the workshop was published in the form of book by DAE, Govt. of India (2001).
 - ◆ Sub-regional workshop on 'Innovative Approaches to Functional Literacy for Poverty Alleviation' in collaboration with UNESCO, India Office.
 - ◆ Workshop on 'Development of Handbook for Preraks', (2001).
 - ◆ National workshop to 'Finalise the Guidelines for Evaluation of SRCs', organised in collaboration with DAE (2001).
 - ◆ Workshop on 'Adaptation of Panchatantra stories and Jataka Kathas for Adult Neo-literates', (2001).
 - ◆ Workshop on 'Role of Media in Literacy Promotion', attended by renowned filmmakers, field workers, neo-literates, DIET and DAE officials, (2001).
 - ◆ Workshop on 'Development of Training Material for Mobile Crèche', organised in collaboration with Group of Adult Educators, JNU, and mobile crèche, India (2001).
 - ◆ Workshop on 'Capacity Building for Self-Expression and Initiatives' (2002).
 - ◆ Workshop on 'Preparation of Manual on Organisation and Management of Crèche' organised in collaboration with Group of Adult Educators, JNU (2002).
 - ◆ Ten-day workshop on 'Development of English Primer' (2002).
 - ◆ Workshop on 'Need Assessment of Urban Slums and Villages of Delhi' (2002).
 - ◆ Workshop on 'Review of Manuscripts of National Prize Competition on Literature of Neo-literates 2001-2002', organised by DAE in collaboration with SRC Delhi (2002).
 - ◆ Workshop on 'Development of English Primer, Literacy @Home part II' from 15 to 17 April, 2002.
 - ◆ Three workshops organised in phases on 'Development of Primer for Members of Self-Help Groups' from 20-26 April; 10-11 July; 15 November 2002.
 - ◆ Workshop to 'Chalk out Key Strategies for Medium Term Action Plan 2000-2005' 18 April 2002.
 - ◆ Workshop on 'Development of Material on Adolescence RCH issues' on 6 Aug 2002.
 - ◆ Workshop on 'Development of Tools for the Study on Need Assessments of Adolescents with Special Reference to Life Skills in Rural Areas and Urban Slums of Delhi' on 7-8 November 2002.
 - ◆ International seminar on 'Literacy and Livelihood in Urban Context' from 11-13 December 2002, organised in collaboration with Uppingham University, London and Group of Adult Educators, JNU.
 - ◆ Three workshops of 15 days each on street theatre to train young boys and girls in script writing, acting and directing plays, 2002.
 - ◆ National Workshop on 'Development of Graded Legal Literacy Material' organised in collaboration with DAE, MHRD, Govt. of India (2002).
 - ◆ Workshop on 'Communication Skills' on 4 and 5 Feb 2002.
 - ◆ Workshop on 'Development of Primer for SHG groups of MP' (2002).
 - ◆ Workshop to Review primers developed by SRC Bhopal and Indore on initiative of DAE and NLMA MHRD, GoI (2002).
 - ◆ Workshop on 'Development of Teaching Aids for Swashakti Project', World Bank project (2002).
 - ◆ Workshop on 'Sustainability of Continuing Education Centres of DSSAS and other NGOs Implementing CE programme in Delhi' (2004).

- ◆ Workshop on ‘Material Development for Vocational Skills’ (2004).
- ◆ Review committee meeting organised to ‘Review SHG material developed by SRC Indore, Bhopal, Bihar, Rajasthan and Himachal Pradesh’ on initiative of DAE, MHRD, Govt. of India (2004).
- ◆ Workshop on ‘Review of Jamia Books on Health and Legal Literacy’ (2004).
- ◆ Workshop on ‘Development of Training Manual on Kantha and Applique work and Maintenance and Repair of Sewing Machines’ (2004).
- ◆ Writers workshop for ‘Development of Radio Scripts’ on 13 April 2006.
- ◆ Workshop for ‘Review of Radio Scripts and Finalisation’ on 27 April and 25 May 2006.
- ◆ Workshop for ‘Development of Slogans on Contemporary Issues’ on 14 March 2007.
- ◆ Workshop to ‘Prioritise Issues for Future Publications’ on 15 March 2007.
- ◆ Five-day workshop on ‘Developing Material Related to Female Foeticide, RTI, HIV/AIDS’ (2007).
- ◆ Six day workshop on ‘Development of Vocation Based Primer’ (2008).
- ◆ Two-day workshop for ‘Editing of Slogans’ (2008).
- ◆ Workshop on “Information Material” organised on 16 December 2009.
- ◆ Workshop to ‘Develop Advocacy Material Assessment and certification of neo-literate’ 2009.
- ◆ Workshop on ‘Development of IEC Material on Electoral Literacy’ in collaboration with other SRCs from 11-14 April 2013. An expert from Election Commission also attended the workshop.
- ◆ Workshop for ‘Language Improvement for the Existing Electoral Literacy Material’ from 27-29 April 2013.
- ◆ Workshop to ‘Finalize Electoral IEC Material’ from 10-12 June 2013.
- ◆ Workshop for ‘Development of Training Module for Electoral Literacy’ from 28-30 September 2013.
- ◆ Workshop on ‘Preparation of Bridge Primer EK KADAM AUR’ on 27-28 January, 2014.
- ◆ National workshop to ‘Review Urdu Primer IBTIDA’ on 5 December 2013.

Merging Joy with Business

Outreach Activities to Promote Literacy

SRC Jamia had over the years emerged as an important centre for organising events, be it formal training programmes, workshops, seminars, educational camps, exciting educational conferences or any other such event. Some of the popular activities in this regard are mentioned below:

Mobilization of Literacy Volunteers

For promotion of literacy and AE, SRC Delhi formed a Literacy Volunteer Corps in 1984-85. But the mobilization of volunteers for literacy was not very easy. Therefore, SRC issued a general appeal for enrolment of volunteers. Appeal was drafted and printed beautifully. It was handed over to people on a door-to-door basis. SRC also reached out to university and school students. The programme got an encouraging response from the masses and thousands of volunteers were enrolled. They took pride in being member of the Corps and work for literacy.

Literacy Fairs

Promotion of literacy is difficult and time-consuming. Literacy fairs bring excitement and help promote the cause. With this in view, SRC started organising literacy fairs each year from 1986. Initially, the literacy fairs were organised at SRC in Jamia Millia Islamia. NGOs and the Delhi Government used to participate in the fair. Later with the launching of EFA, SRC started organising fairs in each district of Delhi in collaboration with Delhi Serve Shiksha Abhiyan Samiti (1995-96). The culminating apex event was organised at SRC. Thus, every year 7-8 literacy fairs were organised in the field areas crowned by a mega event at Jamia University.

With time, these fairs became so popular that adjoining states also started attending the Central

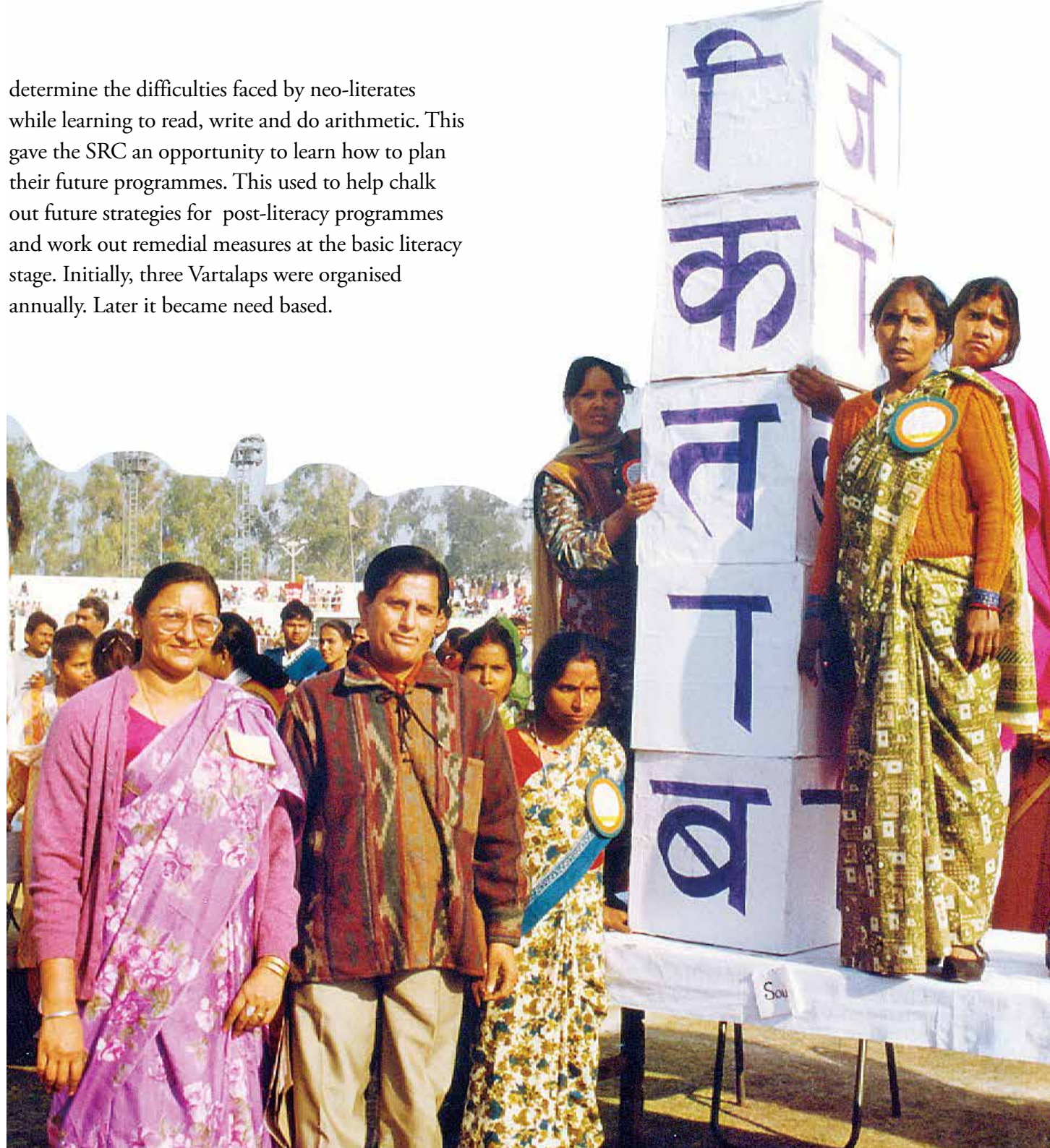
Fair of SRC. Each fair was attended by 1,500 to 2,000 volunteers and learners. Various dignitaries including local MLAs, Director and Deputy Directors (Education), DCPs, Education Officers of Delhi Government, officials from Directorate of Adult Education, Ministry of HRD, Vice Chancellor and professors of Jamia University and pradhans used to attend the fairs.

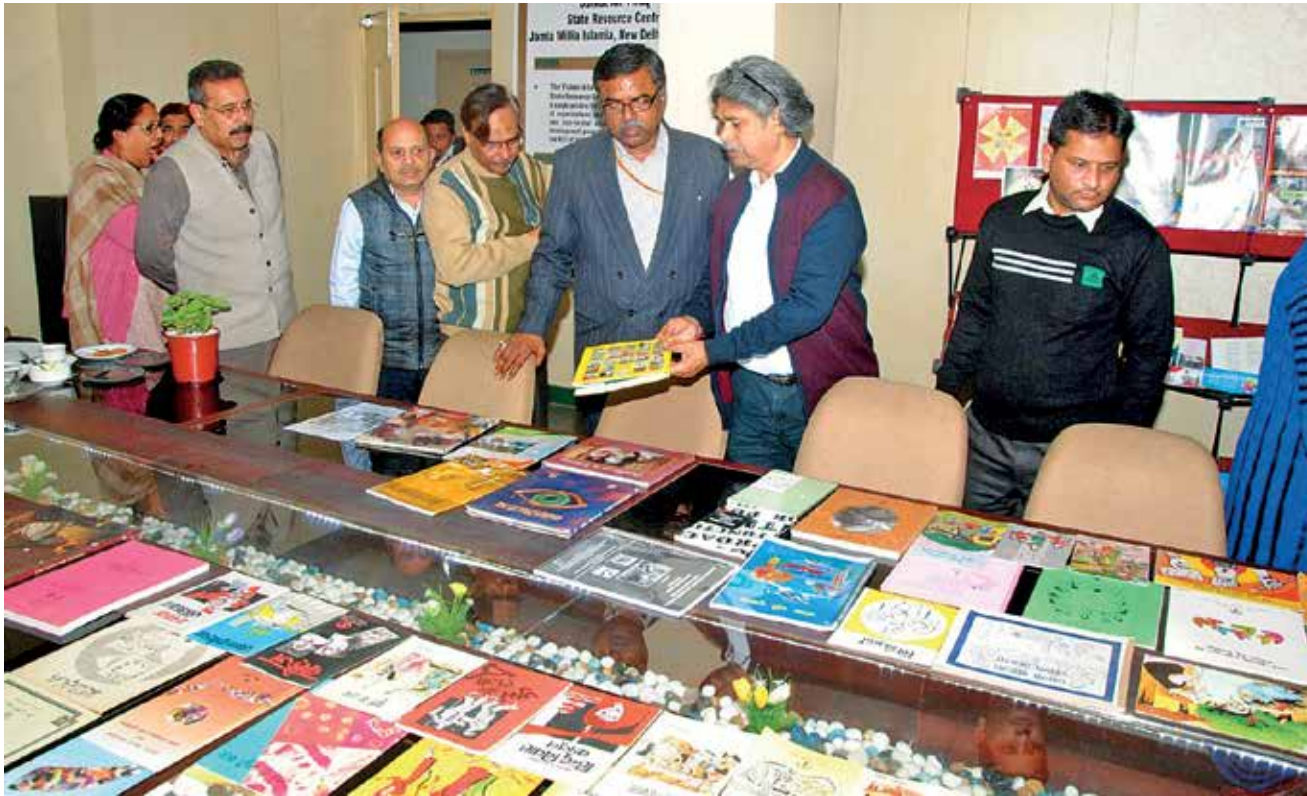
The objective of these fairs was to create a literate environment to accelerate community participation in the literacy programmes and provide a platform for promoting understanding and cooperation among members of the community. Quiz contests, declamation contests, poetry competitions, success stories, group songs and dances, literacy antakshari, writing competitions and literacy sports were the most popular events of the fair.

Nav-saakshar Vartalap

A face to face conversation with neo-literates works best for getting a direct feedback about a programme, material, and any training. SRC promoted face-to-face interaction with the beneficiaries where they used to speak openly about their problems and difficulties, and benefits of the programmes. SRC started organising Vartalaps since 1995. It proved very useful for the SRC to learn basic ground realities and improve its activities. Through these conversations, SRC was able to

determine the difficulties faced by neo-literates while learning to read, write and do arithmetic. This gave the SRC an opportunity to learn how to plan their future programmes. This used to help chalk out future strategies for post-literacy programmes and work out remedial measures at the basic literacy stage. Initially, three Vartalaps were organised annually. Later it became need based.





Book Fair at SRC Delhi

Voice of Learners

Since 1997, one-day learners' conference 'Voice of Learners' was organised each year to find out about the perception and socio-attitudinal changes brought about by literacy and the impact of literacy on learners and neo-literates. These conferences were very well attended and helped refashion the literacy programmes.

Literacy Chitrahaar (Song Sequence)

Literacy song sequences were organised for neo-literates of DSSAS. Songs presented by neo-literates and literacy workers were recorded. These songs were written and composed by participants on the themes of literacy and major social issues. This activity helped develop confidence and creativity among learners. It also helped in the identification of talented learners and volunteer teachers.

Sanjha Munch (Collaborative Forums)

NGOs all over Delhi were doing uphill task of community development by providing awareness and resources in different fields like Health, Nutrition, Microcredit and Skill development. These forums were organised with the collective efforts of local NGOs in which they used to discuss their work and form strategies to work jointly for maximum benefits (1997). SRC Delhi focused upon the issue of close coordination among NGOs of the area for partnership.

To achieve the objective, SRC organised workshops at central as well as field level. Group of NGOs from respective areas were briefed about the importance of coordination, cooperation and collaboration. SRC guided NGOs to form Sanjha Munch (Collaborative Forums) at local level in some areas. These Sanjha Munchs helped in developing cohesiveness among NGOs.

Organisation of Awareness Camps

Organisation of awareness camps on innovative themes was a regular feature of SRC. In the past, thousands of awareness camps have been organised for different groups like newly married women, adolescent boys and girls, mothers-in-law and daughters-in-law. Camps on eye check-up, health check-up, care of babies, and similar family health issues were organised. These camps were found to be very successful in achieving the set objectives.

Fairs for Improvement of Livelihood

In contrast to rural areas urban living presents a different physical, social and civic environment. It requires acquisition and updating of literacy and livelihood issues. Realising the need, SRC started activities for skill development of beneficiaries in collaboration with JSSs, banks, universities and other agencies and institutions. In addition to Skill development training and courses, skill development fairs, loan fairs, livelihood improvement fairs were organised in collaboration with banks and JSSs.

Pustak Mela (Book Fair)

Each year, Book Fairs were organised to develop reading habit among neoliterates as well as literacy workers. On an average, 1500 adult learners visited the fair.

During the fairs, competitive events were also organised and cash prizes were awarded to the winners. Distinguished guests like Mrs. Sheila Gujral, wife of Prime Minister, Mr. Sunit Tandon, News Reader and Managing Director of NFDC, Mrs. Sudhamahi Regunathan, Journalist, Mr. T. Wadhvani, President Rotary club, and other dignitaries attended the programme to encourage participants.

Pustak Saptah (Book Week)

Pustak Saptah was celebrated in collaboration

with Area Coordinators in the field work areas. During the whole week, the community used to donate books, take part in various activities like preparation of Newspapers and Posters. Competitive events like Quiz contest, Songs, Skit were also organised. Prizes were given away by local MLAs and dignitaries. Eminent social workers and UBS officers also attended the functions.

Innovations

SRC's strength has traditionally been innovative. Due to this quality, it has achieved excellence in different fields of Adult Education. Few examples of innovations have already been mentioned under different heads and few more are given below:

Literacy Volunteer Corps

In 1984-85 it was felt that the literacy programme must become a mass movement as only structured official efforts were not enough. With this realisation, SRC prepared Literacy Kit, formed a Literacy Volunteer Corps, made a general appeal to the public to join the movement and provided literacy kits to the volunteers. The programme got an encouraging response from all quarters. Due to this initiative, MHRD gave SRC the responsibility to prepare publicity material and literacy kits and train the Master Trainers to implement the Mass Programme of Functional Literacy in Delhi.

Jamia Grading Criteria

The SRC pioneered the work of evolving a set of simple, yet scientific criteria to grade neo-literate books. The work was started by Shri Mushtaq Ahmad, Director, SRC Delhi with active cooperation of Dr. Kapil Kapoor of Centre of Linguistics and under the chairmanship of Prof. R. N. Srivastava in 1983. The criteria were reviewed by Academicians, Writers and Educationist and after approval were published in the book form.

Organisation of Experimental Centres

Special Programmes for Weaker Sections and SC, ST: The project was started in 1987 under which 6 types of centres were started in different parts of Delhi having special inputs. A bilingual experimental centre for Tamil workers, a community-based centre, a centre with experimental library, a legal literacy centre, a centre having income generation activities, and a rural community-based centre having 'Mother and Child Care' provision. Centres were evaluated after 12 months and findings were published.

Legal Literacy Camps in the local dialect

Three literacy camps were organised in collaboration with the Institute of Social Health Welfare Rural Development and Educational Society, Faizabad in Faizabad and Sultanpur in 1990. The emphasis of the camp was on



Word building skills of learners being evaluated

Constitutional Law, Penal Code Provision, Criminal Procedure, Road Accident's Victim Compensation Act, Factory Laws and Hindu Family Laws. The laws were explained in the local dialect with the help of slide shows.

People were especially interested in knowing their fundamental rights, laws related to bonded labour, untouchability, minimum wages and payment of wages apart from the subjects covered.

Such information motivated them to come forward to enrol in literacy classes.

Vivek Shruti

SRC Delhi started the project 'Vivek Shruti' in collaboration with the Council of Science and Industrial Research (CSIR) in 1989-90. Under the project series of 24 audio cassettes were developed using several formats like songs, drama,

stories, puzzles, games, for teaching literacy skills to adult learners. These were prepared by adult educationists and folk and modern media experts and tried in the field.

Workshop for Capacity Building for Self-Expression and Initiative (2001)

The workshop was held to improve communication skills of the participants and to enable them to set realistic goals in life. To motivate them to work in organised groups they were also acquainted with the need for team building and identifying the characteristics of a successful team.

Formation of Pressure Groups at Field Level

Ten 'Pressure Groups' were formed in the field to serve as a link with communities for the promotion of PDE related activities at the field level. These were found to be very effective.

SRC Hindi Primer on Computer Software

On the initiative of the Delhi Government, NIIT transferred SRC primer on computer software in 2002. Six computer kiosks were set up in the communities for the general public to learn literacy skills in a user-friendly manner. A study was also conducted to evaluate the success of the project.

Information Communication Technology Centre

An ICT Centre was established in the Continuing

Education Centre in old Delhi with the active support of Jamia Polytechnic to train school dropout girls. Many underprivileged girls became computer literate due to this facility.

Management and Organisation of Mobile Crèches in Slums

SRC in collaboration with the group of adult educators, JNU started an innovative training programme for neo-literates, in the organisation and management of mobile crèches in the slums of Delhi. Training material in the form of 3 manuals was also developed by SRC in collaboration with Mobile Crèche of India.

Literacy through Hobby Centres

The project was initiated with the active support from Mawana Sugar Mills Employees' families in 1998 and was sponsored by NLM. Literacy was imparted to the Sugar Mill non-literate employees through three hobby centres. The project received a UNESCO award on the occasion of International Literacy Day 2001 at Vigyan Bhawan.

Establishment of Literacy Home and CECs

Literacy home was established in the neighbourhood of Jamia in collaboration with the Rotary Club of India. It was inaugurated by Dr. Harshvardhan, Hon'ble Minister of Health and Education in Bab-ul-ilm. It served as an ideal CEC and worked as a power house for the local people.

Regional Workshop on Computer

Initially, when computers were introduced in SRCs, a workshop was organised in collaboration with STG International Limited, New Delhi for personnel of SRC Delhi, Himachal Pradesh and Chandigarh at SRC Delhi.

Mobile Library Van and bicycle libraries to serve CECs

SRC established 9 experimental Continuing Education Centres in Delhi with different special inputs in each of them. In addition to regular libraries, these CECs were served with a mobile library van periodically. The mobile library van equipped with books, TV, VCR and portable Generator was donated to SRC by Rotary Club of

Delhi South R.I. 3010, in 2000. The library was found to be very popular with the beneficiaries. There were more than 1,550 books on different subjects for the neo-literates in the library.

The experimental CECs established by SRC were also provided with bicycle libraries so that school drop-outs, girls and women who were not able to reach the centre could be provided with books at their doorsteps. Both types of libraries were very popular with the beneficiaries.

Kahani Manch (Story Forum)

It was observed that usually creative writers are reluctant to make changes in their scripts after pre-testing. Therefore, a 3-days 'Story Forum' was organised in which along with creative writers, learners and neo-literates also participated. Writers decided on the topic of their story after thorough discussion with the learners. Afterwards, learners getting encouragements from writers gave their bold comments on the stories written by them. It was an eye-opener for most of the writers.


Chapter 9

Of New Centres and
Collaborations:
Successes to Celebrate



For glory lit, and life alive, for
goals unreached and aims to
strive. All men must try, the
wind did see. It is the test, it is
the dream.

—Brandon Sanderson,
Words of Radiance



In recognition of the remarkable work done by SRC Delhi, an All India Resource Centre was established by the Ministry of Human Resource Development, Govt. of India in SRC in 1993, with the aim of providing resource support to the Urdu-speaking clients of National Literacy Mission. Urdu Resource Centre developed many motivational, informative and instructional materials and translated already available relevant materials and NLM documents for the literacy programme.

Birth of All India Urdu Resource Centre

Workshops, trainings and orientation programmes were organised by the Urdu cell for functionaries and volunteers of National Literacy Mission opting for Urdu. Research was conducted for the identification of need and problems of Urdu language learners and volunteer teachers. Selected experiences were

also documented for the promotion of National Literacy Mission objectives. An Urdu magazine 'Shame Nav' was published by the cell which was distributed in all states of the country having readers in Urdu. A core group consisting of literacy experts, academicians, famous Urdu writers and journalists was formed which guided the endeavour.

Main activities

- ◆ A national seminar was organised on 'Urdu Press and its Role in Promoting NLM', in collaboration with the Ministry of Human Resource Development in 1993. Representatives of Urdu newspapers and journalists were the principal participants.
- ◆ A number of publications and documents published by NLM in English were translated into Urdu and disseminated for literacy workers:
 - National Literacy Mission
 - Jan Shikshan Nilayam

- NLM folder
- Towards Literate India
- Guidelines for evaluation of TLC
- Guidelines for Evaluation of PLP
- Scheme of Continuing Education
- AIDS folder
- Training Manual of SRC Delhi
- Various PL material
- UNICEF material on mother and child care
- UNICEF material on Facts for Life
- ◆ Produced and translated books for three levels of neo-literates.
- ◆ Magazine ‘Shamye Nau’ published and distributed to Urdu and Hindi press, ZSS, literacy workers.
- ◆ Cell established linkages with leading institutions of Urdu like Urdu Academy, Anjuman Tarraqi Board, Delhi.
- ◆ SRC supplied Urdu basic literacy material to Urdu Academy, Delhi and mobilised them to take active part in National Literacy Mission.
- ◆ Conducted trainings for KRPs in Literacy campaigns of other states like Karnataka, Maharashtra, West Bengal, UP, Madhya Pradesh, Bihar, Andhra Pradesh, Haryana, since 1991.
- ◆ Conducted Post Literacy Training (Urdu) in WB, UP and Karnataka.
- ◆ Provided guidance and assistance in preparation of IPCL primers to ZSS of different states like

Madhya Pradesh and Rajasthan.

- ◆ Supplied Urdu basic and post-literacy material to many states.
- ◆ Helped Urdu Academy in conducting evaluation of learners.

Setting Up of National Network Centre for Gender Planning and Training

In 1994, SRC Delhi was recognised as a national networking centre for imparting gender planning training in the country. The project was a collaborative venture between the British Council and the Government of India. Director, SRC received six weeks training in gender planning at Lal Bahadur Shastri Academy of Administration, Mussoorie and attended a two weeks post-course workshop at Academy of Administration Bhopal. The aim of the project was to raise the awareness level of gender issues so that these are accorded due priority in development initiatives. Gender Planning Module for key resource persons and material producers was developed by the SRC and was tested with the TLC Sehore, in collaboration with the Academy of Administration Bhopal, SRC Indore and BGVS, Bhopal.

Under the project, several gender-sensitive books were developed and training programmes were organised for adult education functionaries, literacy activists, and managers. Research studies were also conducted.

Main Objectives of the Centre

- ◆ To introduce the functionaries to the key gender issues.
- ◆ To familiarise them with Gender Analytical Framework in planning and execution of literacy programmes.
- ◆ To help them develop strategies for improving women’s participation in literacy and lifelong learning programmes by incorporating Gender Analytical Framework.

Several training programmes and workshops were organised exclusively for gender planning for different level of literacy functionaries in Delhi. Due to these efforts, the teaching-learning materials developed by SRC Delhi are gender sensitive and inputs on gender issues were deliberately incorporated in most of the training programmes.

SRC organised a training programme on ‘Gender Planning’ for the Directorate of Watershed Management at Dehradun from 27-29 May 1998. The programme was attended by Watershed Management officials, Indian Forest Service officers, programme coordinators and field workers.

Collaborating with United Nations, World Bank and International Agencies

SRC had the special privilege of supporting programmes and activities of UNESCO,

UNICEF, World Bank, UNFPA, ACCU Japan. SRC actively participated in their programmes since 1983. SRC not only participated in programmes and activities of UNESCO but had also been actively involved in the organisation and conducting of various activities for the furtherance of their objectives for achieving Education For All goals and creation of a learning society. It had successfully completed many projects for these organisations. SRC had been given the leadership role in the country to organise workshops, seminars, training programmes, take up research projects and research studies. Some of these activities were:

- ◆ UNICEF assisted project of DAE on the production of material on 'Pre-natal and Post-natal Care' - a set of five posters, set of flash cards, an illustrated booklet, a photographic booklet and a source book were produced under the project (1984-85).
- ◆ UNFPA, 'Population and Development Project' was sanctioned to the SRC in the year 1987.
- ◆ Compilation of report on 'Universal Literacy Villages of Rajasthan'. Study was sponsored by UNICEF, India office for DAE, Govt. of India. Eight villages of Rajasthan were the subject of study.
- ◆ Organisation of national workshop on 'Continuing Education for Development' in

collaboration with Dhaka Ahsania Mission, Bangladesh and UNESCO (PROAP), Bangkok (1996-97). The workshop evolved a plan to achieve the goal of APPEAL, planning for the eradication of illiteracy and promoting Continuing Education in India.

- ◆ UNESCO-sponsored project on Implementation of Books for Neo-literates on HIV/AIDS was carried out to study the use and impact of books produced by UNESCO (2001-02).
- ◆ UNESCO (PROAP) sponsored project on, 'Innovative Approaches to Functional Literacy for Poverty Alleviation - a national case study'. Findings were documented in the form of a book. Later on, a Sub-regional workshop was organised to share the case study with practitioners and academicians. After completion of the project, UNESCO Beijing office sponsored the visit of Nepal delegates to share and learn from India experience.
- ◆ Technical and academic support was provided to the World Bank sponsored Population Project – VII undertaken by the Municipal Corporation of Delhi. Similar support was extended to its sub-projects undertaken by NGOs in Delhi.
- ◆ Evaluation of Literacy Sub-projects sanctioned to NGOs by MCD under World Bank-sponsored India Project-VIII (1999-2000).

- ◆ Action research on 'Learning Partnership with Neo-Literates' was conducted in collaboration with UNESCO India in 1998-99 to determine how much literacy skills neo-literates have acquired and if they will be able to use this skill in their day-to-day communication. It was also to assess the willingness of neo-literates to continue their education through literacy programmes.
- ◆ Adaptation of AJP material produced by ACCU (Japan) - Books on Marketing, agriculture, reforestation, management of garbage, planting of trees for extra income and a flip book were adapted for neo-literates of India under the project.
- ◆ Pilot project on 'Continuing Education for Income Generation' conducted in collaboration with UNESCO (PROAP), Bangkok and Dhaka Ahsania Mission, Dhaka (1999-2000).
- ◆ Strengthening of Panchayati Raj Institutions (Local Self Govt.): A regional workshop was organised on involvement of Local Self Govt. in NFE: innovative Training for District and community representatives was organised in collaboration with UNESCO (PROAP) Bangkok in 1999. Eleven participants from 7 countries and experts from UNESCO (PROAP) participated. As a result of the workshop, a manual was developed and



Foreign delegates examining a Hindi primer

- ◆ SRC actively participated in a number of activities sponsored by UNESCO. Mrs. Nishat Farooq, Director, SRC was identified as a consultant by UNESCO Bangladesh for adaptation of four volumes of UNESCO-PROAP Manuals on 'Planning and Management of Literacy and Continuing Education' by CAMPE for Bangladesh. She also participated as a resource person in training-cum-workshop organised by CAMPE at Dhaka, Bangladesh from 20th August– 3 September 1997.
- ◆ Director, SRC participated as a resource person in the workshop on 'Development of Post Literacy Material', organised by Dhaka Ahsania Mission in collaboration with ACCU, Japan from 21-30 September 1997 at Dhaka, Bangladesh.
- ◆ Coordinator Training, SRC Delhi acted as UNICEF consultant for developing a district plan to eradicate illiteracy from Mirzapur district (one of the technology demonstration districts under NLM) of Uttar Pradesh (1988-1989).
- ◆ Director, SRC was identified by UNESCO, Delhi as consultant to organise training-workshop on 'Preparation of Material on Functional Literacy' at Lahore (1998-99).
- ◆ Director, SRC attended a workshop on Non-formal Education Development of Asia

national follow-up programme was prepared.

- ◆ A week-long orientation in adult literacy was organised for UNESCO delegates from Bahrain from October 1-8, 1997. Officials from Department of Education, Ministry of Human Resource Development, Govt. of Bahrain and Scientific Advisor to Bahrain Government were delegated for this event.

- ◆ SRC was given a leadership role in the country to organise workshop for ACCU (Japan) for Material Production and to organise workshop on Continuing Education and Development by UNESCO.
- ◆ UNICEF entrusted it with the responsibility of organising a workshop for the development of material on Facts for Life (1997-98).

Pacific Data Base and a meeting of a 'Senior Level Expert Group Consultation' as resource person at Dhaka, Bangladesh from 13-19 December 1997, organised by UNESCO PROAP, Bangkok.

- ◆ Director and staff of SRC Delhi participated in Second Asia Regional Literacy Forum Conference organised by NLM, UNESCO and International Literacy Institute, Philadelphia, jointly at New Delhi. Director, SRC participated as a panellist and presented her views on 'Neo-literate Material Produced in India'. She also acted as a rapporteur for the forum (1997-1998).
- ◆ Director, SRC attended workshop as Resource Person on Development of Basic Literacy Learning Material for Unreached Population organised by ACCU, Japan at Tehran, Iran (1998).
- ◆ Director, SRC attended Meeting of Expert Group for Evaluation and Monitoring of Literacy and Continuing Education Programmes organised by UNESCO, PROAP from 3-11 May 1998, at Manila, Philippines for the development of a manual for Monitoring and Evaluation of Literacy Programme.
- ◆ Coordinator and Associate Coordinator (Training and Documentation) attended a sub-regional workshop on 'Continuing

Education on Income Generation in South Asia' organised by UNESCO(PROAP) in collaboration with Dhaka Ahsania Mission at Dhaka, Bangladesh (1998).

- ◆ Director, SRC attended international workshop as a resource person on 'Non-formal Education in Rural areas' at Suzhou, Jiangsu Province, China, organised by UNESCO China from March 28-31, 1999 and presented paper.
- ◆ Director, SRC attended National workshop as a resource person on 'Innovative Strategies and Material Development for Continuing Education' organised by NLM and UNESCO (1999).
- ◆ Coordinator (PDE) attended Inter-sectoral Research Consultation organised by UNFPA in New Delhi (1999).

Development as a Referral Centre

Several organisations and individuals used SRC as Referral Centre for guidance to plan, organise, implement and evaluate their programmes and projects. In addition to that, SRC had a collection of academic as well as programme-related literature which was used by students and programme implementers. Some important clients are listed below:

- ◆ **Guidance to State SRCs:** Guidance was provided to SRC Himachal Pradesh,

Arunachal Pradesh and SRC, Adari when these were in the formative stage during 1996-97. These SRCs held consultative meetings to learn from SRC Delhi's experiences about staffing pattern, administrative control, financial resource management, material development and training.


- ◆ **Strengthening Total Literacy Campaigns in neighbouring States:** Rather than taking guidance from their own state SRCs, several adjoining states consulted SRC Delhi for technical support and guidance for their total literacy campaigns, for instance, Zila Saksharta Samitis of Gurgaon and Faridabad in Haryana and Ghaziabad in Uttar Pradesh. Training programmes were organised for total literacy and post-literacy campaigns in some districts of Uttar Pradesh. ZSS Gurgaon was provided support to plan and execute surveys, and their coordinators and sub-project coordinators were trained in survey conducting techniques.
- ◆ **Post-graduate and Research Scholars:** Students of Department of Education and Department of Social Work, Jamia Millia Islamia took the benefit of SRC Delhi library and took guidance of SRC staff members.
- ◆ **Film Makers and Media:** Media professionals and film makers turned to SRC Delhi for success stories and shooting sites.



Chapter 10

Of Honour and Glory

Great things are done when
men and mountains meet.
—William Blake



The cup of joy of adult literacy team at State Resource Centre Delhi was full with a deep sense of fulfilment, while its huge endeavour was met with wide recognition from both a number of national bodies and international agencies. The team produced hundreds of books, posters, films and flash cards to enrich the neo-literacy programmes. Each of the work was priceless and a gem in the eyes of those who were learning to read and equip themselves with basic chores and vocations in life.

Published Works and Literacy Materials

The adult literacy team at State Resource Centre Delhi worked with a number of freelance authors, doctors, scientists, educationists, social scientists and linguists to develop a large body of books, primers, exercise books, storybooks, flip books, flash cards, posters and slide shows. The mission was not just to spread literacy, but

also to educate the neo-literates about different spheres of life and empower them.

Instructional Material

- ◆ Meri Kitab Part I, II and III: Set of Hindi Primers
- ◆ Teacher's Guide for Meri Kitab
- ◆ Charcha Bindu: How to Conduct a Discussion
- ◆ Teaching Chart for Meri Kitab Part I
- ◆ Abhyas Pustika: Exercise Book for Primer I and II
- ◆ Hum Padhen Part I and II: Set of Urdu Primers
- ◆ Hisaab ki kitab: Arithmetic Book for Learners, in Hindi and Urdu
- ◆ Padhney may mazaa hai: Urdu Reader
- ◆ Meri Sakhi Part I, II and III: Set of Primers for members of Self Help Group
- ◆ Meri Sakhi: Teacher's guide for members of Self Help Group

- ◆ Literacy @ Home Part I and II: An English Primer
- ◆ Primer on Dress Designing
- ◆ Ibtada Part I and II: An Urdu primer

Health and Nutrition

- ◆ Tapaidiq: Storybook on Tuberculosis
- ◆ Hookworm: An Illustrated Book
- ◆ Tandurusti Khoobsurti hai: Tips on Health in Urdu
- ◆ Nirasha say aasha ki ore: Storybook on Leprosy
- ◆ Kala ki kala: Storybook on Personal Hygiene
- ◆ Anjana Apradh: Storybook on HIV AIDS
- ◆ Mamooli Bimarian aur unka Ilaj: Book on Treatment of Common Ailments
- ◆ Lok Rang Manch: Book of Drama on Nutrition
- ◆ Beemar ki Seva Tahal: Book on Care of Sick Persons
- ◆ Aisa kuch karen upay: Poster on Dengue

Mother and Child Care and Facts for Life for UNICEF

- ◆ Garbhvati Istri ki Dekhbhal: Flash Card on Pre-Natal Care
- ◆ Garbhvati ki Dekhbhal: Illustrated Book on Pre-Natal Care
- ◆ Zachcha Bachcha ki Dekhbhal: Photographic Book on Post Natal Care



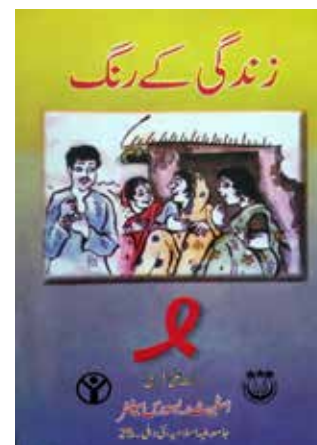
- ◆ Swasth Maa Swasth Bachcha: Poster on importance of Good Health during Pregnancy
- ◆ Tandrust Bachche ka Raaz: Poster on Health Check-Up during Pregnancy
- ◆ Tetanus kay Do Teekay: Poster on Tetanus Immunisation
- ◆ Garbhawastha may Dawaon: Poster on Avoiding Use of Medicine during Pregnancy
- ◆ Garbhawastha may Poshak aahaar: Poster on Balanced Diet during Pregnancy
- ◆ Prasav say pahley aur baad ki dekhbhaal: Teacher's Guide on Pre-Natal and Post-Natal Care
- ◆ Pashchataap kay aansoo: Storybook on Tuberculosis
- ◆ Maila Area: Storybook on Malaria
- ◆ Sapnon kay paon: Storybook on Polio
- ◆ Radha ki tarpan: Storybook on Safe Motherhood
- ◆ Wapsi: Storybook on Leprosy
- ◆ Kya Hua: Storybook on Safe Delivery
- ◆ Subah honae tak: Storybook on Diarrhoea
- ◆ Neelu ki mamta: Storybook on Breast Feeding
- ◆ Bi-scope: On Reproductive Health

Works for All India Institute of Medical Sciences, Delhi

- ◆ Patang kar na de apang: Poster
- ◆ Auzar khilaona nahi: Poster
- ◆ Aisa bhi ho sakta hai: Poster
- ◆ Khel khel mein: Poster
- ◆ Sarak par chalney ka galat tariqa: Poster
- ◆ Behrapan: Poster
- ◆ Bachchey aur durghatna: Slide show
- ◆ Poliomyelitis: Flash cards

Skill Development and Income Generation

- ◆ Badhaigiri Part I, II and III: Book on How to Do Carpentry Work
- ◆ Mehndi aur naari shringaar: Illustrated book on Henna application
- ◆ Silai ki kitab: Illustrated book on Tailoring
- ◆ Sunder kadhay sub kay man bhae: Illustrated book on Embroidery



- ◆ Intizami khaeti: Book on Modern Methods of Agriculture
- ◆ Fasli bimarian ki rok thaam: Prevention of Plant Diseases
- ◆ Chalk banana: Book on Chalk Making
- ◆ Sapna: Storybook on Tiffin Making
- ◆ Shaitan ya farishta Part I: Storybook on Moral Duties of Auto-Rikshaw Driver

- ◆ Shaitan ya farishta Part II: Book on How to Get a Driving License
- ◆ Roop nikharain part I: Book on Skin Care
- ◆ Roop nikharain part II: Book on Hair Care
- ◆ Kubsoorat baal: Book on Hair Care
- ◆ Ped lagao dhan kamao: Illustrated Book on Tree Plantation
- ◆ Bakery
- ◆ Sari Fall
- ◆ Compost
- ◆ Doll Making
- ◆ Mombatti banana: Book on Candle Making
- ◆ Thoak bazaar: Book on Wholesale Market
- ◆ Dukaandaari: Comic book on Shop Keeping
- ◆ Bachat Bank Jaankaari: Information about Bank Loan and Schemes for Income Generation
- ◆ Paper Bags, Envelopes and Folder Making

Consumer Education

- ◆ Nai Saree
- ◆ Thandi Hawa
- ◆ Lau say Lau
- ◆ Khara Paisa Khara Daam
- ◆ Awaz Uthayae
- ◆ Saho mat Kaho
- ◆ Thagiye mat Thagayae mat
- ◆ Kharidaron kay liye zaroori jaankari



- ◆ Kharidaar Saawdhan
- ◆ Raah Sugam Hai

Legal Literacy and Human Rights

- ◆ Book on Delhi Rent Control Act
- ◆ Jurm aur saza: Book on Indian Penal code
- ◆ Faujdary karravahi: Book on Criminal Procedure
- ◆ Hamara Samvidhan: Book on

Constitution of India

- ◆ Chhutkaara: Book on Medical Termination of Pregnancy
- ◆ Hindu vivah kanoon: Book on Hindu Marriage Laws
- ◆ Goad lena aur guzaara: Book on Adoption and Maintenance
- ◆ Kaamkaaji mahilaon kay liye: Laws for Working Women
- ◆ Virasat: Laws on Hindu Succession and Inheritance
- ◆ Dahej: Laws concerning Dowry
- ◆ Durghatna: Laws on Compensation to Road Accident Victims
- ◆ Kettki: Storybook on Laws against Rape
- ◆ Bhool: Storybook on Laws Against Theft



- ◆ Hamarey Adhikar: Flipbook on Human Rights
- ◆ Pheeki Chini: Story on Consumer Protection Act
- ◆ Sunita: Story on Legal Provision of Dowry
- ◆ Daddoo ka faisla: Storybook on Laws of Maintenance of Old Parents
- ◆ Milawat: Storybook on Penal Provision of Adulteration
- ◆ Panch faisla: Storybook on Laws against Untouchability
- ◆ Dar ka unt: Storybook on Laws against Eve Teasing
- ◆ Khushi ka janam: Storybook on Maternity Benefit Act
- ◆ Bachpan ki vaapsi: Storybook on child labour
- ◆ Yeh kaisa Bachpan: Street play on child labour
- ◆ Hamarey Adhikar: Poster on Constitutional Rights
- ◆ Bachpan: Child labour Poster

- ◆ Laws Against Domestic Violence: Poster
- ◆ Female Foeticide: Poster

Disaster Management

- ◆ Bhookamp aapda prabandhan: Book on Earthquake
- ◆ Baadh aapda prabandhan: Book on Flood
- ◆ Sookha aapda prabandhan: Book on Draught

Books for Directorate of Social Welfare, Delhi

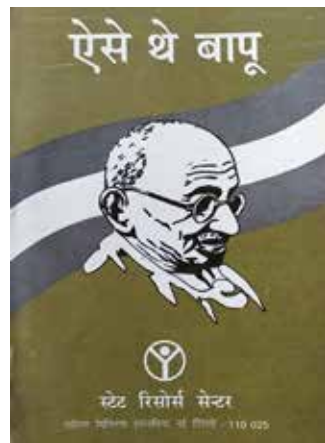
- ◆ Scheme for Disabled
- ◆ Scheme for Widow
- ◆ Scheme for Old People
- ◆ Scheme for Tuberculosis patients

Women Empowerment

- ◆ Bhigi Palkein: Storybook
- ◆ Istri ko Padhao: Storybook on Women Education
- ◆ Beti ka sawal: Photographic Book on Status of Girl Child
- ◆ Kachchi Deewarain: Storybook on Dowry
- ◆ Ammavas say puranmashi tak: Story of a Woman's Struggle
- ◆ Devi Chaudhrani: Abridged novel by Bumkin Chandra Chattopadhyay
- ◆ Kathputli: Puppet Play Book
- ◆ Shalu ki shaadi: Story of a Girl's Struggle against Child Marriage
- ◆ Rastey aur bhi hain
- ◆ Akhri Wayeda
- ◆ Kamzor nahin Mahila: Street Play
- ◆ Intizar: Storybook
- ◆ Beti ka sawal: Photographic Book

Building Scientific Temper

- ◆ Andhvishwas: Storybook
- ◆ Jadu: Storybook



- ◆ Rahasya: Illustrated Book on Reproductive Organs and Reproduction
- ◆ Prait say Chhutkara: Superstitions

National Leaders and Social Reformers

- ◆ Aisey the Bapu: Anecdotes of Mahatma Gandhi
- ◆ Safal Yatra: Life History of

Mahatma Gandhi

- ◆ Nai Rahain: Social Reformers
- ◆ Bachendri Pal: A biography

Street Corner Plays

- ◆ Nagara baje: Compilation of Six Street Corner Plays on Different Issues
- ◆ Zindagi ek natak
- ◆ Ek bhool: Responsible Parenthood
- ◆ Kaka bhi maan gaye
- ◆ Naya Tamasha
- ◆ Nashey ki Qeemat
- ◆ Andhera Mitaiye
- ◆ Sambhal ke Bhaiya
- ◆ Kissa Nasheri Ram ka: Drug addiction
- ◆ Yeh kaisa bachpan: Child labour
- ◆ Kamzor Nahi Aurat: Women Empowerment

- ◆ Naya Kadam: Radio Drama
- ◆ Aangan Aangan: Radio Drama
- ◆ Jin khoja tin paaya: Seven radio programmes on continuing education

Self-Learning Pocket Books

- ◆ Motor Mechanic
- ◆ Road Signs
- ◆ Railway Information
- ◆ Tangewala
- ◆ Zari Worker
- ◆ Silai Kadahi aur Bunai
- ◆ Imaarti Awzaar aur Samaan

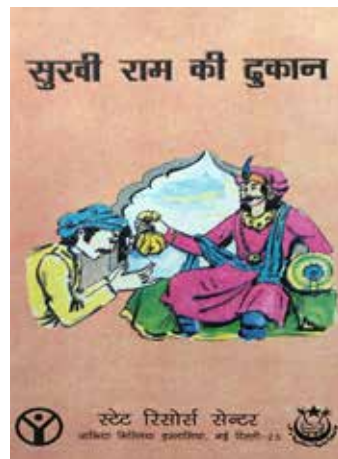
Miscellaneous

- ◆ Dharmik Kahanian: Religious Stories
- ◆ Saaksharta Geet: Literacy Songs in Hindi and Urdu
- ◆ Watan ki Shaan: Hindi and Urdu



- ◆ Navlakha Haar: Storybook
- ◆ Makkhi aur Makri: Story-cum-narration on Social Exploitation
- ◆ Anusashan: Discipline
- ◆ Chaar Payee: Stories about National Values
- ◆ Aas Paas: Stories about Environment Cleanliness and Civic Sense
- ◆ Hum kisi say kum nahi: Success Stories of Learners

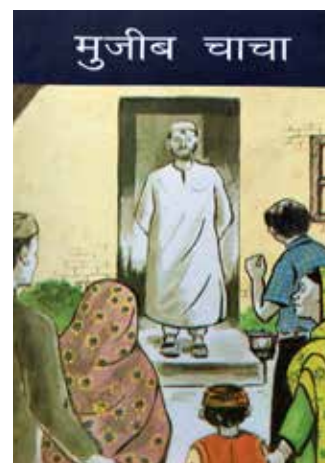
- ◆ Pahla Jhooth: Short Stories
- ◆ Nai Rahain: Lives of Social Reformers
- ◆ Suraj hamara hoga: Book of Songs with audio cassette
- ◆ Bhooli bisri Dilli: Book on Delhi
- ◆ Raksha Bandhan: Storybook depicting importance of Festivals
- ◆ Chamar ka Ladka: Story on Eradication of Untouchability
- ◆ Lalain ka Daan: Storybook on Eradication of Untouchability
- ◆ Kaath kay putley: Untouchability
- ◆ Hum achchey jahan achcha: National Prestige
- ◆ Bhagvan ki dain: Story on financial literacy
- ◆ Daak Ghar: Illustrated Book on Post Office facilities
- ◆ Hanso aur hasao: Book of jokes
- ◆ Sardar ka chunav: How to Select a Leader
- ◆ Dosh kiska: Storybook on habit of Blaming Others
- ◆ Maithlai Lok Geet: Collection of Folk Songs in Maithili Language
- ◆ Punjabi Lok Geet: Collection of Folk Songs
- ◆ Nashon ki Panchayat: Drama book on De-Addiction
- ◆ Nashai ki Qemat: Story on De-Addiction
- ◆ Ped Lagayae: Importance of Planting Trees
- ◆ Mat samjho bekaar Inhen: Use of Waste Material



- ◆ Suraj Chamkey Aangan Aangan: Developmental Schemes for Women
- ◆ Mahilaon ki Vikas Yojna: Developmental Schemes of Delhi for Women
- ◆ Aag Bachao: Book on Fire Prevention
- ◆ Pather Katta: Storybook
- ◆ Maut ka bhay: Storybook
- ◆ Langrey ki Dukaan: Story on Theft of Electricity
- ◆ Chalak Kisan: Storybook
- ◆ Insaniat: Story on Communal Harmony
- ◆ Aag Lagi Aag Lagi: Story on Communal Harmony
- ◆ Hawa ka rukh: Storybook on Communal Harmony
- ◆ Chawn: Storybook on Communal harmony
- ◆ Chetu: Storybook
- ◆ Mujeeb Chacha: Storybook
- ◆ Mansuk Ram: Storybook
- ◆ Sabaq: Collection of Stories
- ◆ Akalmandi: Collection of Short Stories
- ◆ Ek Phool Do Maali: Storybook
- ◆ Samajhdari: Storybook
- ◆ Akalmand Ladka: Storybook

Resource Books, Manuals and Training Material

- ◆ Ma aur Bachchay ki Dekh Bhal: Handbook on Pre- and Post-Natal Care
- ◆ Bank Aap Ki Sewa Mai: Handbook on Getting Loans from Bank
- ◆ Zaroori Jaankaari: Source Book of Information
- ◆ Methods of Teaching Reading: Book
- ◆ Role of Instructor: Slide show
- ◆ Organisation and Management of Continuing Education Centres: Handbook for Literacy Workers
- ◆ Organisation and Management of Library: Handout
- ◆ Activities of Continuing Education: Handout
- ◆ Organisation of Self-Help Groups: Handout
- ◆ Organisation and Management of Crèche by Neo-literates: Handbooks Part I, II and III
- ◆ How to Vote: Pamphlet on Electoral Literacy
- ◆ HIV/AIDS: Folder
- ◆ Swam Sahayta Samooh: Chhoti Bachat, Bada Sahara
- ◆ Shoshan kay Virudh Hathyar, Soochna ka Adhikar: Folder
- ◆ Dilli Mai Gharibon ke liye Yojnaen aur Karyakaram: Folder
- ◆ Bus Itna sa paani kaise chale Zindgani: Folder



Training Posters

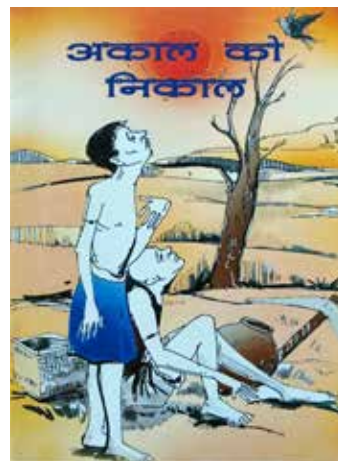
- ◆ Mai kya kya karoon: Poster on

Drudgery of Women

- ◆ Mujhey shma karo: Change in traditional roles of Women
- ◆ Kya chahia tha kya mila: Status of Girl Child
- ◆ Chetavni: Environment Pollution
- ◆ Dhuvain ka sitam: Environment Pollution by Factories
- ◆ Main parhoongi kyun ki: Advantages of Literacy
- ◆ Hattya ya aatmhattya: Anti Dowry Law
- ◆ Durghatna: Legal Provision for Compensation to Road Accident Victims
- ◆ Fasaad: Criminal Liability of Person involved in Rioting
- ◆ Ise bhi chutti ka adhikaar hai: Laws for Working Women
- ◆ Bikau Hai: Anti Dowry Act
- ◆ Hiraset may kab tak: Criminal Procedure
- ◆ Awaz ka Shor: Noise Pollution and Penal Provision

Slide Shows, Film Strips and Audio Cassettes

- ◆ Jan Sankhya Shiksha: Set of 100 slides
- ◆ Jan Sankhya Shiksha: Video film
- ◆ Handouts on six issues of Population Education
- ◆ Handbook on six issues of Population Education



- ◆ Handbook for Supervisors and Project Officers
- ◆ Slideshow on Role of Instructors
- ◆ Rapid Literacy Learning Method: Film strip based on Meri Kitab Part I
- ◆ Vivek Shruti: 12 audio cassettes on Hindi Primer teaching

Literacy Kit in Hindi

- ◆ Ek se ek padhen: Primer I & II

- ◆ Teachers Guide
- ◆ Progress Report of Learners
- ◆ Folder on Scheme

Newsletters and Magazines

- ◆ Sathi: Hindi Newsletter for Neo-literates
- ◆ Nav Saakshar Lok: Hindi Magazine
- ◆ Udan: Hindi Newsletter for Neo-literates
- ◆ Shamyee nav: Urdu Magazine
- ◆ Awaz: Urdu Newsletter

Posters and Charts

- ◆ We will Light the Candle
- ◆ I will learn to Read because...
- ◆ I wish I was Literate
- ◆ The Nation Which Reads Leads
- ◆ Youth Against Illiteracy
- ◆ Adulteration
- ◆ Riot

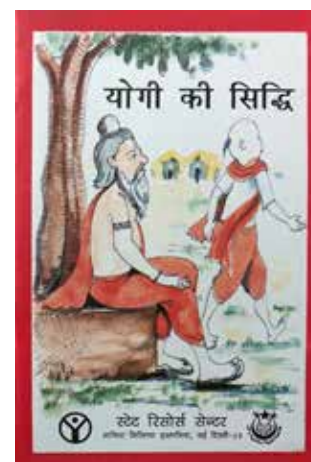
- ◆ Paani Bahayen Ya Bachayen
- ◆ Chinta Na Karen yeh Sabhi Yojna
- ◆ Sawaal Sawaal Dher Saarey Sawaal
- ◆ AIDS kay prati jaagrookta
- ◆ AIDS ki Zimmedari

Coffee Table Books

- ◆ Tasveerain bolti hain: Collection of Paintings by Learners
- ◆ Sooraj Chamke Aangan Aangan: Social Welfare Schemes for Women
- ◆ Excellence in Literacy: Selected Articles on Literacy
- ◆ Making Literacy Work
- ◆ A Decade of Literacy
- ◆ Yahi Paigam hamara: Bi-lingual Book of Poems and Songs
- ◆ Our Hopes and Dreams in Our Words: Writings of Learners
- ◆ Towards Lifelong Learning

Feathers in the Cap

State Resource Centre Delhi has received wide recognition from a number of quarters. Be it the apex international agencies like UNESCO which are active in taking literacy to the common man, or be it national bodies like National Literacy Mission,



Directorate of Adult Education, District Resource Units, or be it non-governmental organisations, individual academics and literacy workers engaged in the literacy movement, or the end-users, namely, the neo-literates, they have lauded the contributions of the SRC Delhi in many ways.

1988 Roby Kidd Special Citation conferred by International Council for Adult Education, Canada upon Mrs. Nishat Farooq, State Resource Centre Delhi

1989 National Book Trust of India Neo-literates Book Award for *Hatya*, a book which was authored by Mrs. Nishat Farooq and focusses on environment conservation

1996 Delhi Sarva Shiksha Abhiyan Samiti Best Institutional Support Award of Distinction, conferred by Lt. Governor of Delhi, Mr. P.K. Dave, upon State Resource Centre Delhi

1996 Award of Excellence, conferred by Chief Minister of Delhi, Shri Sahib Singh Verma, upon Mrs. Nishat Farooq, Director, State Resource Centre Delhi for her role in promotion of literacy in Sagarpur

1996 Award of Distinction, conferred by Delhi's Minister of Education and Health,



Director SRC Delhi receiving the award from the Lt. Governor Mr. P. K. Dave

Dr. Harshvardhan, upon Mrs. Nishat Farooq, Director, State Resource Centre Delhi for her role in promotion of literacy in Mahavir Enclave

1996 Delhi Sarva Shiksha Abhiyan Samiti Certificate of Distinction, conferred by Delhi's Minister of Education and Health, Dr. Harshvardhan, upon Mr. Shahzad Husain, Training Programme Coordinator, Mr. Shahab Siddiqui, Training Associate Coordinator, and Ms. Aparna Bhat, Training Programme Associate

1998 International Women's Day Award conferred by Nehru Bal Samiti upon Mrs. Nishat Farooq, Director, State Resource Centre Delhi



Mrs. Nishat Farooq receiving the award from Delhi CM Sahib Singh Verma

1998 Certificate of Honour conferred by S. N. Educational Society, upon Mrs. Nishat Farooq, Director, State Resource Centre Delhi for her outstanding contribution to literacy campaign

1999 Rotary Club of Delhi presented meritorious services trophy to Mrs. Nishat Farooq, Director, State Resource Centre Delhi for her role in promoting adult literacy

1999 Sanskriti Award for Literature'98 conferred upon Mohammad Aleem, Editor, SRC Delhi

2000 Urdu Academy conferred the award for Urdu literature upon Mohammad Aleem, Editor, State Resource Centre Delhi



Director SRC receiving the award from President APJ Abdul Kalam

2000 UNESCO award conferred by the President of India for the SRC Delhi's project 'Literacy for Workers and Families of Mawana Sugar Works'

2002 Mrs. Nishat Farooq, Director, State Resource Centre Delhi, was felicitated by International Association for Educators for World Peace, USA; Commonwealth Association for the Education and Training of Adults, UK; and Global Open University, Milan. She was bestowed with Sardar Patel International Literacy Award for her role in promoting adult literacy.

2003 World Education and Learning Award, instituted jointly by World Literacy Summit Secretariat and International Association of

Educators for World Peace, Alabama, USA conferred upon Mrs. Nishat Farooq, Director, State Resource Centre Delhi for her role in adult literacy campaign

2004 National Literacy Mission Commendation Certificate and Special Award conferred by the Hon'ble President of India in recognition of State Resource Centre Delhi's outstanding contribution to special female literacy programme in Bihar

2004 National Literacy Mission-UNESCO Award for adult literacy conferred by the Hon'ble President of India upon State Resource Centre Delhi

2006 Asia-Pacific Cultural Centre for UNESCO published Mrs. Nishat Farooq's neo-literate book Ma (mother) under the AJP, Non-Formal Education Materials Best Practice Series

Commendations by Union Ministry appointed agencies

Several external agencies appointed by the Ministry of Human Resource Development, Government of India evaluated the working of State Resource Centre Delhi at regular intervals.

1982-1987 Shri Prayag Mehta Committee, appointed by the Union Ministry of Human

Resource Development, found State Resource Centre Delhi's performance in adult literacy to be highly commendable.

1992-97 Giri Institute of Social Sciences, Lucknow's Review Committee, appointed by the Union Ministry of Human Resource Development, found that the State Resource Centre Delhi had responded suitably to the situation to meet the changing demands of adult literacy programmes. It had taken fine initiatives for undertaking joint ventures with international organisations like UNICEF, UNESCO, ACCU, Japan, USAID and British Council. The review committee commended the commitment of staff, working environment, output and achievements of State Resource Centre Delhi.

2000-2005 Management Development Institute Gurgaon's Review Committee, appointed by the Union Ministry of Human Resource Development, commended State Resource Centre Delhi's performance in adult literacy.

2013-2014 AN Sinha Institute of Social Studies, Patna's Review Committee, appointed by the Union Ministry of Human Resource Development, awarded Grade "O" (outstanding) i.e., 91.73% to State Resource Centre Delhi.

Commendations Letters and Certificates

State Resource Centre Delhi and its functionaries received a number of commendations from high offices in the government and from a number of international and national bodies and agencies. Many of these commendations were in the form of letters, while others were certificates of merit. Only a few of them remain, and they are being reproduced over the next few pages in a chronological sequence.

Each of these letters and certificates narrate a story! Of how closely these luminaries were associated with the adult literacy efforts of the State Resource Centre Delhi, and how deeply they cared for ringing in literacy among the people.

LETTER OF CHIEF JUSTICE OF INDIA TO DIRECTOR, STATE RESOURCE CENTRE, DELHI AUGUST 11, 1986



Chief Justice of India

Dear Shri Mushtaq Ahmed,

I am in receipt of your letter dated 1st August. I am very glad to learn that the State Resources Centre, Jamia Millia Islamia is bringing out a series of books to provide legal literacy to promote adult education. Legal awareness is central to the efficient functioning of our system of administration of justice and in fact there can be no effective access to justice without legal awareness. Every effort has therefore to be made to promote legal literacy amongst large masses of people and this can be done successfully by utilising the infrastructure of our adult education programme.

I am therefore very happy that you are introducing this legal input in the adult education programme which is being carried on by your Centre. My heartiest congratulations and best wishes for this extremely useful endeavour.

With kind regards,

Yours sincerely,

P. N. Bhagwati

Shri Mushtaq Ahmed,
Director SRC Jamia,
Jamia Millia Islamia,
New Delhi - 110 025

LETTER OF DR. L.M. SINGHVI TO ASSOCIATE COORDINATOR, STATE RESOURCE CENTRE, DELHI
MARCH 16, 1987



Dr. L. M. Singhvi

My Dear Shri Hussain,

Your letter of December 18 left me awaiting expectantly your recent publications which I have now received and which I find heart warming as if a modest dream has come to be a magnificent reality. I am delighted to recall our discussions at my residence and to know that the project is alive and kicking.

With best wishes,

Yours sincerely,

Dr. L.M. Singhvi

Shri Shehzad Hussain,
Associate Coordinator,
State Resource Centre
Jamia Millia Islamia
New Delhi - 110 025

LETTER OF CHAIRMAN, LAW COMMISSION, GOVERNMENT OF INDIA
TO ASSOCIATE COORDINATOR, STATE RESOURCE CENTRE, DELHI
APRIL 16, 1987



Justice D. A. Desai

Dear Shri Shehzad Hussain,

Thank you very much for your kind letter No. SRC/15/87 dated April 1, 1987. I am happy to know that your centre is vitally involved in spreading legal literacy. Please accept my congratulations for initiating this much needed programme.

A country with chronic adult illiteracy and growing illiterate population consequent on the failure of the system to provide facility for education further compounded by compulsion to work to relieve against abject poverty, would have to provide means for awareness of rights. Even if the legislative factory works overtime, the product will not reach the consumer, namely, the beneficiaries of the Legislation. Lack of knowledge thwarts any action-oriented programme to secure legislative benefits. If the object of the Constitution is to set up a society governed by rule of law, knowledge and awareness of the laws is a pre-requisite for its successful functioning. This awareness grew very recently. Efforts are being made to spread legal literacy.

Your centre is taking steps in this direction and this would meet, in your words: the felt needs of the community.

Indian Social Institute is doing some pioneering work in this behalf and they have published certain brochures on matters of topical interest in the field of law. Such efforts when harmonised would be of immense help for serving the larger interest of the people.

I wish you success in your efforts. I am grateful to you for the brochures sent by you and I propose to go through them at my leisure.

With regards,

Yours sincerely,

D. A. Desai

LETTER OF PRIME MINISTER OF INDIA TO DIRECTOR, STATE RESOURCE CENTRE, DELHI
SEPTEMBER 17, 1987



Prime Minister

Dear Shri Mustaque Ahmed,

Thank you for sending me a set of publications being brought out by the State Resource Centre.

I am happy to see that the Centre is concentrating on topics like women's development, environment, health care and family welfare. I will look forward to continued efforts by the Centre in these important areas.

Yours sincerely,

Rajiv Gandhi

Shri Mustaque Ahmed
Director, State Resource Centre
Jamia Millia Islamia
New Delhi - 110 025

LETTER OF SECRETARY GENERAL, INTERNATIONAL COUNCIL FOR ADULT EDUCATION
TO DIRECTOR, STATE RESOURCE CENTRE, DELHI
FEBRUARY 10, 1989



Secretary-General
International Council for Adult Education

On behalf of Dame Nita Barrow, the president of ICAE, I am very pleased to inform you that the IAEA Executive committee which recently met in Harare, Zimbabwe, selected Nishat Farooq as recipient of the Robi Kidd special citation for 1988. This honour is accorded to her in recognition of her significant and innovative contribution to adult education in India.

We hope that the State Resource Centre, as nominators of Ms. Farooq will be able to organise a presentation ceremony for the Special Citation. If such a ceremony takes place, we would appreciate receiving some photographs. We wish Ms. Farooq all the best in her continuing and important contribution to the preparing of teaching and learning materials for the adult illiterates.

Sincerely,

Budd Hall

Shri Mushtaq Ahmed
Director, State Resource Centre
Jamia Millia Islamia, New Delhi

Cc: Nishat Farooq

CERTIFICATE OF HONOUR FROM LT. GOVERNOR OF DELHI
DECEMBER 12, 1996



Lt. Governor of Delhi
Chairman Delhi Sarva Shiksha Abhiyan Samiti

Delhi Sarva Shiksha Abhiyan Samiti takes great pride in recognising the State Resource Centre Jamia Millia Islamia's role in providing the institutional support to Education for All. The institution besides providing training to Education for All functionaries at various levels periodically assessed the needs of the learners, volunteers and organisational personnel and fulfilled the need by adopting unique and innovative methods.

The institution has also helped a great deal in spreading socially relevant programs in Delhi. Above all, it has been a strong source of inspiration and guidance. Delhi Sarva Shiksha Abhiyan Samiti gratefully acknowledges the role being played by State Resource Centre, Jamia Millia Islamia, New Delhi.

P. K. Dave

LETTER OF DIRECTOR GENERAL, NATIONAL LITERACY MISSION TO DIRECTOR, STATE RESOURCE CENTRE, DELHI
OCTOBER 15, 1998



Bhaskar Chatterjee

Dear Mrs Farooq,

In retrospect, there are a very few occurrences that the mind classifies as an unqualified success. Which is why, true perfection remains an unattainable goal. What we endeavour to do, is to get as close to the best as possible.

This year's International Literacy Day celebrations will remain etched in the memory as an event that virtually reached that elusive goal of the ultimate. Logistically, the ILD exercise is the most exacting one that the Ministry of Human Resource Development executes. The myriad inputs and the intricate meshing of overt and covert concerns, makes the task sensitive, challenging, risky and multi-dimensional. It demands both the capacity to think and conceptualize coolly, as well as to indulge in frenetic, almost maniac activity. Because each one of us understood this, had a clear perception of our roles, accepted and discharged connected responsibilities and above all, functioned as members of a team, that we could organize a function of this level and magnitude with such outstanding success.

It is difficult to find words to express one's satisfaction with the outstanding manner in which you and your team brought out perhaps the best publication that NLM has ever prepared. At the same time, your contribution in the mobilizing efforts played a significant role in ensuring that ILD 1998 remains for all of us, a truly memorable event. Your resourcefulness, energy and drive coupled with your leadership skills ensured that the tasks assigned to you were carried out effectively and promptly.

Please accept my heartfelt commendations for the extraordinary achievements and convey them to the rest of the members of your organisation who worked so tirelessly and devotedly.

With regards,

Yours sincerely,

Bhaskar Chatterjee

Mrs. Nishat Farooq

Director, State Resource Centre Delhi

ROTARY CLUB OF DELHI MERITORIOUS AWARD FOR DIRECTOR, STATE RESOURCE CENTRE, DELHI
JULY 16, 1999



President
Rotary Club of Delhi South

Meritorious Service Award
in Rotary Literacy Home Project
presented to
Mrs. Nishat Farooq

RTN DR H K CHOPRA
President

RTN RISHAB JAIN
Secretary

16th July 1999



Nishat Farooq has devoted her life working for adult education and lifelong learning. She joined Delhi's State Resource Centre for Literacy and Lifelong Learning in 1982, was witness to its struggles, trials and tribulations and saw it soar as its Director until the completion of her term in 2004. She also headed the National Gender Planning Training Project, a collaborative project of British Council and Government of India. She has worked as consultant to UNESCO, Afghanistan and Nations Federation of UNESCO Associations in Japan.

She has authored several academic papers on adult literacy and close to 200 works for neo-literates. These works encompass basic literacy, post-literacy, and continuing education. A book for neo-literates, *Ma (mother)*, that she authored, was published by ACCU, Japan under AJP, NFE Materials Best Practice Series, 2005-2006.

Nishat Farooq has contributed hugely to the planning and implementation of literacy programmes in India and has served on many committees of National Literacy Mission Authority and Delhi Government. She has monitored and evaluated literacy programmes and provided professional guidance to a number of countries including Afghanistan, Myanmar, Nepal, Bangladesh, and Pakistan.

Nishat Farooq's yeoman contribution to the field of literacy, adult and continuing education has found wide recognition. She has been bestowed with many international and national awards including the Tagore Literacy Award.