

LITERACY MANUAL



India Literacy Mission

2016-17



Rotary
India Literacy Mission



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Introduction



Total Literacy in India and in South Asia is a dream that every Rotarian in the region wanting to pursue. You play a crucial role in helping others move towards this goal.

Total Literacy is an extremely challenging goal and we have adopted a holistic program called T-E-A-C-H to deal with the challenges. T-E-A-C-H is a structured program and warrants that we adhere, as far as practicable, to a common set of methods of implementing it. This will help us standardize procedures, make training effective and we will be able to measure performance and its impact too.

This Literacy Manual aims to provide in-depth and detailed insight into the program content as well as implementation procedures. The Manual will help members of the National, District and Club level Committees understand the program and the role and responsibilities of each participant. It will help us to be better informed and thus assist us in implementation, reporting and evaluation of the program.

We may refer extensively to this Manual as we prepare ourselves to meet one of the biggest challenges that a Service organization like ours may have taken up.



OUR MILESTONES

Goals upto 30/06/2016

| Achievements upto 29/02/2016



Teacher Support

Target
5,000

Achievement
2,317



E-learning

Target
10,000

Achievement
4,340



Adult Literacy

Target
1,00,000

Achievement
61,500



Child Development

Target
1,00,000

Achievement
31,000



Happy School

Target
1,000

Achievement
733





The Rotary India Literacy Mission



We are a body of all Rotarians in India, united by the goal of achieving Total Literacy and Quality Education. With our all-round comprehensive and holistic program T-E-A-C-H,

In this mammoth endeavour, RILM has joined hands with a wide range of stakeholders, including the Central and State Governments, sister organizations of the Rotary family like the Association of Inner Wheel Clubs of India, Rotaractors, Interactors, Rotary Community Corps, corporates as well as a variety of non-governmental organisations. we intend to ensure:

- That each school teacher is well trained and her/ his skills are continuously upgraded with modern technology.
- That each student gets the best e-learning facilities in school for better learning and retention of knowledge.
- That every adult is literate and earns his/her living with honour.
- That each student gets to see, hear, read and use high class learning material that helps her/him understand, question and find answers.
- That every child in India goes to school and gets the same opportunity of education as his/her affluent contemporary.
- That each school is a 'Happy School'
- That each child or adult we reach out to make her/ his own future and India's future too.



Rotary India Literacy Mission (RILM) since its inception in 2014 has come a long way. During the Pune Literacy Summit in February 2015 all the Rotary districts incoming Governors set goals for themselves for each of the components of T-E-A-C-H. Following are the achievements against goals:

In Teacher Support, 2317 teachers received training on issues like classroom management, leadership development, critical thinking, and innovative methods of teaching and on subjects. The trainings were organized in different Rotary Districts through Rotary Clubs across India. Another 2000 teachers were engaged in various state level workshops and seminar organized with support from State education departments. Since inception of the program 4700 teachers were recognized through nation Builder award. DIETs (District Institute of Education and Training) are established and managed by state governments to train and re-train school teacher. So far Rotarians have visited 10 such DIETS. They also shared their report and recommendations on how to improve the training institute.

In the E-learning vertical of RILM sets a target of setting up of 10,000 e learning centers across India in Government or Aided schools. Out of which 4,340 installations have been completed and another 920 have been initiated. The software providers have also been asked to prepare content in various regional languages covering syllabus as prescribed by State Boards.

In Adult literacy, the campaign of Rotary India Global Dream (RIGD) has proved to be a successful model. Last year, more than 60,000 school children have participated in this campaign through their schools. Each of them have adopted one adult illiterate and taught them for 3 months with the purpose of imparting functional literacy to them. The Rotarian Coordinators have done excellent work to mobilize the school authorities and students for taking RIGD as summer project. RILM has collaboration with National Literacy Mission Authority to organize examination for these neo literates to get certificates. State Literacy Mission Authorities have extended their support in doing so. During August 2015 examination, 300 such neo literates appeared for examination and the result is very encouraging.

In Child Development vertical RILM sets a target of sending 1 lac out of school children back to school in current Rotary Year under Asha Kiran program. In order to achieve this goal, a call for proposals was published online seeking NGOs applications. In the first phase, 94 NGOs expressed their interest to work with more than 70,000 out of school children located in 18 states of India. Rotarians and Inner wheel members across country also poured in their commitments to support the cause. Flame of Literacy campaign mobilized 27,000 commitments. More such commitments are expected to usher in near future. Currently, more than 31,000 children are in the process of being sent back to school across country.

Around 733 happy schools have been created during current Rotary year. Inner wheel members contributed substantially in this effort. Corporate tie ups with Aircel, Coca Cola and Credai have helped achieve this numbers. RILM targets to transform another 267 schools in to Happy Schools.

Together let us make India totally literate.





Literacy Scene in India



“The king is worshipped in his own land, the learned one everywhere”, goes the Sanskrit adage. In fact, it sets out the ancient social hierarchy of the learned, on the one hand and the powerful-wealthy, on the other, subordinating the latter to the former, in a pervasive (“sarvatra”) framework.

These are times of animated debates on ‘growth’ and ‘inclusion’. Marked by hard-headed pragmatism as it is, this debate recognises the singular importance of knowledge, even in matters economic. To establish a “knowledge economy” is a cherished goal of most countries.

It is thus useful to remember that at any stage of development of a country or a society, provision of education helps produce a better life. And, ‘literacy’ is the base on which the grand edifice of education and knowledge rests.

The Constitutional Framework

Education is a highly valued “public good” in the provision of which the State has a major responsibility. Therefore, a good point to start a survey of the literacy scene in India is the Constitutional provisions on the subject.



Articles 41 and 45 in Part IV - Directive Principles of State Policy of the Constitution of India that came into effect on 26th January 1950, provided as under:

“41. Right to work, to education and to public assistance in certain cases.-

The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.”

“45. Provision for free and compulsory education for children.-

The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” [Emphasis supplied]

The Directive Principles have been ab initio non-justiciable – that is, failure of the State to accomplish what the Directive Principles mandate was (and is still) not a matter for action against the State before a court of law. Was that a major cause of the sluggish pace of universalization of (at least) primary education for all citizens and compulsory elementary education (class I to VIII) for children of 6 to 14 years in India? It is a moot point.

After 52 years of adoption of the Constitution, the **86th Constitution amendment** of December 2002 made **elementary education of children of 6-14 years** a **“Fundamental Right”**, by incorporating a new **Article 21A** in **Part III – Fundamental Rights** of the Constitution:

“21A. Right to education.-

The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

Article 45 was consequently **substituted** to:

“45. Provision for early childhood care and education to children below the age of six years.-

The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.”

Finally, a **new clause (k)** was introduced in **Article 51A**, defining **Fundamental Duties** of the citizens, as below:

“(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.”

However, Parliament took another 7 years to pass the law referred to in Article 21A. Thus, **“The Right of Children to Free and Compulsory Education Act, 2009”** or, more popularly, **the RTE Act** was passed in **August 2009** and came into effect on **1st April 2010**.

All countries of the world came together to review the Millennium Development Goals during January and August 2015. Based on experience and after lot of negotiation **Sustainable Development Goals (SDGs)**, officially known as **Transforming our world: the 2030 Agenda for Sustainable Development** were adopted. 169 targets were set and Goal 4 talks about education.



Goal 4 of Sustainable Millennium Development Goals : ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

TARGETS
<p>4.1 : By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p>4.2 : By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</p> <p>4.3 : By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 : By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>4.5 : By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.6 : By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p> <p>4.7 : By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>4.a : Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>4.b : By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p> <p>4.c : By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>



Growth of Literacy in India

Census Year	Persons	Males	Females	Male-Female gap in literacy rate
1	2	3	4	5
1951	18.33	27.16	8.86	18.30
1961	28.3	40.4	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

lit

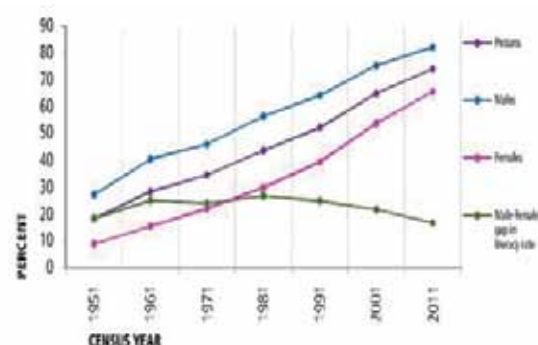


Figure 1 – Literacy Growth

Figure 2 - Literacy Growth

Note: The literacy rates since 1991 are “effective literacy rates” which exclude the population in 0-6 year age group from the total population (used as denominator) because the reading and writing skills with comprehension are not expected to be acquired before the age of 7 years.

On their own, these figures indicate substantial achievement (see Box I).

Box I

Growth of Literacy in India

- Figures 1 & 2 show how from an abysmally low level of barely 18%, the literacy rate has more than quadrupled to 74% in 60 years.
- Nearly 83 crore persons have been made literate in this period which is more than the total population of the European Union and the USA.
- Even more impressive is the overall growth of women’s literacy – from under 9% in 1951 to over 65% in 2011, i.e., a growth of over 7 times in 60 years.
- Because of these differences in growth rates, the gap in male-female literacy rates has declined sharply from 26.62% in 1981 to 16.58% in 2011.



In comparison, however, these achievements pale quite a bit. For, the literacy status of comparable Asian countries is considerably better (Figure 3).

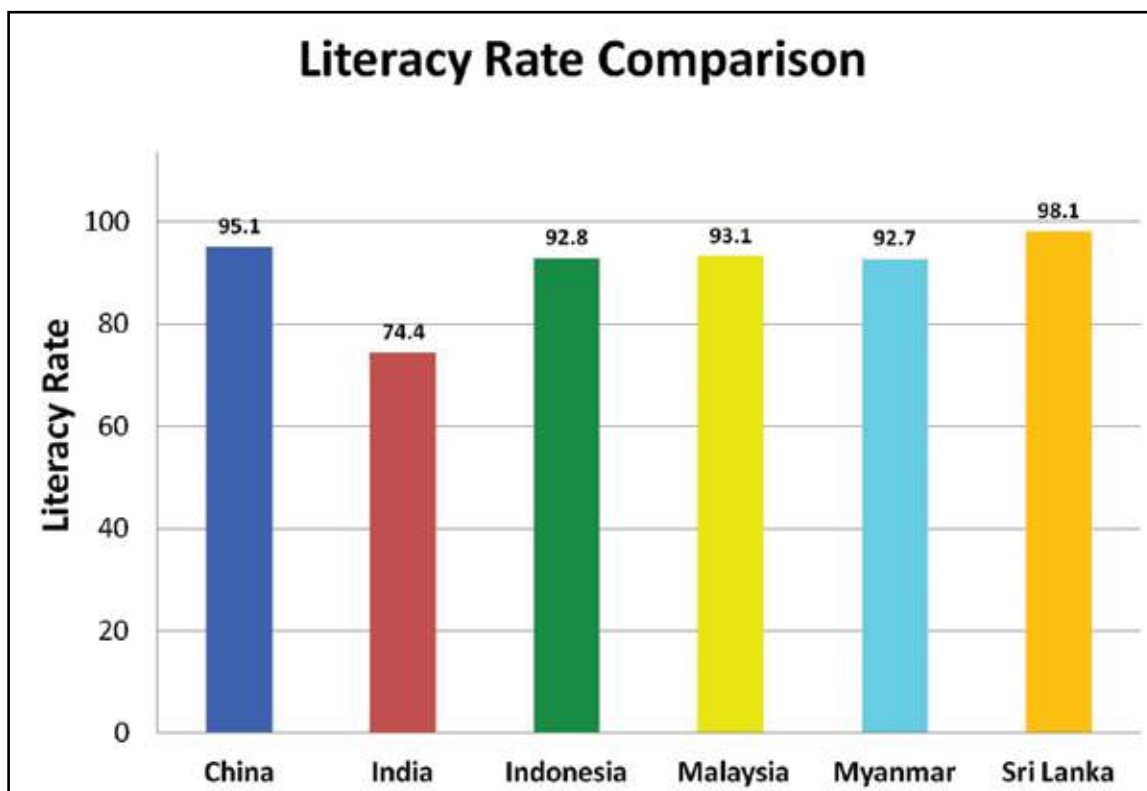


Figure 3 – Literacy across Asian Countries

Even more starkly, out of 51 countries of Asia, India is among the bottom 10 countries (Afghanistan, Bangladesh, Bhutan, Cambodia, India, Nepal, Laos, Pakistan, Timor-Leste and Yemen) which have literacy rate below 80%, a far cry from “Total Literacy”.

Major Initiatives

Initially, “Education” as a subject was included in the State List of the Seventh Schedule of the Constitution of India. By an amendment to the Constitution effective from January 1977, this subject was brought to the Concurrent list, giving Constitutional jurisdiction to the Union Government to legislate and also lay down national policies in this area.

The major initiatives for universalization of elementary education, as envisaged in Article 45 of the Constitution, may be traced back to the second **National Education Policy (NEP) of 1986 of the Government of India**. Its scope was wide – from primary to higher education. However, in each area, it focused mainly on removal of disparity and equalization of educational opportunity. As a sequel, the “**Operation Blackboard**”



was launched to expand access to primary education and improve its quality. It also emphasized adult education and wider access to higher education by starting a National Open University.

The NEP 1986 was modified in 1992 and the next major initiative in primary education was the launching of **District Primary Education Programme (DPEP)** in 1994 with the explicit objective of revitalizing primary education and its universalization. The DPEP was the first major externally – aided project in the primary education sector. It had many achievements to its credit but resource constraints came in the way once the external assistance tapered off. However, in many ways, DPEP was the precursor of the next major initiative, namely, **Sarva Shiksha Abhiyan** (or, the **Universal Education Movement**)

Sarva Shiksha Abhiyan (SSA)

This Abhiyan was launched in 2000-01 with the goal of universalization of elementary education. A specific cess on income tax, corporation tax, central excise and service tax was levied in the budget of 2005-06 to garner funds to finance implementation of SSA.

Box II

Sarva Shiksha Abhiyan

- Government of India's flagship programme for Universalization of Elementary Education (UEE)
- Modified in 2009-10 to comply with the provisions of the RTE Act making "free and compulsory education" to children of 6-14 years age group, a Fundamental Right
- Implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations
- Seeks to:
 - Open new schools in habitations which do not have schooling facilities
 - Strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grants and school improvement grants
 - Provide additional teachers in existing schools with inadequate teacher strength
 - Improve the ability of existing teachers by extensive training, grants for developing teaching-learning materials and strengthening the academic support structure at the Cluster, Block and District level.
 - Provide quality elementary education including life skills and emphasises education of girls and children with special needs (CWSN)
 - Provide computer education to bridge the digital divide



A detailed country-wide status report on elementary education with reference to the requirements of the RTE Act and other goals/objectives of the SSA is at **Annexure II**. Similarly, a status report on implementation of various provisions of the RTE Act is at **Annexure III**.

Padhe Bharat Badhe Bharat

Noticing the results of surveys regarding learning outcomes, a sub-program of SSA, titled “Padhe Bharat Badhe Bharat” (PBBB) has been launched in August 2014 to improve the levels of reading and writing with comprehension and mathematics in the early years of school (classes I and II).

Swachh Bharat: Swachh Vidyalaya

The “Swachh Bharat: Swachh Vidyalaya” campaign is a part of the Swachh Bharat Abhiyan and “Beti Bachao Beti Padhao” (BBBP) Abhiyan, with focus on building toilets, particularly separate toilets for girls in schools which do not have the facility (see **Annexure IV**).

Saakshar Bharat

“Saakshar Bharat” is the flagship adult education program of the Government that was started in 2009. It is the successor to the National Literacy Mission which was started in 1988, pursuant to adoption of the NEP 1986. The program is being implemented in the rural areas of 410 Districts of India with below 50% rate of literacy of women, according to the 2001 census, and Districts affected by left-wing extremism. The target is to make literate 70 million adults (15-35 years). The principal aims are to impart functional literacy and numeracy to non-literates, helping such persons acquire equivalency to formal education, providing skill development training to neo-literates and also making available opportunities for their continuing education.

The approach is to train volunteers from the community and impart functional literacy through them to the identified groups of adult non-literates in the local setting, using primers developed in the local language/dialect. A system of examination of the neo-literates through the National Institute of Open Schooling (NIOS) has also been introduced. Vocational training is to be provided by Jan Shikshan Sansthan, run by selected non-governmental organizations while training of volunteers as well as development of teaching learning material are done by State Resource Centres for Adult Education.

India has the dubious distinction of the world’s largest population of adult non-literates, nearly 28.7 crore, according to a UNESCO report that cites data of 2006. However, the Census data in India exclude the population of children (0-6 years) in computing the non-literates and the target group under Saakshar Bharat is the adult non-literate persons in the 15-35 year age group. The population of non-literates in this age group was reported at 6.68 crore in the 2001 Census, whereas the number of persons made literate under the Saakshar Bharat program is reported at 3.27 crore since it was started. By any reckoning, however, the magnitude of the unfinished task is thus gigantic.



The Challenges - Miles to Go for Total Literacy

The Annual Survey of Education Report (ASER) 2014 for elementary schools in rural India shows:

- While the enrollment in rural Government (Government + Government-aided) primary schools is over 96%, the average attendance of students is 71% and varies widely, with three of the four most populous States (Bihar, Uttar Pradesh and West Bengal) showing attendance rates between 50-59%
- Enrollment in private schools has been going up steadily, with the country-wide average having reached 30.8% in 2014 – Uttar Pradesh has over 50% children (6-14 years) in private schools and Bihar has over 11% children receiving private tuition
- The average percentage of older girls (11-14) not enrolled in school has declined to about 5% in all States except Rajasthan and Uttar Pradesh where they are still over 10%.
- While the availability of essential infrastructural (class rooms, compound walls, toilets, drinking water, etc.) and co-curricular (mid-day meals, libraries, play grounds, etc.) facilities in Government schools has improved considerably since the implementation of the RTE Act started in 2010, 44.3% of the schools still do not have usable toilets for girls and 34.8% no toilets at all, nearly 25% schools still lack drinking water facilities and nearly 15% do not have full coverage of mid-day meals.
- Most important, the learning levels of children in Government schools have worsened since 2010, the year of starting implementation of the RTE Act, with over 50% of class V students being unable to read class II level texts and nearly 20% of class II students not recognizing numbers 1-9 and nearly 40% of class III students not recognizing numbers 1-100. In other words, the observed trends since ASER 2010 show that close to 50% of the students will not have the basic skills in mathematics even after 8 years of school, if these trends continue.

Suggestions in ASER 2014

<p>Class I & II: Strong focus is needed in Std I & II to ensure that basic skills are built in these early years.</p>	<p>Children need to be encouraged to speak, to discuss, to express their opinions and to solve problems together. By the end of Std II, children should be able to at least</p> <ul style="list-style-type: none"> • Read simple sentences • Write their own thoughts • Comfortable with numbers & operations at least up to 100
<p>Class III, IV & V: DISE 2013-14 indicates that there are about 80 million children in this age group. Immediate attention is needed to help many of these children in these grades quickly acquire basic skills. Without basic skills, they CANNOT progress in school.</p>	<ul style="list-style-type: none"> • Schools need to make time for helping children catch up • Clear, focussed and achievable learning goals needed • Entire system needs to be geared to make this happen • Parents must understand what the learning goals are



Summary of RTE Act

The Right of Children to Free and Compulsory Education Act, 2009, popularly known as the Right to Education Act (RTE Act), is a Central legislation that details the aspects of the right of children of age six to fourteen years to free and compulsory elementary education (Classes I to VIII). This is now a Fundamental Right under India's Constitution (Article 21A).

Important provisions of the RTE Act (and, for completeness, of some of the Model Rules circulated by the Central Government for adoption by States) are:

1. Right to free & compulsory education

- No school fees, capitation fees, charges or expenses are to be paid by a child to get elementary education.
- The child or his/her parents are not to be subjected to any screening procedure for admission to school.
- When a child of above six years has not been admitted to any school or, if admitted, is unable to continue studies, that child shall be admitted to a class appropriate to his age. He/She will be also given special training (minimum of 3 months; maximum 2 years) to bring him/her at par with his class. He/She can continue beyond 14 years in order to complete receiving elementary education.
- If a school does not provide facility to complete elementary education then a child of that school can take a transfer to any other government or government-aided school.
- Each child is also entitled to free text books, writing material and uniform.

2. Duties of Appropriate Government, Local Authority & Parents

The RTE Act defines “appropriate government” as

- i. the Central government, for schools owned or controlled by the Central government or a Union Territory (UT) Administration without legislature; and
- ii. the State and UT government with legislature, for schools established in the territory of that State/UT.
 - The appropriate government or the local authority (meaning a municipal corporation or municipal council or equivalent body in urban areas or a Panchayati Raj Institution – PRI – in rural areas) has to provide
 - o a school within 1 km walking distance for children in classes I to V and
 - o within 3 kms for those in classes VI to VIII.



- o In densely populated areas, depending on the number of children between the ages of 6 to 12, more than one school may be necessary.
 - o For remote areas, where distances are more than the prescribed kms, facility should be provided for free transportation or residence as required.
- Such a school is termed a 'neighbourhood school'.
- The appropriate government or local authority has to undertake school mapping to determine the locations of neighborhood schools.
- The location of each school has to be made known to the community it is meant to serve.
- All private schools (those that do not seek any government grants to impart education) in a neighbourhood are required to enroll 25% students from the weaker and disadvantaged sections of society and provide free education to them. These schools can then claim reimbursement from the government for the expenditure incurred, provided that, per child expenditure does not exceed the amount a government school spends to educate a child.
- The Central and State governments have concurrent responsibility to provide funds for execution of the RTE Act.
- The Central government, apart from carrying out the mandated functions of the appropriate government in respect of schools owned/controlled by it, is also responsible for
 - o preparation of the National Academic Curriculum,
 - o developing and enforcing standards for teachers' training, and
 - o providing technical support to the State governments for promoting innovations, research, planning and capacity building.
- The State government or local authority has to
 - o prescribe curriculum and courses for study for elementary education,
 - o ensure admission, attendance and completion of elementary education of the children and maintain records of children up to the age of 14 years,
 - o provide infrastructure including school buildings, teaching staff and learning equipment,
 - o see that children from the weaker and marginalized sections of the society are not discriminated against in school,
 - o provide special training facility for children not admitted to any school or those who have not completed elementary education,



- o provide training to teachers and ensure each school follows the academic calendar,
- o ensure good quality elementary education according the specified standards and norms (see Heading 5 below) and
- o ensure that no new school is either started or allowed to function without obtaining a certificate of recognition from a designated authority and schools, already existing before the RTE Act came into effect, obtain such certificate within 3 years of the Act's commencement
- It is the duty of every parent to admit their children or ward to school and ensure that they receive elementary education.
- The government has to make necessary arrangements to provide one year of free pre-school training for children.

3. School Management Committees

- Each government and government-aided school is mandated to set up a School Management Committee (SMC).
- 75% of the SMC members have to be from among parents and guardians of the students of the school.
- Proportionate representation has to be given to parents/guardians of disadvantaged students or students from weaker sections of society.
- Of the remaining 25% members, one third will be from among the elected representatives of the local authority, one third from among the teachers of the school and remaining one third from among local educationists/ children of the school.
- 50% of the SMC members should be women.
- From among the parent members, SMC has to elect the Chairperson and Vice Chairperson while the Head/Most Senior Teacher shall function as the Member-Convener of the SMC.
- SMC will meet once a month and the minutes of meeting need to be made available to the public
- The SMC will oversee the working of the school, prepare school development plan and monitor the utilization of the government grant, among other things. The sanction of grants to a school is dependent on the school development plan being prepared.
- It is also the responsibility of the SMC to:
- effectively communicate to the population in the neighbourhood of the school the rights of the child as defined by the RTE and
- protect children's rights while in school.



4. Duties of Teachers

They have to:

- be regular and punctual in attendance,
- ensure completion of curriculum within specified time,
- assess the ability of each child and recommend special training, if required, and
- conduct parent-teacher meetings to apprise parents on attendance, learning ability and actual progress of each child.

5. School Norms and Facilities

- There should be one teacher for every 30 students for class I to V and one teacher for every thirty five students for class VI to VIII.
- For upper primary section (Classes VI to VIII), there should be one teacher each for teaching (i) Science & Mathematics (ii) Social Sciences and (iii) Languages.
- A full-time Head Teacher is recommended for a school with more than 100 students.
- Classes I to V should have 200 working days & Classes VI to VIII 220 working days per academic year, with a 45 hour work week.
- Each school should have
 - o an all-weather building with one classroom for every teacher,
 - o an office cum store cum Head Teacher's room,
 - o separate toilets for boys and girls,
 - o safe and hygienic drinking water facility,
 - o a kitchen to prepare mid-day meals,
 - o playground,
 - o fencing for the premises,
 - o a library, and
 - o teaching learning equipment & play & sports equipment.
- All schools owned or aided by the government need to obtain a certificate of recognition.



6. Completion of Curriculum and Learning Outcome

- The State Council for Educational Research & Training (SCERT) will be the academic authority to develop the age appropriate academic curriculum keeping in mind the following:
 - o All round development of the child.
 - o Developing of child's knowledge, potentiality and talent.
 - o Development of both physical and mental abilities.
 - o Learning through discovery, exploration and activities in a child friendly manner and environment.
- Medium of instruction should be the child's mother tongue.
- Comprehensive and continuous evaluation of the understanding and application of child's knowledge shall be adopted instead of periodical examinations.



Elementary Education in India: Where do we stand ?

NATIONAL ELEMENTARY EDUCATION REPORT CARD 2013-14																
Total Districts	662	Districts Covered		662	State Code		00		INDIA							
Primary Cycle	1 - 5	Upper Primary Cycle			6 - 8	Ratio of P. to U.P. Schools/Sections					2.04					
Data Reported from	Blocks/Talukas	7,214		Clusters	83,738	Villages	593,171	Schools	1,448,712							
Basic Data : 2011	Total Population in (000's)				1210193.4	%Urban Population		31.2	%0-6 Population		13.1					
Decadal Growth Rate	17.6	Sex Ratio		940	% SC Population		16.6	%ST Population		8.6		Area (Sq. Km)				
Overall Literacy Rate	74.0	Female Literacy Rate			65.5			Male Literacy Rate			82.1		3,287,240			
Key Data		Primary only	Pry. with U. Pry	Pry. with UP & Sec+H Sec	U.Pry. only	UP with Sec+H Sec	Pry. with UP & Sec	UP with Sec	No Res. & Other Cat.	Total						
Total Schools (2013-14)		858,516	274,361	30,692	147,163	40,957	36,803	59,211	609	1,448,712						
Total Schools (2012-13)		853,670	269,794	34,359	147,339	57,264	31,737	36,492	847	1,431,702						
Government Schools		726,114	175,738	3,279	120,208	24,330	10,414	33,818	68	1,093,969						
Private Schools		112,626	88,864	26,770	25,621	16,099	25,119	24,685	6	319,990						
Madrasas & Unreco. Sch.		19,976	9,759	643	1,334	528	1,270	708	535	34,753						
Government Schools: Rural		681,149	159,203	1,738	113,575	19,633	9,309	29,802	8	1,014,417						
Private Schools: Rural		76,579	50,648	12,469	21,107	11,215	13,555	15,747	2	201,322						
Total Enrolment (2013-14)		76,373,177	59,078,623	14,770,542	15,203,013	12,609,798	10,424,587	9,432,710	1,007,209	198,899,659						
Total Enrolment (2012-13)		79,496,232	58,105,982	15,160,025	15,562,605	15,245,806	8,755,615	6,127,378	1,257,600	199,711,243						
Enrolment in Govt. Schools		56,770,603	37,002,826	1,786,447	11,512,644	7,182,965	2,691,235	4,991,290	22,832	121,960,862						
Enrolment in Pvt. Schools		17,970,191	20,046,481	12,703,810	3,561,020	5,212,668	7,363,318	4,333,964	40,342	71,231,794						
Enr. in Madrasas & Unreco.		1,632,383	2,029,316	280,285	129,349	214,145	370,034	107,456	1,203	4,764,171						
Enr. in Govt. Schools: Rural		51,472,372	32,796,880	651,688	10,639,405	5,360,868	2,377,829	4,137,272	17,919	107,454,233						
Enr. in Pvt. Schools: Rural		11,148,617	10,249,870	5,058,637	2,905,010	3,192,711	3,601,535	2,284,179	22,691	38,463,250						
Total Teachers (2012-13)		2,656,063	1,885,050	641,750	542,418	905,732	359,904	362,429	805	7,354,151						
Government Teachers		2,020,431	1,136,669	104,261	424,533	469,105	109,936	347,174	320	4,612,429						
Private Teachers		590,024	738,093	571,543	124,860	310,638	324,710	248,851	18	2,908,737						
Tch. in Madrasas & Unreco.		73,739	81,121	8,651	7,692	8,352	14,724	6,356	102	200,737						
Performance Indicators (in percentage)		Primary only	P + UP	P+UP+Sec+HS	UP only	UP+ Sec+ HS	P+UP+Sec	U.P. + Sec	All Schools							
		12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14	
Single-Classroom Schools		7.9	7.1	0.7	0.6	0.8	0.8	1.8	1.8	1.7	1.9	0.8	0.8	6.9	7.2	
Single-Teacher Schools		11.8	11.5	1.1	1.2	0.8	0.7	12.7	11.9	1.0	0.9	0.6	0.6	0.9	0.8	
Sch. Approachable by All Road		85.4	86.8	88.6	91.0	93.9	96.9	91.9	92.9	95.4	95.4	90.2	92.9	91.8	94.3	
Schools with Playground		49.8	51.5	62.0	62.9	85.5	88.2	63.8	65.2	77.1	76.5	73.2	76.0	72.7	74.1	
Schools with Boundary Wall		51.3	53.8	75.7	77.8	92.9	94.5	50.3	52.5	83.5	87.0	84.5	85.6	77.0	80.2	
Schools with Girls Toilet		85.3	80.9	93.6	91.3	98.4	93.7	89.4	86.1	94.5	97.2	96.0	95.1	91.4	83.7	
Schools with Boys Toilet		62.1	92.9	74.1	97.3	89.1	99.3	74.7	94.4	68.7	98.8	82.5	98.1	68.3	96.6	
Schools with Drinking Water		93.7	94.1	97.7	98.2	99.0	99.1	93.5	93.9	97.8	99.2	98.0	98.6	96.4	97.4	
Schools Provided MDM [#]		96.1	88.5	96.7	92.8	55.6	52.0	91.4	91.3	87.2	88.4	87.1	81.4	91.5	71.8	
Schools with Electricity		40.0	41.8	67.2	67.9	92.5	94.6	36.0	38.1	92.5	92.5	78.2	81.9	81.2	85.4	
Schools with Computer		8.7	9.3	40.3	42.1	78.3	82.7	16.8	18.2	73.7	76.5	60.1	64.7	55.6	59.3	
Sch. with Ramp, if required			84.1		81.2		80.8		82.6		82.1		69.8		71.0	
Sch. Established since 2001		26.2	3.0	19.5	4.8	26.0	6.5	49.2	0.1	18.1	0.5	26.5	8.7	12.7	0.6	
Schools with Kitchen-Shed [#]		62.6	75.8	62.2	78.2	30.9	70.9	55.4	68.0	45.9	75.8	62.1	76.9	45.5	63.8	
Sch. with Enrolment <= 50		40.5	42.8	8.5	9.0	5.5	3.9	27.3	28.7	10.7	9.5	4.9	4.4	20.5	18.5	
Schools with SMC [#]		89.4	91.6	92.2	95.0	54.1	65.3	91.8	94.5	78.3	80.4	65.6	76.1	66.8	70.9	
Pupil-Teacher Ratio		30	28	31	30	24	22	29	27	17	16	24	23	17	16	
Student-Classroom Ratio		27	25	31	30	33	34	27	26	38	46	30	30	34	30	
Average Tch. per School		3.1	3.1	7.0	7.1	18.7	22.3	3.7	3.8	15.8	19.2	11.3	12.2	9.9	10.2	
Female Teachers		46.5	46.7	48.1	48.9	64.7	66.6	31.6	32.3	40.4	40.9	52.0	54.6	35.3	37.7	
Enr. in Single-Tch. Schools		6.8	7.0	0.7	0.7	0.5	0.5	9.5	8.7	0.5	0.5	0.5	0.5	0.6	0.6	
Enr. in Govt. Schools		74.3	74.3	64.4	62.6	12.9	12.1	74.7	75.7	58.9	57.0	30.4	25.8	49.2	52.9	
Girls Enrolment		49.3	49.2	48.0	47.9	44.5	44.5	52.4	52.3	48.0	47.3	44.5	44.4	49.7	50.0	
%Sch. with Pre-Pry.	Pry. level	22.4	Total Grossness				Primary		Upper Primary		Transition Rate (Pry. to Up. Pry.)				89.6	
% Enr. in Pre-Pry.		9.9					13.1		21.4		Ratio of Grade V to Grade I				93	
Incentives (previous year)	Text books				Uniform				% Sch with SCR > 30 at Pr. Level				% Sch with PTR > 30 at Pr. Level			
Number of Beneficiaries	All	SC	ST	All	SC	ST	30 at Pr. Level	35 at U.P. Level	30 at Pr. Level	35 at U.P. Level	30 at Pr. Level	35 at U.P. Level	30 at Pr. Level	35 at U.P. Level	30 at Pr. Level	
Primary Level	82,097,045	18,894,616	12,140,845	5,026,781	1,224,098	1,041,431										
Upper Primary Level	45,389,011	10,134,368	5,520,457	3,227,621	804,790	443,220	30.2	30.8								
# = Govt. + Aided		NR=Not Reported				*Some totals may not match due to no response in classificatory data items										



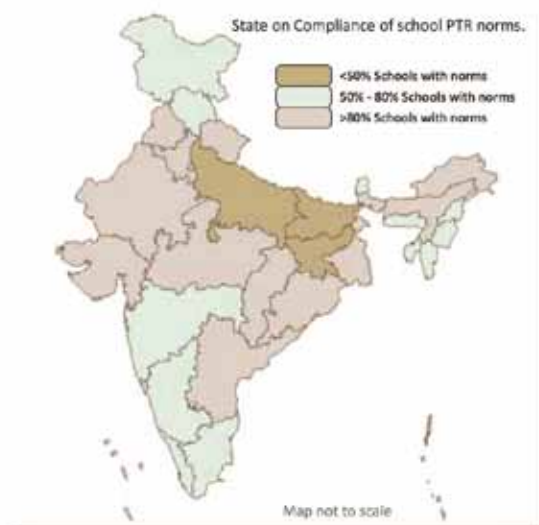
Elementary Education in India: Where do we stand ?

Ratio of girls to Boys Enr: Grades I to V					0.93	Retention Rate (Pry.)			82.38	INDIA										
Enrolment* 2013-14					Total Repe- raters	Repe- -tition rate	Drop out rate	SC/ST/OBC Enrolment			Enrolment Ratio									
Grade	Total	Girls enrolment	CWSN					% SC enr.	Primary	U. Pry.	GER Primary	101.4								
			Boys	Girls									GER U. Pry.	89.3						
I	27,164,511	12,986,088	177,748	120,877	593,516	2.07	4.83	% SC girls	48.3	48.8	NER Primary	88.1								
II	27,000,299	13,002,884	198,023	145,126	308,789	1.13	2.28	% ST enr.	11.1	9.7	NER U. Pry.	70.2								
III	26,658,523	12,859,712	218,665	160,692	266,744	0.98	3.58	% ST girls	48.3	48.7	Non-Tch assignment									
IV	26,222,911	12,692,711	212,873	151,372	265,238	1.01	3.49	% OBC enr.	44.1	44.4	% Teachers involved	2.5								
V	25,382,196	12,295,468	193,461	142,307	238,966	0.95	9.47	% OBC girls	48.5	48.8	Number of days involved	16								
VI	22,823,843	11,099,532	153,379	122,204	192,527	0.86	0.99													
VII	22,272,116	10,835,031	149,493	121,397	181,292	0.84	1.46	% Muslim enr.	14.3	12.5	Average Instructional Days									
VIII	21,375,260	10,409,430	129,334	107,189	177,268	0.86	7.21													
Pry (I-V)	132,428,440	63,836,863	1,000,770	720,374	1,673,253	1.24	4.67	% Muslim girls	49.1	51.4	Pr. level	U. Pr. level								
U.Pry.	66,471,219	32,343,993	432,206	350,790	551,087	0.85	3.13				224	225								
Classrooms/Other Rooms								% Enrolment by Nature of Disability												
School category	Average Cls.	Total Classrooms	%good cond.	%minor repair	%major repair	Other rooms	Nature of Disability	I	II	III	IV	V	VI	VII	VIII					
Pry. only	3.5	3,041,573	77.44	13.51	9.05	364,181	Blind	6.2	2.9	2.7	2.7	2.7	3.4	3.0	3.0					
Pry + U.Pry	7.3	2,000,392	84.25	9.34	6.41	235,322	Low-vision	10.9	13.5	13.8	15.8	19.7	26.2	30.1	33.0					
P + UP+Sec+HS	14.1	432,608	97.25	2.04	0.71	129,467	Hearing	11.2	11.0	11.5	10.5	10.5	10.7	10.4	10.3					
U. Pry. only	4.0	587,790	79.08	12.97	7.95	59,758	Speech	11.8	12.0	11.2	10.6	9.5	8.6	8.1	7.3					
U.P. + Sec + HS	6.7	275,750	84.65	9.33	6.03	156,938	Loco-motor	16.0	16.4	17.1	17.0	17.2	17.2	17.3	18.7					
P + U.P. + Sec	9.6	351,646	91.80	5.36	2.85	62,361	Mentally Retarded	22.3	21.5	21.6	21.5	20.6	17.2	15.4	14.0					
U.P. + Sec	5.2	310,531	82.63	10.56	6.80	109,822														
% Teachers by Edu. Qualification (other than contract teachers)*								Learning	9.4	11.8	13.1	13.5	12.4	10.5	9.7	8.5				
School category	Below Sec.	Sec.	Hr. Sec.	Grad.	Post Grad.	M Phil / Ph D	Post Doc.	No Res.	Cerebral Palsy	3.9	3.2	2.5	2.2	1.9	1.8	1.7	1.4			
Pry. only	2.3	14.0	28.1	36.0	18.6	0.6	0.0	0.3	Autism	1.0	1.0	0.9	0.8	0.7	0.7	0.7	0.7			
Pry + U.Pry	1.6	14.0	26.5	38.5	17.9	0.9	0.0	0.6	Multiple	7.3	6.6	5.6	5.3	4.7	3.8	3.5	3.3			
P + UP+Sec+HS	1.0	3.3	7.5	40.3	44.1	2.8	0.1	0.9	% Professionally Trained Teachers											
U. Pry. only	1.9	5.0	17.4	39.4	34.9	0.8	0.0	0.5	Gender	Government					Private					
U.P. + Sec +HS	0.4	4.0	5.1	33.0	51.6	5.2	0.1	0.6		Regular	Contract									
P + U.P. + Sec	1.1	5.6	14.6	50.1	26.8	1.2	0.0	0.6	Male	17.3					41.8	34.9				
U.P. + Sec	0.4	4.4	6.7	51.0	36.1	1.2	0.0	0.2	Female	16.7					52.3	28.6				
Contract	1.5	6.9	26.5	46.4	18.0	0.6	0.0	0.1	All Teachers	17.2					46.7	22.3				
Teachers by Gender & Caste		Regular teachers				Contract teachers				SC teachers				ST teachers						
School category	Total	Male	Female	No res	Male	Female	No res	Male	Female	Male	Female	Male	Female	Male	Female					
Primary only	2,684,180	1,274,175	1,103,672	3,427	153,541	149,348	17	227,308	155,892	190,112	109,596									
Primary + U.Pry	1,955,879	941,941	923,106	2,616	53,955	34,259	2	130,417	96,220	98,062	68,055									
P + UP+Sec+HS	684,454	221,947	445,829	2,322	4,266	10,089	1	23,437	29,214	10,206	11,338									
Upper Pry. only	557,085	357,465	166,394	2,473	16,961	13,778	14	53,845	22,634	46,379	23,556									
U.P. + Sec+HS	788,095	447,935	307,452	2,573	14,971	15,164	0	69,954	38,533	18,898	9,744									
P+ U.P. + Sec	449,370	192,819	235,942	871	10,243	9,495	0	22,825	17,145	22,217	16,794									
U.P. + Sec	602,381	365,682	213,890	565	9,116	13,126	2	47,045	26,224	26,239	12,927									
Enrolment by Medium of Instructions*													% Sch. Received							
School category	Hindi				English				Bengali				Marathi				Gujarati			
Primary only	45227573				5499776				6777319				2900139				802967			
Primary with Upper Primary	27442600				6898143				355948				4478537				6612521			
Primary with UP. Pri. and Sec& HS	4202921				9032996				213086				80623				492476			
Upper Primary only	11791653				322603				1041737				11673				124521			
Upper Primary with Sec + HS	3236682				932352				3906505				1817870				35808			
Primary with UP. & Sec	4124720				4261977				187708				206513				155426			
Upper Primary with Sec	1781645				2017618				1193029				1704506				22086			
% Teachers Received In-Service Training (previous year)													%Teachers by Age (In years) @			% Grants Utilized				
	P. only	P + UP	P+UP+Sec+HS	UP only	UP+Sec+HS	P+UP+Sec	UP+Sec	55 - 56	57-58	59-60	TLM	SD Grant								
Male	29.1	30.6	5.2	19.0	10.5	7.2	13.2	2.04	1.14	0.47	44.8	43.2								
Female	27.7	30.1	4.7	21.5	14.6	5.8	12.6	1.16	0.52	0.18										
All Tch.	28.4	30.3	4.9	19.7	12.1	6.4	13.0	1.62	0.85	0.33										



Status of RTE Act Implementation

India



Demographic indicators (Census 2011)

Total population	121.01 Cr.	Literacy rate	73.0
% Urban population	31.2	Female literacy rate	64.6
% SC population	16.6	Male literacy rate	80.9
% ST population	8.6	Sex ratio (0-6 yrs.)	914
% Muslim population (Source: Census 2001) 13.43			

Enrolment

Indicator	2009-10	2013-14
Total enrolment primary	13,34,05,581	13,24,28,440
Total enrolment upper primary	5,44,67,415	6,64,71,219
% Girls to total enrolment primary	48	48
% Girls to total enrolment U. Primary	48	49
Gender parity index (GPI) primary	0.94	0.93
Gender parity index (GPI) U. Primary	0.93	0.95
% SC to total enrolment	20	20
% ST to total enrolment	11	11
% Muslim to total enrolment	13	14
CWSN enrolment	14,02,817	25,03,907
Annual Average drop-out rate (Primary)	9.1	4.7

School Infrastructure

Indicator	2009-10	2013-14
No. of elementary schools (Govt.+Aided)	11,20,968	11,61,789
Student classroom ratio (SCR)	32	28
% Primary schools with SCR > 30*	40	25
% U. primary schools with SCR > 35*	36	31
% Schools with drinking water facility	93	95
% Schools with girls' toilet facility	59	85
% Schools with ramp	47	82
% Schools with playground	51	58
% Schools with boundary wall	51	62
% Schools with Kitchen shed*	43	75

Quality

Indicator	2013-14
% Teachers with professional qualification*	80
Number of States with revised curriculum	33
Number of States with working hours as per RTE	34
Number of State with instructional hours as per RTE	34
Number of States implementing Continuous Comprehensive Evaluation	32
Average attendance percentage of student primary	76
Average attendance percentage of student U.Pr. [#]	78
Average attendance rate of teachers primary [#]	84
Average attendance rate of teachers U.Pr. [#]	81

Status on RTE

	Number of States/UTs	
	2009	2014
Notification of State Rules*	15	34
Constitution of SCPCR/REPA	11	33
Notification of academic authority	20	35
Policy on eight year elementary education	28	35
No detention	27	35
No corporal punishment	28	35
No board examination upto Elementary level	26	34
Banning private tuition	18	35
Banning screening procedure and capitation fees	18	35
Working days notified	21	33
Decentralized grievance redressal mechanism	-	24
Local Authority notified	-	31
% Schools with SMC constituted	-	91
25% Admission in private unaided schools at entry level	-	27

As on 30-06-2014

Teachers

Indicator	2009-10	2013-14
Total teachers (Govt.+Aided)	44,77,429	45,32,803
Pupil teacher ratio (PTR)	32	26
% Primary schools with PTR > 30*	46	33
% Upper primary schools with PTR > 35*	36	31
% Single teacher schools	9	8
No. of State conducted TET for teacher recruitment	-	30

Source: DISE, PMIS, Census
 * RTE Act not applicable to Jammu & Kashmir
 * Government Schools
 # Data does not include centralized kitchens
 CWSN: Children with special needs
 TET: Teacher Eligibility Test
 @ Independent study by I&L Q1, 2013



DEPARTMENT OF SCHOOL EDUCATION AND LITERACY
Ministry of Human Resource Development
Government of India

Shri Narendra Modi
Honourable Prime Minister of India

Smt. Sushma Swaraj
Honourable Minister for HRD

SWACHH BHARAT : SWACHH VIDYALAYA

"Mahatma Gandhi laid great emphasis on cleanliness. His aspirants too focused on the same. Let us pledge we will give a 'Clean India' as a gift to our father of the nation on his 150th birth anniversary in 2019."

Prime Minister, Shri Narendra Modi

A toilet unit for girls and boys usually contains a WC and 5-3 urinals each. The average cost of construction is Rs. 13 lakh per unit for girls' toilets and Rs. 12 lakh for boys' toilet in elementary schools with inter-state variations.

A combined toilet block for girls and boys contains 2 WCs and 4-6 urinals with partition wall in the middle. The average cost of construction in secondary schools is Rs. 17.2 lakh with inter-state variations.

To provide water facility through hand pump in an average cost of Rs. 45,000/- and hand pump with overhead tank and three lift systems cost Rs. 85,000/-

Installation of overhead water tank, where piped water supply is available costs Rs. 30,000/- on an average.

This appeal is for the Swachh Bharat-Swachh Vidyalaya Aahyan calling upon the corporate sector and philanthropists to contribute liberally for this important National Cause.

स्वच्छ भारत

एवं

"बेटी बचाओ बेटी पढ़ाओ" अभियान के अंतर्गत एक पहल

CSR voluntary contribution for Swachh Bharat Campaign may be sent through DD/ Cheque in favour of Swachh Bharat Kosh

Contact at Government of India Dr. Nagash Singh, Economic Adviser
Department of School Education and Literacy
Telephone phone number: 011-23381771, e-mail: nagash.edul@nic.in

Information about schools without toilets
State Wise District Wise School wise contact details at
www.mhrd.gov.in/schools/swachh.htm

Gandhi on Sanitation

"Sanitation is more important than independence We want to do a social transformation, where people don't think this is a toilet, where they think a toilet is a dirty place."

"I learnt 35 years ago that a lavatory must be clean as a drawing-room.... The cause of many of our diseases is the condition of our lavatories and our bad habit of disposing of excreta anywhere and everywhere. I therefore, believe in the absolute necessity of a clean place for answering the call of nature and clean articles for use at the time, have accustomed myself to them and wish that all others should do the same. The habit has become so firm in me that even if I wished to change it I would not be able to do so. Nor do I wish to change it."

Mahatma Gandhi



"... all schools in the country should have toilets with separate toilets for girls I call upon the corporate sector also to give priority to the provision of toilets in schools with your expenditure under Corporate Social Responsibility. This target should be finished within one year with the help of state governments and on the next '15' August, we should be in a firm position to announce that there is no school in India without separate toilets for boys and girls."

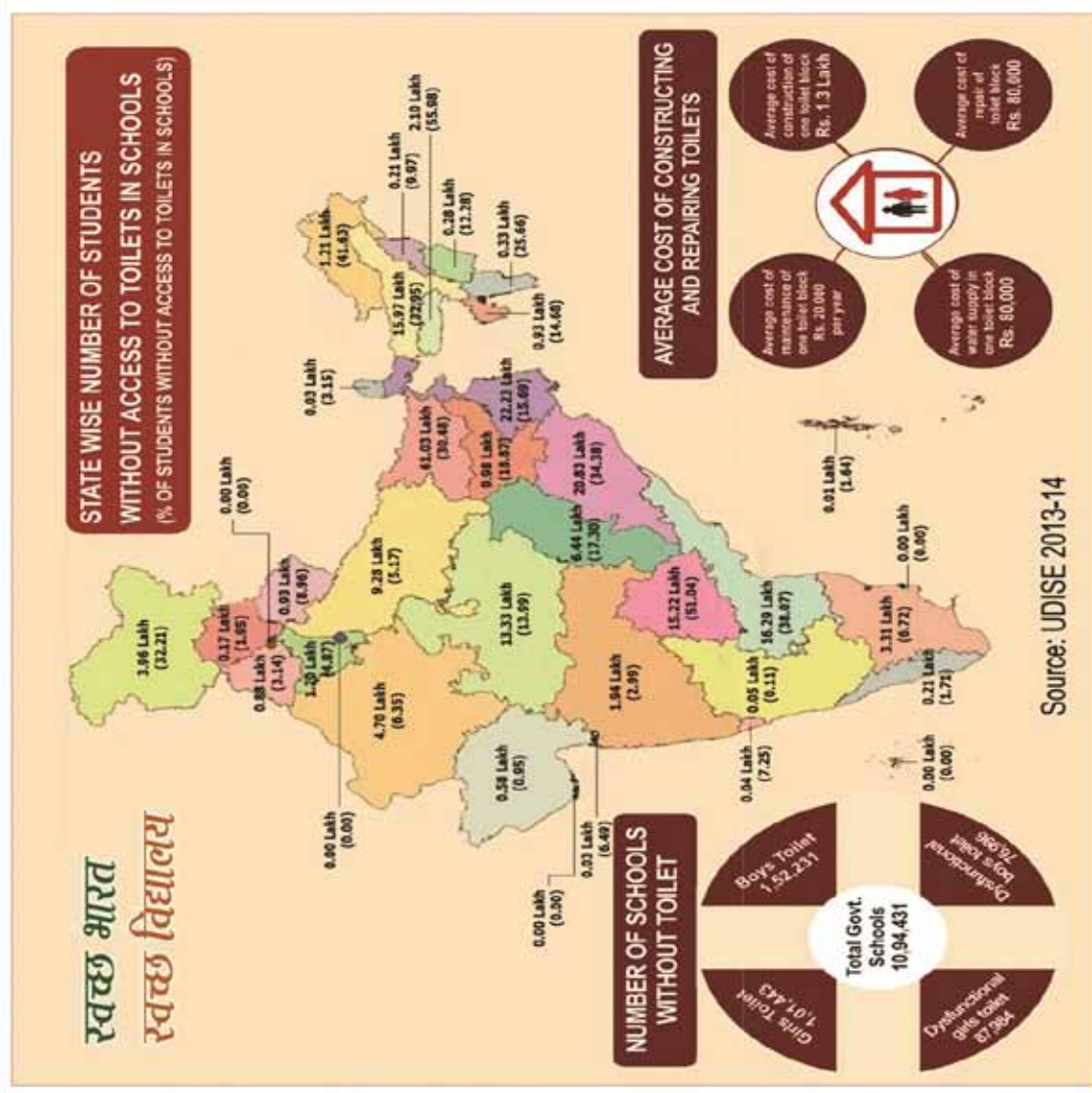
Prime Minister, Shri Narendra Modi - 15 August 2014

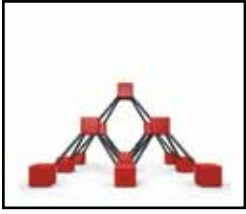




Swachh Bharat & Swachh Vidyalaya Campaign

- Individuals/corporates/institutions who are interested in building toilet blocks will be allocated the schools of their choice.
- Private or public sector companies would be welcome to take up construction of toilet blocks on their own.
- The Ministry of Human Resource Development will advise the concerned State/UT Governments to facilitate construction of toilets in schools allocated to individuals/corporates/institutions.
- The design and the specifications of the toilets will be provided by Ministry of Human Resource Development/State Governments.
- The cost of construction would depend on State Schedule of Rates.
- A centralized online data base on construction of toilets in schools will be maintained by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.
- Those who are not interested in building the toilets themselves and who want to contribute in this noble cause, can send their contribution to the Swachh Bharat Kosh.
- The Swachh Bharat Kosh will be used for larger Swachh Bharat Abhiyan in addition to building school toilets.





Organization Structure of RILM



Total Literacy for India (and South Asia) is a gigantic goal. There are numerous, complex aspects of the T-E-A-C-H program (and its corresponding variants) that the Rotarians of the countries in the region have decided to take up to achieve this goal. Needless to add, the organization which embarks to fulfill this goal must have a tiered structure, encompassing dedicated volunteer bodies at the Regional, National, District and Club levels, networked and linked across levels, horizontally and vertically.

After much deliberation and consultation, an organization structure consisting of multilevel committees has been created. Our Rotary colleagues in the neighbouring countries also agree that the structure is suitable. In consultation with all concerned, the role and responsibilities of each committee have also been firmed up. A self-evaluation system has also been developed to assist each to keep track of the targets and achievements.

For the organization to function smoothly, it is essential that each member of each constituent of the volunteer structure

- Understands his/her/their role in the overall context of the Mission and the program,
- Understands his/her/their role in the overall context of the Mission and the program,



- Gets trained and trains others, where needed, according to schedule,
- Sets goals for various components of the program and implements them with dedication, according to the timeline/s,
- Understands and follows the protocol for formal interactions and communications with others at various levels so that there is no miscommunication or conflict in program planning and implementation, and
- Regularly motivates and facilitates performance expected of colleagues and partners

Each of us is an important part of this complex machinery and we all need to synchronize and co-ordinate our work with that of the others involved in order to achieve the desired goals in time.

Keeping in view the foregoing factors, the following **Committees** have been constituted at the **national level**:

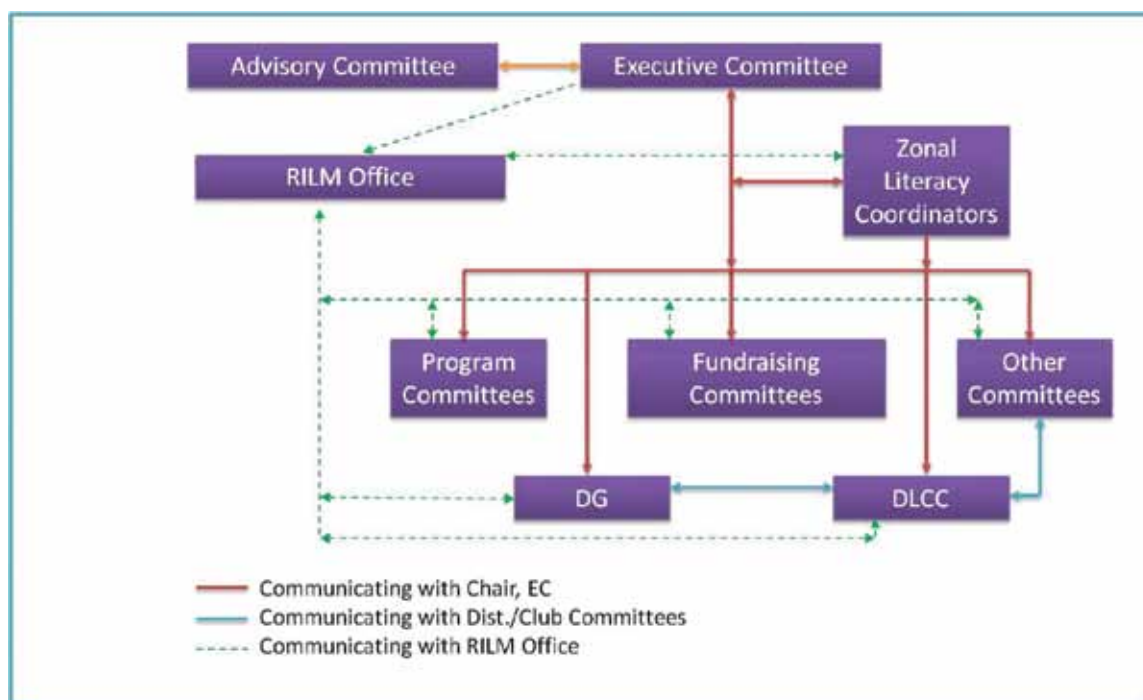
- Executive Committee
- Advisory Committee
- Teacher Support ('T')
- E-learning ('E')
- Adult Literacy ('A')
- Child Development ('C')
- Happy Schools ('H')
- Volunteer Management
- Fundraising Committees
 - i. Corporates and Trusts
 - ii. International and TRF
 - iii. Retail and Rotarians
- Finance
- Audit

Acting as a bridge between the Executive Committee and the District level volunteer structure are the 10 Zonal Literacy Coordinators (ZLCs), each ZLC being in charge of a "Literacy Zone" consisting of 3/4 Districts.

At the District level, the District Governor heads a Team consisting of District Literacy Committee Chair (DLCC) and Chairs and Members of Program Committees, one each for 'T', 'E', 'A', 'C' and 'H'. In addition, the District Literacy Team is expected to have Chairs and Members of Committees dealing with Fundraising, Volunteer Management, Public Relation and a Communications Officer.



National Committee of Rotary India Literacy Mission



Executive Committee

Structure

Apart from the Chairman, RILM, who is also the Chairman of the Executive Committee (EC), the EC consists of members, including ex officio members like the President and Secretary of the Rotary South Asia Society for Development & Co-operation, the Rotary International Director (RID) and the RID Elect (RIDE)/RID Nominee (RIDN) and the Rotary Foundation Trustee (or, the Trustee Elect/Nominee). The RILM Patron is also a permanent invitee to the meetings of the EC.

The functions / role / responsibilities of the Executive Committee are:

1. Consideration and approval of:
 - a. All important policy matters and general guidelines relating to program/s of Rotary India Literacy Mission (RILM)
 - b. Volunteer committees' organizational structure, composition and functions
 - c. i) The organizational structure of the RILM office, including emolument bands and
ii) Appointment of senior management, on behalf of Rotary South Asia Society for Development & Cooperation
 - d. Annual program content, including national goals of the individual components of the T-E-A-C-H programs / activities and modifications, if any, thereof
 - e. Annual budget, including revised budget, and fundraising activities



- f. Annual accounts, action on audit reports, annual reports and other steps for statutory compliance
 - g. Measures for external and internal i) public relations and ii) communication channels with a view to establishing Rotary's image in the field of literacy
 - h. Awards and recognition activities and the criteria and methodology for implementation
 - i. Any matter not specifically allotted to any other committee of RILM
2. Periodical/annual:
 - a. Review of progress of program implementation and guidance on course correction
 - b. Evaluation of performance of volunteer structure and support staff
 3. Holding its own meetings (4 per year) and organizing Orientation Program and meeting of the National Committee annually
 4. Delegation of powers to Chairman, RILM and volunteer committees

Advisory Committee

The Advisory Committee's function is to advise the Executive Committee on important matters relating to the T-E-A-C-H program.

RILM Office

Functioning under the general directions of the Chairman, RILM, the RILM Office provides all types of support needed by the Volunteer Committees at the National and District levels and also acts as the Secretariat of the Executive Committee.

Program Committees

The Program Committees, one each for 'T', 'E', 'A', 'C' and 'H', consist of the respective Committee Chairs, Vice-Chairs and three (or more) Members. Each Member of each of these Committees will be assigned Literacy Zones as his/her charge for all program-related purposes.

Role & Responsibilities

The responsibilities/functions of each of the Program Committees are:

- a. Ideation on program content after literature review
- b. Review of Central/State Government programs and their linkage with the corresponding programs of the activities of T-E-A-C-H
- c. Ascertaining how Government funding can be leveraged to implement the T-E-A-C-H programs and activities



- d. Exploring possible partnerships with Central and State Government agencies, NGOs and other organizations working in the field of school education, adult literacy and child development for implementation of the respective programs of T-E-A-C-H
- e. Communicating regularly with the District T/E/A/C/H Committee Chairs (in the literacy Zones allocated to each Member) and the respective Zonal Literacy Coordinators (ZLCs) to help with (i) District-level trouble-shooting and (ii) cross District dissemination and wider adoption/adaptation of good/best practices developed locally by any Club/District in implementing respective programs
- f. Communicating issues and challenges faced by the Chairs of District T/E/A/C/H Committees and DLCCs in program implementation to Chair, RILM and/or RILM Office.

Zonal Literacy Coordinator - ZLC

The Rotary Districts in the country have also been grouped in 10 Literacy Zones, each in charge of a Zonal Literacy Coordinator (ZLC) for training and implementation/coordination and problem-solving for T-E-A-C-H.

Role & Responsibilities

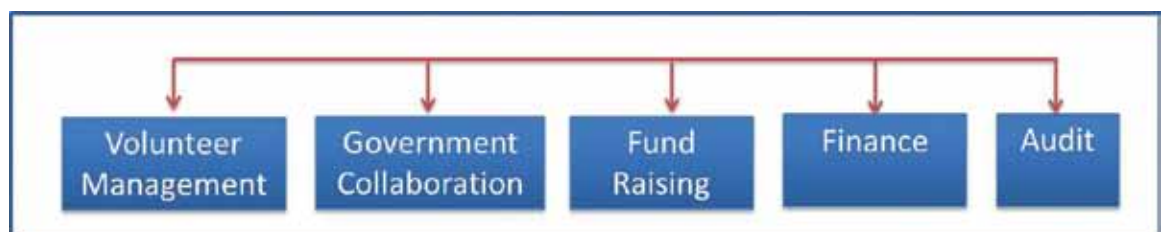
1. Ensuring implementation of Level I, II & III (District Seminar) Training programs in each RI District of assigned Literacy Zone
 - i. Training to be conducted within the dates mentioned in the training cycle
 - ii. Ensure participation of all concerned as per the Training Cycle
2. Ensuring participation of incoming Inner Wheel District Chair, DLCC and DRR Elect at the Level I training program
3. Ensure Rotary Clubs set their annual goals for the T-E-A-C-H program at the Level II Training Program. These are then compiled to get the District Goal. In case, these total goals of the district are lesser than the goals committed by DG 2016-17 at IGNITE, then they will encourage clubs to reach those goals. Inversely, if the District Goals are higher than those set by DG 16-17 at IGNITE, then the DG will upwardly revise the Goal set by him or her.
4. Support the Districts in implementing the program and help with problem solving
5. Monitor & report the progress in implementing programs as follows
 - i. Report by uploading program plan before starting the program
 - ii. Report the quarterly progress in implementation till completion in the Quarterly Report Format
6. Assisting and guiding the Districts with the following methods of Fund Raising
 - i. From HNI Rotarians
 - ii. Through voluntary District collection from Rotarians



7. Ensure DG & DGE appoints District Literacy Team including
 - i. District Literacy Committee Chair (DLCC)
 - ii. District Program Committee Chairs
 - iii. District Program Committee Members
 - iv. District Communication Officer
 - v. Fundraising Committee
 - vi. Volunteer Management
 - vii. Public Relation

8. 8. To assist District in establishing linkages with government and other stakeholders for smooth implementation of T-E-A-C-H program

Other Committees



Volunteer Management Committee

Structure

Role & Responsibilities

- a. To estimate, on the basis of the Goal Form of each District, the total number of volunteers required to fulfill the goals for the year
- b. To work in coordination with the Program Committees, Fund Raising Committees, Training Committee, etc., and the Zonal Literacy Coordinators so that each District registers the required number of volunteers
- c. To help Districts with appropriate training of volunteers
- d. To send out regular communication and information to the volunteers to keep them engaged



Government Collaboration Committee

Role & Responsibilities

- a. To review all government plans, programs and initiatives and specify each area in which partnerships can be established with Central, State and local government departments/agencies to implement various components of T-E-A-C-H
- b. To ascertain the methodology of approaching the government departments for administrative support and funds and necessary paperwork requirements
- c. To periodically apprise the National and District level Rotary volunteer structure of the possibilities of leveraging government resources, administrative and financial, at the National, State as well as local levels and of the procedural aspects of accessing these resources
- d. To publicize various government resources and funding initiatives on the website for information and use of the Rotary Districts/Clubs.

Fundraising Committees

The fundraising initiatives are broadly divided into the following categories:



Committee for Fundraising from Corporates & Trusts

Role & Responsibilities

- a. Analyze corporate giving in India, including understanding their priorities, funding budgets and systems of funding
- b. Establish contact (through Rotarians or directly) with these corporate houses
- c. Ensure empanelment of RILM as one of the probable recipients of funding under the mandatory Corporate Social Responsibility provisions of the new Companies Act, 2013
- d. Meet and make presentations to the corporates individually, at times collectively, locally and nationally
- e. Participate and make presentations at Chambers of Commerce and relevant events organized by them
- f. Identify non-corporate Charitable Trusts and Foundations and ascertain opportunities of raising funds from them
- g. Set quarterly/annual targets of fundraising and present them to the Executive Committee



Committee for Fundraising from Rotarian & Retail Sources

Role & Responsibilities (Rotarians)

- a. Analyze and establish contact with HNI Rotarians in each District
- b. Make presentations to them to solicit funding for the program
- c. Collect funds, ensure sending of receipts, notes of acknowledgement and relevant recognitions

Role & Responsibilities (Retail Sources)

Retail fundraising can have several varieties.

The common operating procedure would be

- a. Devise different ways for Retail Fundraising
- b. Make the ZLCs and Districts aware of the retail fund raising opportunities
- c. Prepare and distribute relevant collaterals*
- d. Monitor with utmost transparency the funds collected through various retail strategies
- e. Ensure legal compliances, including tax payment, etc.

*All retail fundraising collaterals will be prepared centrally by RILM office on receipt of inputs from various Committees.

One of the identified strategies is summarized below:

Retail Fundraising through Restaurants/Hotels schemes

- i. To identify the pilot towns/cities, where to start the schemes – to start with, these towns/cities could be those where there are a number of restaurants and hotels belonging to Rotarians and/or their associates
- ii. To implement retail fundraising schemes on a regular basis
- iii. To create and follow reporting norms
- iv. To prepare and submit reports to the EC
 - a. Analyze and establish contact with High Networth Individuals (HNI) Rotarians in each District
 - b. Make presentations to them to solicit funding for the program
 - c. Collect funds, ensure sending of receipts, notes of acknowledgement and relevant recognitions

Committee for Fundraising from TRF & International Sources

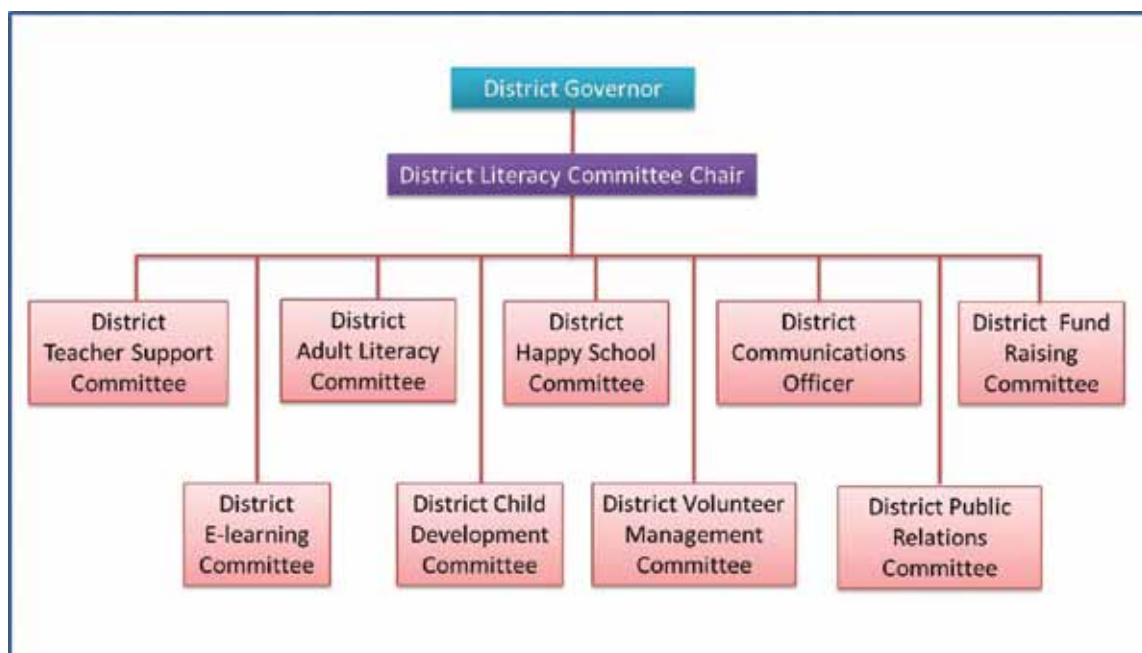
Role & Responsibilities

- a. Identify potential International donors including corporate donors and individual Rotarians
- b. Establish communication with them & seek donations



- c. Approach International Philanthropic Funding Agencies, Corporations, Companies and individuals
- d. Understand their procedures and requirements for funding and ensure that Rotary's Total Literacy Mission becomes eligible for their funding
- e. Identify program activities that qualify for TRF funding through Global Grants
- f. Help Districts in preparing proposals for these Grants

District Literacy Team



District Governor

Role and Responsibilities

The District Governor (DG) is like the Conductor of a symphony orchestra, the kingpin of all activities that the Rotary Clubs in her/his District take up in a Rotary Year. The Rotary Clubs in a District execute various programs under the guidance and leadership of the DG.

In view of this multifarious role of a DG, only the most essential are listed below as the role and responsibilities of the DG in respect of T-E-A-C-H:

- i. To attend the Orientation program conducted by the Executive Committee of Rotary India Literacy Mission (RILM) each year
- ii. To appoint (or continue the appointment of) the District Literacy Team consisting of the
 - ▲ District Literacy Committee Chair (DLCC) and Chairs & Members of Committees for
 - Teacher Support Committee
 - E-Learning Committee



- Adult Literacy Committee
- Child Development Committee
- Happy Schools Committee
- Volunteer Management Committee
- Fundraising Committee
- Public Relation Committee
- Communications Officer

before the Orientation program

- iii. To ensure that the Level I training program for the District is organized in consultation with the Zonal Literacy Coordinator (ZLC) before or on the due date (30th April each year) and all mandated participants actually attend the training
- iv. To ensure that the Level II training program is organized by the DLCC before or on the due date (31st May each year) and attended by the Club Presidents Elect and Club Literacy Committee Chairs of at least 60% of the Clubs in the District
- v. To ensure that the Level III training program (District Literacy Seminar) is organized by the DLCC during the due period (15th May – 31st August each year)
- vi. To raise contribution from Rotary Club members willing to donate and credit the amount by 30th September each year to the RILM account
- vii. To assist the National Fundraising Committee for Retail Donations in collecting funds for T-E-A-C-H. 40% of these collections can be retained by the District for T-E-A-C-H implementation
- viii. Set goals and reconfirm goals through discussion with each Club
- ix. Regularly motivate Clubs to achieve their goals
- x. Create awareness of and publicize the RILM programs and news from time to time through Governors Monthly Letter (GML) etc.
- xi. Conduct sessions on RILM and T-E-A-C-H at Assistant Governors Trainings (AGTs), Presidents Elect Trainings (PETs), Secretary Elects Trainings (SETs), District Assembly, District Conference, etc.
- xii. Respond to information requests of RILM Office & ZLC on a priority basis

In addition to the above, the DG is expected to ensure all activities as enumerated for DLCC (for details read below).

District Literacy Committee Chair (DLCC)

Role and Responsibilities

- i. To attend the Literacy Orientation Program and Literacy Summit each year, thoroughly understand the T-E-A-C-H program as well as the related Central, State and local government policies, programs and initiatives and also ensure maximum participation of delegates from the District in the Literacy Summit



- ii. To ensure formation of all District level committees with the approval of the DGE well before the scheduled date of Level I Training Program
- iii. To assist the Zonal Literacy Coordinator (ZLC), District Governor (DG)/District Governor Elect (DGE) in organizing and conducting Level I Training Program by/ before the due date and ensure participation of all mandated participants
- iv. To ensure appointment of Club Literacy Committee Chairs (CLCCs) and formation of all Club level committees by each Club President Elect well before the scheduled date of Level II Training Program
- v. To assist the District Governor (DG)/District Governor Elect (DGE) in organizing and conducting Level II Training Program by/before the due date and ensure participation of all mandated participants
- vi. To ensure filling up of Club goal forms during Level II Training Program and compile District goals based thereon and upload the latter on the website
- vii. To assist the District Governor (DG)/District Governor Elect (DGE) in organizing and conducting Level III Training Program during the time slot prescribed for this purpose and ensure participation of all mandated participants
- viii. To ensure participation of Inner Wheel Clubs in the District, Rotaractors and Rotary Community Corps (RCC) members in training at the District/Club level
- ix. To encourage and motivate each Club to:
 - a. upload reports of all literacy project taken up by District
 - b. upload grant applications before and after completion
 - c. register & train volunteers according to needs of Club's planned programs,
 - d. organize events to publicize important achievements under T-E-A-C-H,
 - e. mobilize funds for program implementation
 - f. visit and study the website **www.rotaryteach.org** regularly
- x. To trouble-shoot for Clubs and District program committees with all concerned, including government officials at the revenue District and state levels
- xi. To take all steps, including trouble-shooting with other stakeholders and government officials, in consultation/collaboration with ZLC, DG/DGE, Chairs of District level program committee, Club Presidents and CLCCs so as to ensure that the District Goals are achieved
- xii. To prepare and furnish annual, quarterly and other reports as required from time to time

Club President

Role and Responsibilities

The Rotary Club is the organization that is at the centre of all activities relating to implementation of program in the T-E-A-C-H program and the Club President/President Elect (CP/CPE) is the key figure who, in collaboration with the Club Literacy Committee



Chair (CLCC) and Members (CLCMs) is expected to plan, select, execute, supervise and report on the program specific activities that they choose to take up.

Keeping this in view, the **role and responsibilities** of the CP/CPE are defined as follows:

- i. To appoint the CLCC and Club Literacy Committee Members well before the Level II training program (expected to be held by 31st May each year) so that all of them (along with the CP/CPE) can participate fully in that training program
- ii. To attend the Level II training program organized by the District Governor/ Governor Elect (DG/DGE) and the District Literacy Committee Chair (DLCC), along with the CLCC and CLCMs, and fully understand each program/component of the T-E-A-C-H program as well as its funding and reporting aspects
- iii. To motivate members of the Club to attend in large numbers the Level III training program (District Literacy Seminar) as and when it is held by the District leadership (expected between 15th May to 31st August each year)
- iv. To study the www.rotaryteach.org website carefully and download all information, forms, etc., those are necessary for implementation of the selected program
- v. To familiarize himself and all members of the Club Literacy Committee with the “how to” guidelines of each activity/program of T-E-A-C-H, grant application forms for various programs as well as the quarterly progress report formats
- vi. Based on the training and information so gathered, to decide, well before the beginning of the Rotary Year (RY), the T-E-A-C-H activities/programs that the Club will like to take up during the year and plan for timely implementation of each so that they can be all completed in all respects before the end of the RY
- vii. To tie up arrangements for the necessary mobilization and training of volunteers and Club members, funds and other inputs for implementation of all selected activities and sequence them appropriately
- viii. To explore and finalize partnerships with other organizations and non-governmental organizations (NGOs) where such partnership will be essential for implementation of any selected set of activities
- ix. To tie up funding, including grants from Rotary India Literacy Mission (RILM) for each selected activity
- x. To do the following:
 - get the selected activities executed properly
 - send quarterly progress reports to the DLCC
 - upload information on the website (wherever so indicated)
 - complete the programs
 - finalize accounts
 - get necessary certification of accounts done
 - send program completion reports to DLCC and also upload them on the website



Club Literacy Committee Chair (CLCC)

Role and Responsibilities

- i. To assist the Club President (CP)/President Elect (CPE) with selection of members of the Club Literacy Committee before the due date of the Level II training program
- ii. To attend the Level II training program organized by the DG/DGE & District Literacy Committee Chair (DLCC)
- iii. To assist CP/CPE and DLCC in mobilizing/motivating members of the Rotary Club to participate in the Level III training program (District Literacy Seminar)
- iv. To decide, in consultation with the Club Literacy Committee members and with the approval of the CP & CPE, the programs under T-E-A-C-H to be taken up by the Club, well before the beginning of the Rotary Year
- v. To study the website www.rotaryteach.org and cull out all relevant information and various forms necessary for implementation of the selected programs
- vi. To fill in and upload, in consultation with the Primary Contact (if not himself/her-self the Primary Contact nominated by the CP/CPE) the relevant grant application form/s for the activities/programs for which the Club wishes to avail of Rotary India Literacy Mission (RILM) grant
- vii. To follow up with the DLCC for authorization of the grant application forms uploaded by the Club till each application is approved
- viii. To plan and execute the selected activities/programs after tying up funds that will have to be raised by the Club for this purpose
- ix. To oversee the execution of various programs taken up by the Club in association with other members of the Club Literacy Committee and ensure periodical reporting using the prescribed form/s using 'Project upload' section of the website
- x. To ensure proper accounting of all funds spent on selected programs, certification of accounts and works as required under the RILM guidelines and claiming of grants due from RILM
- xi. To resolve issues that may arise in course of implementation of programs with the advice of the CP, DLCC, etc.





Communication Protocol



T-E-A-C-H is a multi-pronged and structured program. Rotary India Literacy Mission envisages implementing the program in a uniform manner across the country. This is a task that can only be achieved through effective communication.

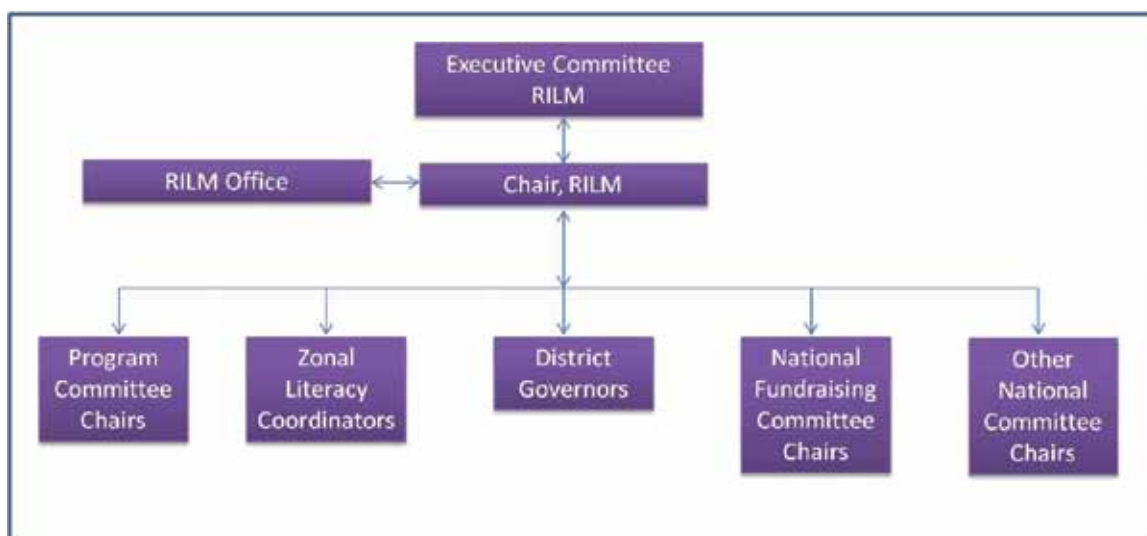
For planning, implementation and oversight of the T-E-A-C-H program, a committee structure has been established.

Appropriate and timely communication between the Committees at the National and District levels is necessary for successful planning and implementation of the projects in the T-E-A-C-H program.

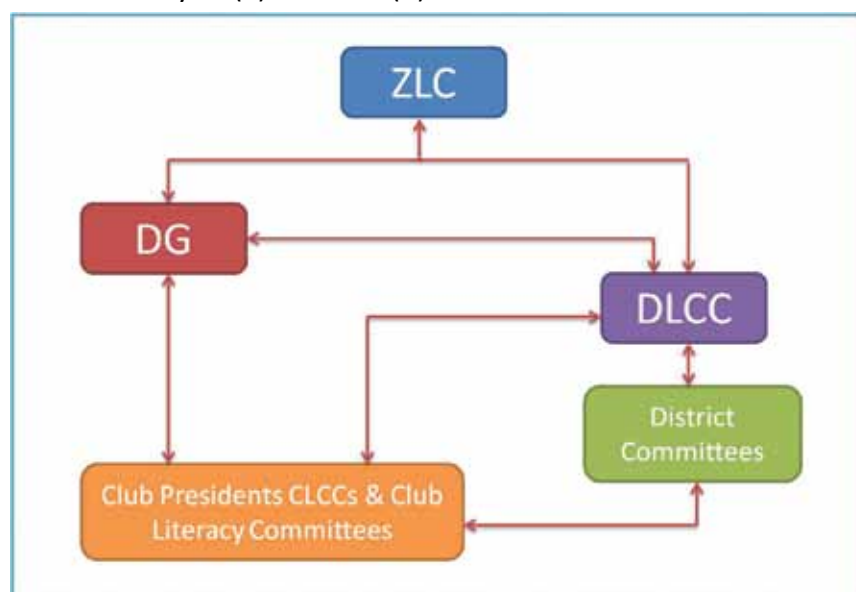


Keeping this in view, the following Communication Protocol is suggested in respect of e-mail and similar formal written communication concerning the T-E-A-C-H program:

- i. Chairman, RILM - Directly to all DGs, ZLCs, National Level Committee Chairs



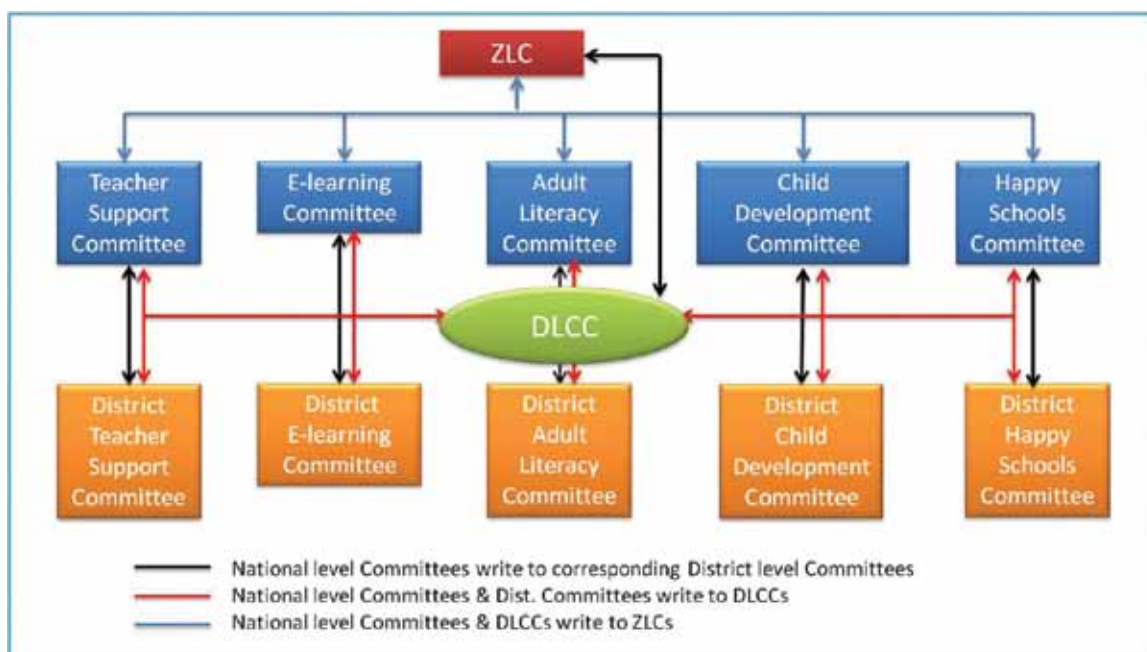
- ii. ZLCs - Directly to (a) DGs and (b) DLCCs in the allocated Zone



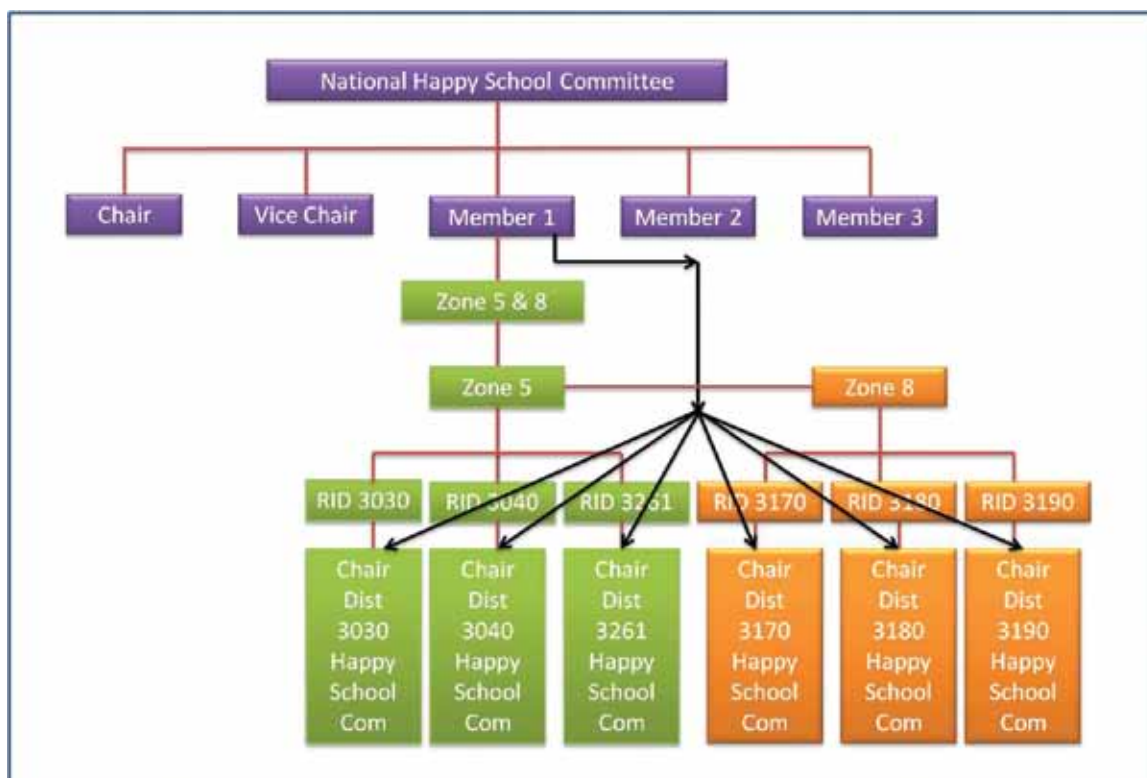
- iii. National level Committee Chairs can communicate directly with (a) Chair, RILM (b) Chairs of corresponding District Committees and (c) through Chair, RILM with the DGs. There are many Committees at the national level. If everyone starts writing directly to the DG she/he will be flooded with literacy related emails. Thus it has been decided that all communication to the DG will be routed through Chair, RILM.
- iv. National level Committee Members can communicate directly with (a) corresponding District level Committee Members (b) DLCCs and (c) ZLCs



- v. District Level Committees can also communicate directly with DLCCs and through them with the ZLCs.



- vi. Every member of the National level Committee is in direct communication with members of the corresponding District Level Committees within the assigned Literacy Zones as illustrated in the chart below with respect to the Happy Schools Committee



What are the other channels of communication used by RILM?

- Literacy Times - a monthly e-newsletter is published since December 2014. It provides an update on all literacy related matters.
- Mass e-mailers
- Bulk Short Messaging Service (SMS)
- Social Media

Social Media Tools

What are the benefits of social media?

- Social media is a PR tool
- A social media post is like a stone skipping across a pond.
- Each like, comment, share or re-tweet makes new ripples that helps the post to travel just that little bit further
- Each splash can attract the attention of new people as it makes its way across the Internet.
- If a post doesn't receive any likes, comments, share and re-tweets then it drops straight to the bottom of the Web never to be seen again

What are the social media that RILM uses?

- Facebook
- Twitter
- YouTube
- WhatsApp
- RILM App etc

What is the Role of a Rotarian in promoting social media?

As a Rotarian you can contribute by doing the following

- Like and share the content on RILM page
- Comment on the posts. Keep your comments positive
- Follow #rotaryteach on Twitter
- Re-tweet the content
- Invite friends to 'like' and 'follow' RILM
- Link your District/Club's Facebook page with RILM page
- Make your network aware of and engaged in RILM's activities
- Over the medium to long term this will convert into new volunteers, funds and support from the community.



Why RILM uses WhatsApp?

WhatsApp enables the following:

- Fast communication
 - Group chat for 100 people at a time
 - Sharing of pictures, audio and video content
- A WhatsApp group has been created for every National and District level Committee including ZLCs
- By exchanging success stories and discussing challenges on a real time basis groups are able to replicate success and resolve problems more efficiently.

Dos and Don'ts on WhatsApp

- Use the WhatsApp group to discuss literacy matters ONLY and not for social interaction
- Answer questions posted on these groups
- Be positive when posting on WhatsApp as a negative comment can de-motivate the entire group

RILM App

- This is the latest communication tool to be introduced to RILM communication channels
- It will bring literacy matters to your fingertips
- Updates on literacy will be sent through the app
- It is free so please download and use the same
- It is a miniature version of the website
- It enables volunteer registration, donation and project upload



Training Cycle with Agenda

Orientation Program

- Conducted by – Designated Trainers
- Participants
 - a. DGEs
 - b. DLCCs and
 - c. Other National Committee Members
- Timeline – by March

Level I Training Program

- Conducted by – ZLC and DGE for each District
- Participants
 - a. District Governor (DG)
 - b. District Governor Elect (DGE)
 - c. District Governor Nominee (DGN)
 - d. DGN Designate (DGND)
 - e. District Literacy Committee Chair (DLCC)
 - f. District Literacy Team Members
 - g. Inner Wheel ZLC
 - h. Incoming Inner Wheel District Chair
 - i. Incoming Inner Wheel DLCC
 - j. DRR Elect
- This event is to be organized for each RI District separately
- Timeline – by 15 April
- Agenda - (Annexure 5)

Level II Training Program

- Conducted by – ZLC, DGE & DLCC
- Participants
 - a. DGN
 - b. DGND
 - c. DLCC
 - d. District Literacy Team
 - e. Club Presidents Elect
 - f. Incoming Club Literacy Committee Chairs
 - g. Asst. Governors
- Timeline – by 15th May each year
- Agenda - (Annexure 6)

Level III Training Program (District Literacy Seminar)

- Conducted by - DGE/DG, DLCC and District T-E-A-C-H Committee members
- Participants – All Rotarians of the District
- Format – like a Literacy Seminar
- Timeline – between 1st June and 31st August each year
- Agenda - (Annexure 8)



AGENDA for LEVEL I TRAINING PROGRAM

1. **Duration** – 3 hrs to 3 1/2 hrs
2. **Format** – Seminar cum Workshop
3. **Agenda** –
 - i. Organization Structure with
 - a. Role & Responsibilities
 - b. Communication Channels
 - c. Training Cycle
 - ii. Website & Social Media Tools
 - iii. Teacher Support
 - iv. E-Learning
 - v. Adult Literacy
 - vi. Child Development
 - vii. Happy School
 - viii. Volunteer Management
 - ix. Fundraising
 - x. Goal Setting
 - xi. Evaluation
 - xii. Forms & Resources



AGENDA for LEVEL II TRAINING PROGRAM

1. **Duration** – 3 to 3 1/2 hrs
2. **Format** – Seminar cum Workshop
3. **Agenda** –
 - i. Organization Structure with
 - a. Role & Responsibilities
 - b. Communication Channels
 - c. Training Cycle
 - ii. Website & Social Media Tools
 - iii. Teacher Support
 - iv. E-Learning
 - v. Adult Literacy
 - vi. Child Development
 - vii. Happy School
 - viii. Volunteer Management
 - ix. Fundraising
 - x. Goal Setting
 - xi. Evaluation
 - xii. Forms & Resources



POLICY FOR REIMBURSEMENT OF COST OF FOOD AT LEVEL II TRAINING ON LITERACY

1. The purpose of this incentive grant (by way of reimbursement of cost of food at the Level II Training Seminar-Workshop) is to maximize participation of the mandated participants.
2. The eligibility requirements for reimbursement of cost of food are:
 - i. The Level II Training Seminar for an RI District must be attended by at least 60% of the total number of Club Presidents Elect (CPE) and Incoming Club Literacy Committee Chairs (CLCCs) in the District. While it is desirable that each CPE and his/her CLCC attend the Training, for the purpose of deciding 60% presence, it is not necessary that both the CPE and Incoming CLCC of the same Club must attend.
 - ii. The Training should be conducted by/in the presence of the Zonal Literacy Coordinator (ZLC), District Governor (DG), District Governor Elect (DGE), (Incoming) District Literacy Committee Chair (DLCC) and the (Incoming) Chairs of the District Level Committees on 'T', 'E', 'A', 'C' and 'H', Volunteer Management, Fundraising, Public Relations and Communications, i.e., Members of the District Literacy Team. Presence of District Governor Nominee (DGN), District Governor Nominee Designate (DGND) (if already elected) and Incoming Assistant Governors is also desirable.
 - iii. The agenda for the training must be as per guideline given in the Literacy Manual 2016-17 and the duration should be 3-3 1/2 hours. The content and duration of the Training are very important for both efficacy of the training and seeking reimbursement. The format should be Seminar-cum-Workshop.
3. The documentation requirements are:
 - i. Forwarding note signed by the DGE.
 - ii. Photocopies of the notice for the meeting and the agenda, certified by the DLCC.
 - iii. Claim Form, including original Attendance Sheet (as per Annexure), showing name, designation and signature of each participant, signed by the DLCC and countersigned by the DGE and ZLC.



iv. Photocopies bill for supply of food and of payment receipt. Reimbursement will be admissible after the bill is paid. Bill and receipt should be signed by the DLCC and countersigned by the DGE. These are needed only for the purposes of audit of RILM accounts.

4. Subject to the conditions at paragraph 2 being met and all documents as per paragraph 3 being found in order, the amount of reimbursement will be limited to the actual expenditure on food per person or Rs. 300/-, whichever is less, for the number of Club Presidents Elect and the corresponding Club Literacy Committee Chairs as well as ZLC, DG, DGE, DGN, DGND, DLCC and Chairs of District Level Committees on 'T', 'E', 'A', 'C' and 'H', Volunteer Management, Fundraising, Public Relations and Communications, as actually present.
5. Reimbursement will be made in the chronological order ('first come, first served') in which the requests with complete documents are received in the RILM Office at Skyline House, 145, Sarat Bose Road, Kolkata – 700026. Requests with incomplete documentation will be returned and not counted in the chronological order.



AGENDA for LEVEL III TRAINING PROGRAM

District LITERACY SEMINAR

1. **Participants**
All Rotarians of the District
2. **Duration** – 1/2 Day
3. **Format** – Seminar
4. **Agenda** –
 - i. Organization Structure of District Literacy Team with
 - a. Role & Responsibilities
 - b. District Communication Channels
 - ii. Website & Social Media Tools
 - iii. Teacher Support
 - iv. E-Learning
 - v. Adult Literacy
 - vi. Child Development
 - vii. Happy Schools with WinS program
 - viii. Volunteer Management
 - ix. Fundraising
 - x. Goal Setting by the Club
 - xi. Evaluation
 - xii. Forms & Resources





How to Implement Teacher Support



A. What is the purpose of the Teacher Support Program?

The aim is to assist the Central and State governments' on-going efforts, in accordance with the Right to Education (RTE) Act, 2009, to improve the professional abilities and performance of teachers in selected primary/elementary schools through better training and use of modern teaching aids so as to enhance the learning outcomes of students.

B. What are the activities included in the Teacher Support Program?

There are four activities in the Teacher Support program of Rotary India Literacy Mission:

1. Training of teachers through effective and innovative methodology to ensure better classroom performance.
2. Supplemental teaching in schools, through registered volunteers.
3. Recognition to outstanding teachers through the Nation Builder Awards to encourage them to perform better,
4. Strengthening of District Institute of Education and Training (DIETs) by upgrading the infrastructure and training materials.



C. How will a Rotary Club undertake Teacher Support Program?

A Rotary Club interested to undertake the first three activities of the Teacher Support program needs to:

1. Identify a Government/Government-Aided primary or elementary school.
2. Speak to the Head Teacher as well as the School Management Committee to seek consent for intervention by Rotary India Literacy Mission in the school, like providing supplemental teaching and training of teachers.

D. What is Teacher Training in Schools?

1. Teacher training is the main focus of the entire Teacher Support vertical. The role of teachers in shaping the minds of the youth is undeniable. Teachers from government schools undergo pre-service as well as in-service training during their career. However, apart from this, regular workshops, seminars and training should also be encouraged to enhance their capabilities.
2. The teacher training program of RILM emphasizes the development of core skills of the teachers, which includes classroom management, leadership development, critical thinking, and innovative methods of teaching. Emphasis is also given to value education, pedagogy, and communication skills. RILM believes that if the teachers are trained with these skills then it would go a long way in enhancing the quality of education in the country.
3. However, one cannot deny the necessity of subject-oriented training. During the implementation of teacher training program for past one year, there were several feedbacks where the teachers have shown interest in subject oriented training based on the curriculum, especially in Mathematics and Science subjects.
4. There are various institutions that specialize in Teachers' Training. Rotary India Literacy Mission's Teacher Training program focuses on providing such facility to the Government / Government aided schools across India by collaborating with institutions that specialize in this. You may visit the RILM website to get the list of the shortlisted institutions. The Rotary Clubs may also tie up with similar reputed training institutions at local level.

E. How a Rotary Club can undertake supplemental teaching in schools?

Often in Government/Government-Aided schools there is a severe dearth of teachers, as a result of which one teacher has to teach a number of subjects in which s/he is not specialized. This not only becomes hectic for the teacher but also the quality of education is compromised. The best possible solution to this is providing supplemental education in schools through volunteers.



A Rotary Club interested in taking up this activity may follow the following steps (after seeking consent from the Head Teacher of an identified Government/ Government-Aided school):

1. Speak to the teachers of the school and find out if they would like volunteer teachers to give extra classes to the students to help in the improvement of their academic performances.
2. If the school doesn't provide permission to teach during the school hours, one may coordinate with the school authorities and finalize a time before or after the school hours or on holidays.
3. May contact Rotary India Literacy Mission office or write to volunteers@rotaryteach.org about your request for volunteers to undertake supplemental teaching. The request email needs to provide:
 - i. Name of the school
 - ii. City
 - iii. Classes for which volunteers are required
 - iv. Subject/s
 - v. RI District
 - vi. Number of volunteer teachers required
4. RILM office will send those requests to the registered volunteers of that particular city and if they are interested they would be connected to the respective Rotary Clubs. If there is no volunteer available then the respective Rotary Club would be informed by the RILM office.
5. If a Rotary Club identifies a school and the Rotarians of that club want to participate as volunteers, they may do so by sending information to volunteers@rotaryteach.org.
6. Volunteer teacher should have a minimum educational qualification commensurate to the class s/he is teaching and be ready to provide the services for minimum 15 days.
7. Once volunteers are finalized, the Rotary Club may introduce him/her to the Head Teacher.
8. Ensure that the volunteer teacher receives some orientation about the requirements of the students from the teachers and also from the School Management Committee.
9. It is suggested to provide minimum 2 hours teaching per day.
10. The volunteer teacher may be encouraged to submit a report periodically to showcase his/her teaching experience.



F. How a Rotary Club participates in the strengthening of District Institute of Education and Training (DIET)?

Among all the elements that can influence the quality of education, the role of a teacher is of vital importance. With this in mind, a revenue district level support system for teachers was envisioned which led to the establishment of District Institute of Education and Training (DIET), based on the recommendations of the National Education Policy 1986. DIET focuses on Teacher Training and Course Curriculum Design & Research.

The following steps will help a Rotary Club in the strengthening a DIET:

1. Establish liaison with the State Education Department and take permission for intervention.
2. Make a visit to DIET, after speaking to the Principal of the DIET.
3. The Rotarians may use DIET survey form T6, (available at www.rotaryteach.org) to assess the needs.
4. After the DIET visit, a Rotary Club may make a list of the requirements and accordingly prepare a budget.
5. A Rotary Club may avoid any assistance related to -
 - i. construction,
 - ii. appointment of staff, or
 - iii. any expenditure which is recurring in nature
6. A Rotary Club can partner with Corporates or access the TRF grants to finance the strengthening intervention.

NOTE: District Institute of Education and Training are institutes established by the government of India, hence no liaison can be done directly with the DIET. Consultation and written permission from the State Education Department which has control over the DIET is hence mandatory.

G. How a Rotary Club can participate in Nation Builder Awards for Teachers?

Through the Nation Builder Awards, RILM seeks to felicitate outstanding teachers for their positive role in shaping the minds of the youth. This award is given after a detailed evaluation process whereby both the students and the Head Teacher determine the teacher who would be awarded. Recognizing outstanding teachers will not only instill them with renewed confidence and encourage them to perform better but information about the low ranking teachers also get collected from the surveyed schools, whom a Rotary Club can later assist by organizing workshops, training sessions etc.

A Rotary Club may follow the below mentioned steps to implement the Nation Builder Awards:



1. A Rotary Club may download the Evaluation Sheet available under the 'Resources' section on the member zone of the RILM website. There are three Evaluation Sheets:
 - a. T 1.1 – to be filled by a student
 - b. T 2.1 – to be filled by the Principal/ Head Teacher
 - c. T 3.1 – is the compilation sheet
2. A Rotary Club may identify a State funded primary or elementary school. Schools funded by the Municipal Corporations, Zilla Parishads, Village Panchayat can also be considered.
3. The evaluation process includes identification and selection of students (5% of the entire strength of the school or 10 students, whichever is higher). These students fill up the T1.1 form.
4. Principal or the Head Teacher fills up the T 2.1 form.
5. The T3.1 form will be filled up by a Rotarian/Volunteer to compile the marks given to a particular teacher by the students and the Principal/Head Teacher.
6. Upload the compilation sheet (T 3.1) on RILM website under 'Project Upload' section in the member zone.
7. The Nation Builder Awards certificate (soft copy) will be sent by RILM office to the respective DGs and DLCCs.
8. Once the certificates are received by a Rotary Club, they may organize an event on 5th September i.e. Teachers' Day to handover the Nation Builder Award certificate to the teacher/s who have scored the maximum.

H. How a Rotary Club can measure the impact of Teacher Support activities?

A Rotary Club may measure the impact of Teacher Support activities by visiting the school after one month of the organization of the teacher training workshop and have an interactive session with the teachers who underwent the training to have their feedback. Also ask them whether the students are responding positively to the lesson s/he is teaching in the classes or not.

At the end of the academic session, a Rotary Club can collect information about:

1. An increase in the attendance
2. Improvement in the academic performance of the classes which were taught by the teachers who underwent the training.

A similar process can be followed with regard to the supplemental teaching provided in the schools.

The purpose of the Nation Builder Awards is not only to recognize outstanding teacher



but also to get data about the less effective teachers and provide them with training which will help them improve their performance. The impact of the award system can be measured by analyzing the performance of the awarded teachers through shift in grades of the students. The teachers who were provided training could be asked whether they feel better equipped to teach after the training.

The efficacy of the DIET Strengthening can be analyzed by visiting the DIET a few months later to see if the infrastructural condition of the DIET is proper and the installed facilities are in place. A Rotary Club will also have to discuss with the faculty members and the trainees, whether there has been an improvement in their training experience after the assistance was provided?

I. How a Rotary Club can upload completed Teacher Support project on www.rotaryteach.org?

A Rotary Club may open the RILM website (www.rotaryteach.org) and visit the 'Project Upload' tab in the Member Zone section. The details can be uploaded here along with good quality pictures. It is advised that a club mentions the details of the program along with the number of teachers who were trained or awarded. The names of the schools which participated in teacher training or Nation Builder Awards should also be mentioned.

In case of supplemental teaching, a club may upload the details of the project with the names of the school, names of the volunteer-teacher/s and the number of days s/he taught, the subjects that were taught should be mentioned among other details.

If a club has worked towards the strengthening of a DIET, the project details will include the name of the DIET and the facilities that were provided by the Rotary Club along with good quality pictures. It would be good, if government permission letter is also uploaded.



J. What are the responsibilities of District/Club Functionaries?

Responsibilities of District/Club Functionaries		
DG/DLCC	District Teacher Support Committee Chair & Members (DTSCC/DTSCM)	CP/CLCC
1. Set Goals for Teacher Support Program (TSP)	1. Attend Level I Training Program and conduct Level II & III Training Programs	1. Attend Level II Training Program
2. Compile the District Goal Sheet	2. Motivate Clubs to take up TSP activities	2. Understand the modalities of TSP, as suggested in the sections above
3. Conduct Level II and Level III training	3. Help Clubs resolve issues they face in execution of TSP activities	3. Discuss possible TSP activities with Club members
4. Contact DIET and also establish communication with District/Block level Education Officers for necessary consent/help and inform Clubs involved suitably	4. Monitor progress of TSP activities being implemented by Clubs	4. Set Club goals for selected TSP activities and decide funding mechanism, implementation timelines, etc.
	5. Disseminate information received from RILM or National level Teacher Support Committee Member	5. Recruit and train volunteers (from the District-wise list of volunteers available at www.rotaryteach.org) for survey, working as teachers for supplemental teaching and teacher trainers, as mentioned in the previous sections, using the volunteer management tool on the website
	6. Ensure timely upload of completed TSP activities by all Clubs concerned	6. Upload the completed TSP activities with the requisite details as mentioned in Section I of this document
	7. Ensure District TSP goals are met	



Discussion Questions and Exercise

1. How will you select a primary school or a group of primary schools for Supplemental Teaching to students?
2. You want the teacher training quality to go up in some schools of your choice. What steps will you take?
3. How will you mobilize support of the Block/District Education Officer in implementing your chosen Teacher Support activities?



Evaluation Sheet to be filled by a Student for “Nation Builder Award” (Outstanding Teacher Award)

Rotary/Inner Wheel/Rotaract Club of : _____ RI/IW/Rtr. Dist. : _____ Date : _____

Name of the Person filling this Form (Optional) : _____

Name of the School : _____

Address : _____

Tick one ☐ Government /Aided School
☐ Zilla Parishad School
☐ Gram Panchayat School
☐ Municipal School

To be filled by Student of the School

**Please give marks from 1(lowest) to 10 (highest) for each attribute*

Sl. No.	Attributes of Teacher	Name of Teacher 1	Name of Teacher 2	Name of Teacher 3	Name of Teacher 4	Name of Teacher 5	Name of Teacher 6	Name of Teacher 7	Name of Teacher 8	Name of Teacher 9	Name of Teacher 10	Name of Teacher 11	Name of Teacher 12	Name of Teacher 13	Name of Teacher 14	Name of Teacher 15
1	Does the teacher's teaching help you understand the subject?															
2	Does s/he answer your questions in class?															
3	Do you find his/her teaching method interesting?															
4	Is s/he available after school hours to help you with your study?															
5.	Does s/he come to class on time?															
6.	Is his/her behavior proper with you?															
7.	Does s/he encourage you to participate in extra-curricular activities?															
TOTAL (To be carried over to Form No. T3.1)																



Form No. T 2.1

Tick one ☐ Government/Aided School

Zilla Parishad School

☐ Gram Panchayat School

Municipal School

To be filled by Principal/Head Teacher of the School

*Please give marks from 1 (lowest) to 10 (highest) for each attribute

[illegible]

Compilation Sheet for "Nation Builder Award" (Outstanding Teacher Award)

Rotary/Inner Wheel/Rotaract Club of : _____ RI/IW/Rtr. Dist.: _____ Date : _____ Name of the Person filling this Form (Optional) : _____

Name of the School : _____ Address : _____

Sl. No.	Total marks given by Students *	Name of Teacher 1	Name of Teacher 2	Name of Teacher 3	Name of Teacher 4	Name of Teacher 5	Name of Teacher 6	Name of Teacher 7	Name of Teacher 8	Name of Teacher 9	Name of Teacher 10	Name of Teacher 11	Name of Teacher 12	Name of Teacher 13	Name of Teacher 14	Name of Teacher 15
1	Student 1*															
2	Student 2*															
3	Student 3*															
4	Student 4*															
5	Student 5*															
6	Student 6*															
7	Student 7*															
8	Student 8*															
9	Student 9*															
10	Student 10*															
TOTAL - A																
TOTAL - C																
GRAND TOTAL (A+C)																

* The total marks given by a student to a teacher will be carried forward from Form No. T 1.1 and entered, for that teacher, in the corresponding row.

Note : The number of students will be at least 10 but may be more. Then the number of rows will also be more or you can use two sheets.

One major component of the Teacher Support program of Rotary India Literacy Mission (RILM) is recognizing outstanding teachers through the "Nation Builder Award". Last year, Rotary Clubs from all over the country took the initiative and nearly 3000 teachers were felicitated for their enormous contribution towards the enhancement of quality education. Each Award is to be given at the club level.

This year also, RILM plans to undertake this endeavor of acknowledging the efforts of the teachers in various government or government aided schools.

WHY IS IT IMPORTANT TO RECOGNIZE OUTSTANDING TEACHERS?

Recognizing outstanding teachers will not only instill them with renewed confidence and encourage them to do better but also we would get an idea about the less effective teachers in the surveyed schools. Later, we can help these teachers by organizing workshops, training sessions etc.

HOW TO DOWNLOAD THE EVALUATION SHEETS?

1. Download, print and familiarize yourself with the Evaluation Sheets for the "Nation Builder Award". The evaluation sheets are available in the RILM website, www.rotaryteach.org. To download the Evaluation Sheets follow the steps mentioned below :
 - Visit the RILM website,
 - Click on the Member Zone Tab,
 - Then go to the Resources Tab and then click on Download Forms,
 - Download T1.1, T2.1 and T3.1 forms.

In case any Rotary Club is unable to locate the forms, one can copy paste this link and it will directly take to the Download Forms page. (http://www.rotaryteach.org/download_forms.shtml)

HOW MANY EVALUATION SHEETS ARE THERE? AND WHAT ARE THEIR PURPOSES?

The Evaluation Sheets consist of 3 forms: T1.1, T2.1 and T3.1.

- FORM NO. T1.1 (STUDENT EVALUATION SHEET): This sheet is to be filled out by the students in order to evaluate their teachers in terms of some key performance indicators.
- FORM NO. T2.1 (PRINCIPAL/HEAD TEACHER EVALUATION SHEET): This sheet is to be filled in by the Principal or the Head Teacher to evaluate the performance of the teachers.
- FORM NO. T3.1 (COMPILATION SHEET): This sheet will help the Rotary Clubs taking up this initiative to compile into a single page, the marks awarded by the students in Form No. T1.1 and the Principal/Head Teacher in Form No. T2.1. This compiled data will have to be uploaded on the RILM website.

Against every Award to be given, ideally, 15 teachers should be evaluated from one or more schools, depending on the number of teachers in each school. However variations can be made depending on the actual number of teachers in a school.

WHICH CATEGORY OF SCHOOLS SHOULD BE SELECTED?

Having understood the basic logic of the forms, a Rotary Club will have to identify schools for evaluation of the teachers. The scheme is for Teachers of Government/ Government Aided/ Zilla Parishad/Municipal or similar schools, teaching the primary (I to V) and/or upper primary (VI to VII) classes. A school having "primary" and "upper primary" classes is called an "elementary" school.

WHAT IS THE EVALUATION PROCESS?

To undertake the evaluation process the following steps are necessary:

STEP 1 : IDENTIFICATION AND SELECTION OF STUDENTS:

After the school has been identified and permission is taken from the requisite authorities, it becomes imperative to select the students who will participate in the evaluation. Through random selection:

- Identify participant students to the extent of 5% of the total strength of the school's students or 10 students, whichever is higher. However the selected students should have a good attendance record.
- Students of classes I and II may not be included.
- Then interact with the selected students, ask them relevant questions and
- Note down the marks awarded by each student in the relevant boxes provided in the T1.1 form.

STEP 2:

- The Principal/Head Teacher will fill up Form No. T2.1.
- In case more than one school has been selected, then the Principal/Head Teacher of each school will fill up a separate T2.1 form.

STEP 3:

The Rotarian concerned will now have to fill up Form No. T3.1.

- You will carry forward the total marks given by each student to all the 15 teachers (more or less) to the compilation sheet.
- Add up all the figures for a given teacher and arrive at TOTAL A.
- Then add up the marks given by the Principal/Head Teacher to each teacher in Form No.T2.1 and arrive at TOTAL B.
- Multiply Total B by 5 to arrive at TOTAL C. Then carry forward these figures for each teacher to Form No. T3.1.
- On adding Total A to Total C, you arrive at the final marks of a Teacher. The one with the maximum marks will be selected for the "Nation Builder Award".

Note:

- In case you have to select more than one school, then for each school a separate compilation sheet needs to be used. Then all the school wise compilations of marks are to be put on a fourth copy of Form No. T3.1 to select the winner. Again, the teacher with maximum marks wins.
- In the case of a tie, the teacher with higher marks in the Principal/Head Teacher's evaluation sheet should be considered the winner.
- Upload the data of the final Compilation Sheet, Form No. T3.1, on the RILM website (www.rotaryteach.org). The procedure to be followed while uploading this data will be notified to you soon.

HOW WILL THE ROTARY CLUBS RECEIVE THE NATION BUILDER CERTIFICATE?

- RILM would request the DGs to send us their digital signatures.
- As soon as we receive the digital signatures, we shall incorporate them in the certificate and send it to all the Dgs.
- The certificate will also be digitally pre-signed by senior Rotary leaders.
- After receiving the certificate from RILM, the DG will mail the certificate to the Club President or hand over a hard copies to the Club Presidents, after taking a print out.
- The Club Presidents will then have to take a print out of the certificate if forwarded by the DG.
- After the completion of this procedure, the Club can hand it over to the teacher who has won the "Nation Builder Award".

WHAT AWARD TO BE GIVEN? WHEN AND WHERE?

- We will send a soft copy of a beautifully designed certificate that will be pre-signed by Senior Rotary leaders.
- If the club wants to add any gift, cash prize, etc. with the Award Certificate, it may do so.
- Each club can cover one or more schools and thus give one or more awards.
- All Awards should be given preferably on 5th September, Teachers Day or on 8th September, the World Literacy Day.
- The Award can be given at the school during the assembly in front of all students and Teachers by Rotarians of the club.
- Alternatively, the Award can be given at the club meeting or at a district function. It can also be a combination of all.

WHAT IS TO BE DONE AFTER THE DISTRIBUTION OF THE AWARD?

Each club will have to preserve the evaluation sheets and upload the final compilation sheet on the RILM website. We need to also know the names of the low scoring teachers as we want to help these teachers to improve under the Teacher Support project of T-E-A-C-H. We want every club to upload the compiled Final score sheet of each school on one sheet on website www.rotaryteach.org under Nation Builder Award Upload tab that will appear on the home page of the website. RILM would inform you via e-mail when this is ready.

HOW TO PUBLICIZE THIS EVENT?

Do publicize the event locally through Radio, TV and Newspaper. Arrange to get the pictures of the winners or at least their names in some newspapers and share them thereafter with the winners. Put their pictures on social media, Facebook, WhatsApp, Twitter etc.

Please tell the schools we will repeat this the next year, so that there is an aspiration value for the other teachers the next year.

Let's honour our Nation Builders.

Together let's do it.

Rotary India Literary Mission

District Institute of Education and Training (DIET) Information Sheet

A. Basic Details

1. Name of DIET:
2. Address:
3. (Revenue) District, PIN & State
4. RI District Name:
5. Name of nearest Rotary Club:
6. Year of establishment/upgradation as DIET:
7. Detail the functioning Departments in the DIET (out of the list below) and number of faculty attached:
 - i. Pre Service Teacher Education (PSTE)
 - ii. In-service Programmes, Field Interaction, Innovation and Co-ordination (IFIC)
 - iii. District Resource Unit (DRU)
 - iv. Planning and Management (P&M)
 - v. Educational Technology (ET)
 - vi. Work Experience (WE)
 - vii. Curriculum Material Development and Evaluation (CMDE)
 - viii. Administrative Branch
8. Number of teachers that can be trained in a year (annual training capacity):
 - i. Pre-Service
 - ii. In-Service
 - iii. Any Other (specify type)
9. Whether self appraisal report submitted to National Council for Teacher Education (NCTE) for 2013-14?
10. Mention the year of the Annual Action Plan last submitted?



B. Infrastructure Indicators

1. Whether housed in own (Govt.) or rented building:
2. State the condition of flooring, walls, ceiling, lighting, etc. (specify numbers as applicable):
3. Number of classrooms:
4. Seating capacity of each classroom:
5. State average number of hours of electrical failure per month:
6. Is there any generator backup?
7. Is there a staff room?
8. State briefly the condition of the staff room and facilities therein
9. Is there a library? If so number of books in it:
10. Number of new books added in last 3 years:
11. Is there a laboratory for training teachers?
12. Doesthestafffeelthatthelaboratoryisill-equipped?If‘yes’,describethedeficiencies
13. Are there separate toilet facilities for (i) male trainees, (ii) female trainees and (iii) staff? If not, describe the deficiency:
14. Are the toilets “usable”? (i.e., with doors that can be closed properly and have enough water, running or stored, for washing)? If not, describe the deficiencies:
15. Are there hostel facilities for male trainees? If ‘yes’, describe deficiencies, if any:
16. Are there hostel facilities for female trainees? If ‘yes’, describe deficiencies, if any:
17. Number of functioning computers in office:
18. Number of functioning computers for teaching:
19. Number of classrooms with audio visual aids:
20. Describe availability of internet connection, email id & multimedia facilities:

C. Activity Indicators:

1. Number of visitors to the DIET District Resource Unit every month:
2. Number of DIET faculty visits to schools in a quarter (each visit to be at least 4 hours of interaction)
3. Average tenure of Principal in the last 5 years:
4. Percentage of faculty positions filled:
5. Average tenure of faculty members in the last 5 years
6. Are the funds available sufficient for the needs:



7. Does each member of the faculties of faculty fulfill the NCET norms? If not, give details of deficiencies
8. Are the trainees computer literate? If not what programmes are undertaken for computer literacy skills, if required?

D. Outcome Indicators:

1. Number of DIET students who cleared the TET since its establishment/last three years:
2. Number and types of modules for training of teachers prepared by DIET faculty:
3. Number of action research activities undertaken by the DIET faculty:
4. Number of resource material developed by DIET faculty for school teachers:

E. Process Indicators:

1. Does the DIET have a functioning website?
2. Does the DIET have a detailed database on the school teachers, Block Resource Centres and Cluster Resource Centres in the District?
3. Has the DIET conducted a training need analysis for teachers in the District?
4. Does the DIET hold regular meetings with SSA, RMSA, IASE, CTE and SCERT?
5. Has there been positive feedback on the D. Ed/B. Ed programme by student teachers? Are there records of the same?
6. Has there been positive feedback on the in-service programmes by student teachers?

F. Research Activity Indicators:

1. Describe documents/publications by DIET faculty during the last 3 years
2. Describe orientation programmes organized by DIET faculty
3. Describe innovations in teaching developed by the faculty during the last 3 years



GUIDELINES FOR DIET VISIT

1. WHAT ARE DIETS?

Among all the elements that can influence the quality of education, the role of a teacher is of vital importance. With this in mind, a revenue district level support system for teachers was envisioned which led to the establishment of District Institute of Education and Training (DIET) based on the recommendations of the National Education Policy 1986.

DIETs focus on Teacher-Training and course curriculum design & research.

2. WHAT ARE THE FUNCTIONS OF A DIET?

- Training and Orientation of Elementary School teachers, Head Masters, Instructors and Supervisors of non-formal and Adult Education.
- Academic and Resource support to the elementary and adult education systems in the districts.
- Action research and Experimentation in areas of elementary and adult education.

3. HOW WILL ROTARY CLUB HELP IN THE STRENGTHENING OF A DIET?

Under the Teacher Support program of Rotary India Literacy Mission, one vital element is the strengthening of DIETs. This is best done at the Rotary Club Level. A Rotary Club can follow the steps given below:

- Establish liaison with the State Education Department which has direct control of the DIETs in a particular state. Prior permission has to be taken from the State Education Department before a DIET visit is organized.

In West Bengal for e.g. the SCERT i.e. State Council of Educational Research and Training is responsible for the DIETs while in Gujarat the GCERT has direct authority over the DIET.

- After requisite permission has been taken, a DIET nearest to the location of a Rotary Club need to be identified and a date of visit can be finalized after speaking to the Principal of the DIET.
- The Rotarians should carry along with them the DIET survey form T6, available on the RILM website :

<http://www.rotaryteach.org/download-FORMS/%28DIET%29InformationSheetFormNo.T6.pdf>

- On the day of the visit, the Rotary Club should discuss in details with the Principal and the Teacher-Trainers the ways in which the DIET can be assisted in areas such as improving the library with teacher training material (including e-modules with teacher training), computer, crucial laboratory equipment, etc. Refer to the T6 form for this.

4. WHAT IS THE T6 FORM AND HOW TO USE IT DURING A DIET VISIT?

Rotary India Literacy Mission has formulated the T6 form which would help the Rotary Club with their DIET survey. The form is divided into 3 parts:

- Basic Details
- Infrastructure Indicators
- Activity indicators

When a Rotary Club will visit a DIET they should ideally follow the survey form and look into the infrastructural and other requirements.

The club, during its visit should follow the method of observation and discussion with the principal, teacher trainers for collecting information. However, it is vital that everyone should have a sensitive approach while collecting information.

5. WHAT WILL A CLUB DO AFTER THE DIET VISIT?

Once a detailed survey of the DIET has been conducted, then the club members can make a list of the requirements of the DIET and prepare a budget. The club will however have to inform and take prior permission of the State Education Department before any assistance is provided to the DIET.

NOTE: District Institute of Education and Training are institutes established by the government of India, hence no liaison can be done directly with the DIET. Consultation and written permission from the State Education Department which has control over the DIET is hence mandatory.





How to Implement E-Learning



A. What is the RILM E-Learning Program?

RILM E-learning program is called E-Shiksha. The E-Shiksha program aims at improving the quality of learning through the use of curriculum based audio-visual modules in local languages.

Benefits of E-Shiksha:

- a. Audio-visual representation helps in capturing the attention of students, in turn, increasing the retention power.
- b. The high quality voice-over will help in improving language skills of the students and teachers.

RILM E-Shiksha module comes in LCD projector as an integrated product where the software or the module is already uploaded. It is a single classroom installation. The children of different classes have to prepare a timetable for using it.



B. Steps for selecting a school for E-Shiksha project

1. A Rotary Club may identify state funded primary or elementary school. Schools funded by the Municipal Corporations, Zilla Parishads, Village Panchayat can also be identified.
2. The identified schools should have the following:
 - Availability of electricity or solar power connection,
 - Secured school premises with at least one classroom with pucca/cemented construction.
3. After the identification of a school, Rotary Club needs to find out the State Board and preferred language for the E-Learning content from the Head Teacher

C. How a Rotary Club can obtain E-Shiksha modules?

Rotary India Literacy Mission has shortlisted both hardware and software companies who have agreed to provide quality products at subsidized rates for Rotary Clubs. A Rotary Club may select a software company with the help of the chart provided at the RILM website. After selecting the most convenient software (based on the state board curriculum and language) a Rotary Club may select the hardware from the chart provided at the website.

Following details are available at the RILM Website:

1. Hardware and software specifications.
2. Price details of the hardware and software companies.
3. Contact details of the hardware and software companies.
4. Terms and conditions of the companies.
5. State board mapped curriculum and language availability.

D. How RILM has shortlisted the hardware and software companies for the E-Shiksha project?

1. The RILM E-Learning National Committee met several times to develop strategy for E-Shiksha. In the process, it interacted with different stake holders (Representatives of more than 10 software companies, Senior Rotarians, National Committee members, eminent teachers from various schools of Kolkata) and:
2. The companies displayed their product through demo. Based on the performance 5 software companies were selected.
3. Evaluation matrix (comprised of state-boards, language and availability) has been prepared.



E. How a Rotary Club can place an order?

1. A Rotary Club may contact the vendors directly to place an order. The contact details of both the hardware and the software companies are provided at the RILM website under E-Learning section. The products will reach the recipient within 20 days from the date of order has been placed. The product will be delivered once the full payment has been made to the vendor.
2. The training of the teachers (on the usage of hardware and software) to be provided by the vendors and will be based on the number of schools identified by the Clubs.
3. RILM office is always available for any help or clarification.

F. What is the cost involved to implement E-Shiksha and how to get RILM Support?

1. The expected cost of E-Learning installation is Rs. 35,000-40,000/- per centre. This includes the cost of a Projector, the Educational content box and additional accessories like mouse, screen, speakers, Ceiling Mount Kit and Annual Maintenance Charges for 2 years.
2. Additional Charges applicable for installation of solar panels.
3. RILM will share Rs. 10,000/- of the total cost.
4. A Rotary Club may apply for the E-learning Grant and the amount of Rs. 10,000 will get reimbursed, after authentication of the information provided.

G. How can you train teachers in E-learning?

1. The vendors for software and hardware will directly train the teachers in proper use of e-learning facilities in schools.
2. The Clubs may also mobilize a small group of volunteers that would undergo training in running and preliminary troubleshooting of the E-learning modules and hardware.
3. This volunteer group may be deployed to train the teachers in the selected schools as and when E-learning installation is completed in those schools.

H. How may you finance E-Shiksha and get RILM support?

1. The expected cost of E-learning installation (as payment to the vendors) is Rs. 30,000-40,000/- per centre.
2. RILM will share Rs. 10,000/- of the total cost through sanctioning of grant.
3. The Club/District should encourage beneficiary schools to contribute Rs. 10,000/- This gives them a buy-in into the program and maintenance of the E-Learning facilities.



4. In case the School is unable to contribute Rs. 10,000/- to the cost, the Club may bear this share of the cost. The Club may alternately try to find an organization or individual to finance the deficit.
5. To access the RILM grant, the Club would need to fill in and submit the **E-Learning Grant Application Form No. E1, Download Forms** at www.rotaryteach.org at the resource section, fill up as draft and then go to Grant Application section to fill up online and submit.
6. Upon successful establishment and upload of the ELP through “**Part E: Upload Upon Completion**” of the **E-Learning Grant Application Form No. E1**, RILM will disburse its Grant to the applicant Club in the form of a re-imbursement.

1. How can you fill in a Grant Application?

1. The E-Learning Grant Application Form No. E1 (available under Resources section of RILM website), is to be used for grant application process.
2. Download and print the form E1 & familiarize yourself with the information needed to fill in this Form.
3. The Club President (CP), and any other Club Member nominated by the CP as the Primary Contact (PC) for the specific E-learning installation are authorized to fill the Form online.
 - Primary Contact’ (PC) is a member of the applicant Rotary Club so designated by the CP for the purpose of filling in the grant application and who has to be contacted for clarification by DG, DLCC, National E-Learning Committee Chair or Members and RILM Office.
 - The CP, CLCC or Club Secretary can him/herself be the PC.
4. The PC need to select the RID No. and subsequently enter his/her name and email id to register himself/herself. On such registration an automatic email will go to the CP with a request to confirm the permission given to the PC for filling the form. Email ids of all CPs as per the RI District wise data base has already been included in the RILM Grant Application system.
5. The CP will have to click on the allow option in the email to confirm and authorise the PC. Once this is done, the PC will receive an auto generated email indicating the Grant No. and the password for that Grant Application.
6. Now, with the PC’s username (email id) and password the application can be accessed. To access the application for editing before final submission, PC needs to click on the unique Grant Application No. in the Existing Applications section.
7. To facilitate the application filling, detailed instructions have been provided at the RILM website ‘Apply for RILM grant’ section in the Member Zone.
8. Once the CP/PC have ensured that details in Parts A, B, C and D of the Form have been filled correctly, the first level of Application Authorizations by the CP and PC have to be done by clicking on the authorization buttons. Once the CP/PC clicks on the



authorization button, an auto generated email goes to the other person informing that authorization is awaited at his/her end.

9. Once first level of authorizations get completed, an auto generated email goes to the District level authorities (DG and DLCC) to let them know that their authorizations on the Club's application are awaited.
10. Similarly, once all District level authorities have viewed the Form and authorized it, an auto generated email goes to the National-level E-Learning Committee Chair (NLCC) and the Chair/CEO at RILM to give final in-principle approval of the grant application.
11. If any District or National Level authority feels that some improvements need to be made to the detailing in the forms before he/she may authorize the application, s/he would need to notify the PC of the Club about the specific requirement. The PC of the Club have to notify the RILM office for unlocking the application (submitted on-line) for editing. The application after modification has to undergo again through first level and other authorizations by PC, CP, DLCC, DG and NLCC.
12. Once the Grant Application has thus been submitted for final approval and in principle approval has been received from RILM, the Club may proceed for implementation.

J. How to measure an impact of the E-Learning facility?

Rotary Club members may visit the school after 6 months of E-learning installations and :

1. May interact with the students to know whether their learning experiences have improved due to E-Learning or not?
2. May ask the teachers about their teaching experience with the use of E-Learning setup.
3. May ask the parents of the children undergoing E-Learning supported education for 6 months, whether they feel their children's learning experience has improved or not.

K. How can you upload a completed E-Shiksha project

1. Even if a club has not applied for the RILM grant still they may visit RILM website, www.rotaryteach.org to upload the details of the completed E-Shiksha project. Preferably pictures of pre and post installation in the school be uploaded through the project upload section of Member Zone.
2. If a club wants support from RILM they first have to use the Project Upload Form in Part D of the E-Learning Grant Application Form and upload details of the established E-learning installation. A minimum of two pictures of each E-Shiksha supported class in progress should be uploaded. A club may also upload a scanned copy of the quotation / invoice provided by the hardware and software vendors and other information/documents required as per the grant application criteria. Only after this, the club will be entitled to receive the RILM grant.



I. How can you upload a completed E-Learning installation on www.rotaryteach.org?

Responsibilities of District/Club Functionaries		
DG/DLCC	District E-Learning Committee Chair & Members (DELCC/DELCM)	CP/CLCC
1. Set goals for E-Learning Program (ELP)	1. Attend Level-I Training program and conduct Level-II Training in the slot allotted for ELP	1. Attend Level-II Training program
2. Compile the District goal sheet	2. Motivate Clubs to take up ELP	2. Understand the modalities of ELP
3. Conduct recommended/ appropriate training	3. Set timelines for execution of the various ELP	3. Set goals for the Club
	4. Monitor progress of the Rotary Clubs executing the EL	4. Discuss proposed project at the Club
	5. Disseminate information received from RILM or E-Learning Committee Member (ELCM)	5. Select a school for an ELP as recommended
	6. Work in close coordination with the ELCM	6. Select an e-learning vendor from the from the panel drawn up by the national e-learning committee of RILM
	7. Ensure upload of all completed projects by all Clubs concerned	7. Organise teacher training in use of the e-learning set up
	8. Ensure District ELP goals are met	8. Recruit and train volunteers for the various activities mentioned in the previous sections (from the list of District volunteers available at www.rotaryteach.org) using the volunteer management tool on the website
		9. If seeking grants from RILM, use the grant application form to apply for grants and proceed with planning and executing EL on receipt of in-principle approval
		10. Upload the completed ELP with the requisite details as recommended in section K of this document



Discussion Questions and Exercises

1. How will you motivate your District E-Learning Team to take up E-Learning to meet District Goals?
2. How will you encourage the District E-Learning team and interested Clubs to identify schools for E-Learning installations?
3. How will you approach the following for funds:
 - a. Individuals
 - b. Corporates
 - c. The Government
4. Case exercise: There are two vendors of software frequently trying to push their ware. One is free/cheap and reasonably good in quality. The other is a little expensive but compares to the Smart Classes of the best Private Schools.
 - a. Which vendor would you choose and why?





How to Implement Adult Literacy



A. What is the Status of Adult Literacy in India?

- ▲ According to “Education for All Global Monitoring Report, 2013-14: Teaching and Learning: Achieving quality for All”, published by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), **India has the highest population of non-literate adults at 287 million.**
- ▲ Thus, India accounts for 37% of the world’s adult non-literate population.
- ▲ As per Population Census of India 2011, the total literacy rate in India is at 74.04%. Of this, the male literacy rate is 82.14% and female literacy rate is 65.46%.
- ▲ While Kerala is the most literate State in India, with 93.91% literacy, followed by Lakshadweep at 92.28%, Bihar is the least literate State in India, with 63.82% literacy.
- ▲ One of the Government of India’s initiatives to tackle the problem of adult illiteracy is the Saakshar Bharat initiative. This initiative is to create a literate society through a variety of teaching-learning programmes for non-literate and neo-literate of 15 years and above in rural India. This scheme was launched on 8 September 2009 as a centrally sponsored scheme.



B. Who is an Adult Literate?

According to the National Literacy Mission Authority (NLMA), an adult literate is one who can:

1. Read aloud at a speed of 30 words per minute
2. Read with understanding road signs, posters and news papers
3. Copy with understanding 7 words per minute
4. Take dictation at the rate of 7 words per minute
5. Read and write numbers from 1 to 100
6. Do simple calculation of addition, subtraction, multiplication and division

Conversely, an adult non-literate is one who when tested cannot perform any of the above functions.

C. What is RILM's Adult Literacy Program?

RILM's Adult Literacy program seeks to:

- i. Educate adult non-literates in urban and rural areas,
- ii. Provide opportunities for continuing education to adult neo-literates (newly literate persons), and
- iii. Impart skill development training to adult neo-literates leveraging available government assistance.

D. What are the projects under Adult Literacy program?

The Adult Literacy program primarily focuses on two projects:

1. **Rotary India Global Dream:-**

“Rotary India Global Dream – Each One, Reach One, Teach One” campaign is a joint venture between RILM and Devi Sansthan of Lucknow. Through this, one can educate an adult non-literate by contributing Rs 100 only. Rotary Club need to mobilize another Rs. 40 if the learner intends to sit of NIOS examination. This would cover cost of examination sheet and certification.

Program Implementation

i. Steps for implementing through schools:

- Identification of school and have due discussions with school authorities to have their consent to implement the program through the school
- Presentation to the students to motivate them to take this activity
- School students of classes VI to XII to enroll as volunteer-teacher.
- Each student volunteer-teacher is provided with specially designed Toolkit, in a language of their choice.



- Each student volunteer- teacher to identify an adult non-literate.
- Student volunteer- teacher to spend 30-45 minutes each day to teach adult learner.
- Duration to make an adult literate is 45-60 days, depending upon the learning abilities of the adult learner
- Each student volunteer teacher has to fill online volunteer registration form at www.rotaryindiaglobaldream.org
- Each student volunteer teacher has to prepare one scrapbook on the project. The scrapbook can be uploaded on the above mentioned website.
- On completion of 3 months, the adult neo-literate has to appear for NIOS examination and on passing the examination s/he would be certified as literate.*

ii. Steps for implementing at offices/homes:

- Identify the adult non-literates in and around office/home, like domestic helper, office peon, watchman etc.
- Fill the Adult Literacy Survey Form No. A1 (available at member zone under 'Download Forms' section at www.rotaryteach.org) to fill in details of the identified adult non-literates.
- Obtain primers through the process mentioned under 'How to obtain the Adult Literacy primers?'
- May assign responsibility to a person on the approach of 'Each One, Reach One, Teach One', to teach adult non-literates,
- On completion of 3 months, the adult neo-literate has to appear for National Institute of Open Schooling (NIOS) examination and on passing the examination s/he would be certified as literate.*

* The Government of India organizes a nationwide assessment test/ examination for adult learners under Saakshar Bharat, every year in March and August.

It is worthy to mention that in the year 2015-16 a total of 61,500 students (volunteer teachers) from various schools located in different states of India participated in RIGD initiative and already taught or in the process of teaching one adult non-literate each.

The examinations are conducted through:

- ▲ National Literacy Mission Authority (NLMA) in collaboration with National Institute of Open Schooling (NIOS), – India
- ▲ State Literacy Mission Authority (SLMA) in collaboration with State Resource Center (SRC) in the State.
- ▲ In collaboration with SLMA and SRC, by RILM.



iii. Evaluation of RIGD Program :-

- ▲ The Rotarian coordinator need to go back to the school after a month of distributing the literacy primers. S/he has to find out after speaking to the concerned teacher / teacher in charge about the status of implementation and address issues if any.
- ▲ At the end of three months the Rotarian coordinator need to again go back to the school and conduct a focus group discussion with a group of student volunteer teachers who have participated in the program and find out the efficacy of the initiative.
- ▲ The Rotarian coordinator need to collect complete data of student volunteer teacher and neo literates from the school and upload it on website and /or e-mail to adultliteracy@rotaryteach.org

2. Setting up Adult Literacy Centres :-

The Adult Literacy program can also be implemented through Adult Literacy Centres. An Adult Literacy Centre (ALC) can be set up by Rotary Clubs at a centralised locality in both urban and rural areas. The main resources for these interventions are the teachers/ volunteers who will have the sole responsibility of coordinating this project. To start an ALC, teachers can be employed directly.

Another option of implementing this activity is through local NGOs. An MoU needs to be signed for running the ALC. It is a short duration project but will be repetitive in nature if there are more adult non-literates in that area.

E. Who are the Target Groups for Adult Literacy?

1. Adult (15+ years) non-literates in urban slums/bastis and rural areas proximate to Rotary Clubs.
2. The emphasis is on working women, adolescent girls and mothers/home-makers.

F. How a Rotary Club can start an Adult Literacy Centre?

- ▲ A Rotary Club may select a venue near a slum/ basti/ village/ locality free of cost (with community participation) or at a nominal cost.
- ▲ A Rotary Club may identify adult non-literates through a survey and counsel them to come to the centre.
- ▲ A Rotary Club may ensure that a maximum of 30 adults enroll at one ALC for a minimum of 3 months period.
- ▲ A Rotary Club may use the available primer and provide other teaching material to the adult learners.
- ▲ A Rotary Club may ensure that qualified & trained volunteer teachers are taking classes regularly to prepare the adult learners for examination conducted by NIOS/ Rotary to get the literate certification.



G. Counselling tips to motivate Adult Non-literates to enroll and attend Adult Literacy Centres?

1. A Rotary Club may try to make them understand that to bring total literacy in India, each individual has to become literate and thus they should enroll with ALC and attend regularly.
2. Share with them the advantages of being literate such as usefulness for banking, livelihood, reading road signs etc., means examples from daily life.
4. Show them that becoming literate can improve their current livelihood activity to generate more profit.
5. Explain to them, how literacy can be their shield to protect themselves from fraudulent people, eg, traditional money lenders?
6. Women may be motivated by telling them the good impact it would have on their children and family.
7. Inform them that if they qualify the NIOS exam they will be given a certificate which will officially declare them as literate.

While convincing the identified non-literates about the importance of being literate, one should be polite, humble and modest in order to gain their confidence. It is best to handle these only to the extent one has ability to do so.

H. How examinations are conducted for certification of Adult Learners?

1. The examinations and subsequent certification of adult learners is carried out through the National Institute of Open Schooling (NIOS), routed through the State Literacy Mission Authority (SLMA) of each state.
2. The request for examination of adult learners preferably be made at the start of the batch, so as to provide enough time for the process of organizing examination at the end of three months of training.
3. Details of the adult learners (number of adult learners, geographical location of ALC such as district, block and adult learners' profiles comprising age group, economic bracket etc.).
4. SLMA will request the NIOS for the examinations to be conducted. NIOS evaluators will come to the ALCs with the examination papers and to monitor the examination process.
5. Enquire about the time required to complete the certification process so that at appropriate intervals follow up may be done with the SLMA to ensure certification is completed correctly.



I. How to organize Continuing Education Program (CEP) for newly certified Adult Literates?

1. It is often seen that newly certified adult literates, fall back into non-literate category due to lack of regular practice of reading, writing and maths in their daily lives. Thus, in order to ensure that the Adult Literates do not become non-literate again with the passage of time, please take up Continuing Education Program (CEP).
2. A Rotary Club may conduct weekly revision classes for neoAdult Literates.
3. A Rotary Club may organise group activities on lessons given in the primer.
4. A Rotary Club may organise quiz contests etc. (encourage Adult Learners to answer. Quiz questions may even be shared a week in advance). Motivate the learners to participate by giving gifts and prizes etc.
5. A Rotary Club may encourage to inculcate the habit of reading newspapers and if needed may subscribe it for the group.
6. As per the need of the group a Rotary Club may conduct the Continuing Education Program regularly for a period of one or two years.

J. How to get primers for Adult Literacy Program?

After rigorous process, RILM and National Committee members have developed a primer for Adult Literacy. The primer is also available in various regional languages. Any Rotary Club interested to take this activity may obtain the primers by placing online orders on RILM website. Cost per primer is Rs.100, includes translation, printing, packaging, transportation. Rotary Club needs to mobilize another Rs. 40 each if the learner intends to sit of NIOS examination. This would cover cost of examination sheet and certification.

K. Skill Development Program for Adult Literates

To provide the livelihood opportunities to Adult Literates, Rotary India Literacy Mission is in discussion with Government agencies for imparting Skill Development training to them. Such trainings shall be provided online. Details of the available options shall be uploaded on www.rotaryteach.org.

L. How to upload Adult Literacy project on www.rotaryteach.org?

1. Visit the Project Upload Tab on www.rotaryteach.org to upload the details of the completed Adult Literacy Project online.
2. Please upload 2 pictures of Adult Literacy class in progress.
3. Please upload scanned copies of certificates of all who have passed the adult literacy test.



M. What are the responsibilities of RILM Functionaries?

Responsibilities of District/Club Functionaries		
DG/DLCC	District Adult Literacy Committee Chairs & Members (DALCC/DALCM)	CP/CLCC
1. Set Goals for Adult Literacy Program (ALPs)	1. Attend Level-I Training Program and conduct Level-II Training in the slot allotted for ALP	1. Attend Level-II Training Program
2. Compile the District Goal Sheet	2. Motivate Clubs to take up ALPs	2. Understand the modalities of ALP
3. Conduct recommended/appropriate training	3. Set timelines for execution of each ALP	3. Set goals for the Club
	4. Establish contact with the State Resource Centre for Adult Education and ascertain how the training for Volunteer Teachers will be conducted and what will be the technique for primer procurement	4. Discuss the Program at the Club Level
	5. Monitor progress of the Clubs executing the ALPs	5. Conduct survey to identify schools for RIGD
	6. Coordinate with the Director of State Literacy Mission Authority and arrange to conduct the certifying examination for the adult learners on completion of the course.	6. Select a venue for the Adult Literacy Centre and to conduct NIOS examination
	7. Disseminate information received from RILM or Adult Literacy Committee Member (ALCM)	7. Notify DALCC of the number of primers required and volunteer teachers that require training. Seek guidance for these logistics
	8. Work in close coordination with the ALCM	8. Recruit and train volunteers (from the list of District volunteers available at www.rotaryteach.org) for survey, working as teachers and skill trainers as mentioned in the previous sections, using the volunteer management tool on the website
	9. Ensure upload of all completed projects by all Clubs concerned	9. Upload the completed ALP with the requisite details as mentioned in Section L of this document
	10. Ensure District ALP goals are met	



Discussion Questions and Exercise

1. How will you motivate your District Adult Literacy Team to take up Adult Literacy Program to meet District Goals?
2. How will you encourage the District Adult Literacy team and interested Clubs to identify appropriate areas for Adult Literacy Centres?
3. Can you come up with three innovative ways to make the Adult Literacy Classes interesting and motivating for adult learners?



STUDENT VOLUNTEER REGISTRATION FORM (School Copy)

(PLEASE FILL IN ENGLISH)

School Name _____ City _____

I, _____ Class _____ Section _____

son/daughter of _____
(Name of Mother or Father)

hereby agree to participate wholeheartedly in the Rotary India Global Dream Campaign by reaching out to and making at least one adult (15+) literate.

Mobile (Mother or Father) _____ E-mail ID (Father or Mother) _____

I support my child in this project and I am willing to help in any way possible.

I also consent to Rotary India Global Dream sending SMS/e-mail alerts on this subject till the project is completed ☐ Yes ☐ No

Date _____ Signature (Mother or Father) _____

Adult Learner's name _____ Occupation _____

Age _____ Sex (M/F) _____ She/he is illiterate (has scored below 10 marks in the pre-test conducted)

+91 33 248 634 34 / 35
+91 740 840 6000

info@rotaryteach.org
abcd@globaldream.guru

www.rotaryteach.org
www.globaldream.guru

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STUDENT VOLUNTEER REGISTRATION FORM (RIGD Copy)

(PLEASE FILL IN ENGLISH)

School Name _____ City _____

I, _____ Class _____ Section _____

son/daughter of _____
(Name of Mother or Father)

hereby agree to participate wholeheartedly in the Rotary India Global Dream Campaign by reaching out to and making at least one adult (15+) literate.

Mobile (Mother or Father) _____ E-mail ID (Father or Mother) _____

I support my child in this project and I am willing to help in any way possible.

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+91 33 248 634 34 / 35
+91 740 840 6000

info@rotaryteach.org
abcd@globaldream.guru

www.rotaryteach.org
www.globaldream.guru

SCHOOL COMMITMENT FORM

Date _____

_____ (School Name) agrees to participate in the Rotary India Global Dream Campaign to make India literate. I have understood what is involved and my school will participate in the Campaign.

Decision Maker's Name in CAPS _____ Designation _____

Mobile Email _____

Address _____ City _____ State _____

School Email _____ School Phone Number _____

SCHOOL STAMP

Signature _____

Number of Student Volunteering to Participate in the Campaign
[Number of Rotary Global Dream India Toolkits Requested]

Language Number

Language Number

Language Number

TOTAL

Rotary **India Global Dream**
- leave no adult illiterate

+91 33 248 634 34 / 35
+91 740 840 6000

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- leave no adult illiterate

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www.rotaryteach.org
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No.9-2/2014-NLM-I
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy

Shastri Bhawan, New Delhi.

Dated: 23.09.2014

To

1. **Directors of State Literacy Mission Authorities**
2. **Directors of State Resource Centres**

Subject: Requests made by Rotary India Literacy Mission in connection with collaboration with National Literacy Mission Authority in the field of Adult Education/Literacy.

Sir/Madam,

Rotary India Literacy Mission (RILM) have approached National Literacy Mission Authority for collaboration in the field of Adult Education/literacy as part of their T-E-A-C-H programme to achieve the literacy goals. There are 34 Rotary Districts and nearly 3300 Rotary Clubs in the country and these would be involved by RILM to support Mission's adult education/literacy programmes in their areas.

2. While seeking support of State Authorities and State Resource Centres for the adult education/literacy programme proposed to be taken up by them in various States of the country, Rotary India Literacy Mission has made the following two requests:

(i) Soft Copies of the adult literacy primers in various languages be made available for printing of primers by Rotary India as per their requirement.

(ii) State Resource Centres may facilitate organisation of training of their volunteers through the Master Educators/Trainers.

3. The matter has been considered and it has been decided that necessary cooperation/support may be extended by NLMA/State Authorities/State Resource Centres to Rotary India Literacy Mission in their endeavour to take up adult education/literacy programme in **urban areas as well as rural areas of non-Saakshar Bharat Districts** of various States of the country. As part of this cooperation/support, soft copies of adult literacy primers in various languages are to be made available to RILM by SRCs and they are also to facilitate organisation of training of their volunteers through the Master Educators/Trainers.

Contd.

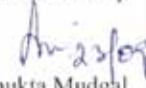


4. You are accordingly requested to extend necessary cooperation/support to Rotary India Literacy Mission in their adult education/literacy programme in your area. District Governors and District Literacy Committee Chairpersons of Rotary would be contacting and coordinating with local/State Authorities/State Resource Centres. It is also requested that State Resource Centres may provide **soft copies of their current primers** being used to RILM and also facilitate organisation of training of volunteers when specific requests are made by them. It would be appreciated if NLMA is kept informed of the details of support extended to RILM in this regard.

5. It is informed that Sh. Anupam Das Gupta is Chief Executive Officer of Rotary India Literacy Mission, Skyline House, 145, Sarat Bose Road, Kolkata – 700026 and his e-mail ID is anupam.dasgupta@roarvteach.org. He is being provided a list of approved primers and lists of names and addresses of Directors of State Resource Centres/State Literacy Mission Authorities with a request to approach you directly for support required for adult education/literacy programmes of the Mission.

6. This issues with the approval of Joint Secretary (AE) & DG(NLMA).

Yours faithfully


Sanukta Mudgal
Director (NLM)

Copy to:- Sh. Anupam Dasgupta, CEO, Rotary India Literacy Mission w.r.t. his e-mail dated 22.09.14 for information.





How to Implement Child Development



A. What is the Child Development Program of Rotary India Literacy Mission?

Child Development program of RILM is to bring/send back children to schools. Under this program children from vulnerable communities, who have never been enrolled at any school or have dropped out of school, are bring/send back to school after required brushing up. The objective is to facilitate these children's access to mainstream state funded primary/ elementary schools.

B. What is Asha Kiran?

ASHA KIRAN – A ray of hope is the name given to the Child Development initiative to bring/send back 100,000 out of school children to school. This program has been under taken to fulfill the goals of Child Development vertical of RILM.



C. Who are the Asha Kiran children?

1. A child between the age group of 7 to 14 years
2. Child who has never been to school
3. Child who is not attending school but enrolled, irregular or absent for more than 45 days without any information to school and laggard in comparison to his/her age and class

These children could be '**Children at Risk**', like children of inmates, children in conflict with law, runaway children, children of sex workers, children of migrant workers, victims of child labour practices, HIV positive children, children of HIV positive parents, orphans and '**Children in need of Care and Protection**'.

D. Data related to Asha Kiram program:

RILM had requested Sarv Shiksha Mission, Government of India to make available the list of out of school children in India. After much persuasion, a letter is issued by Additional Secretary, Sarv Shiksha Abhiyan, Government of India directing State Project Directors, Sarv Shiksha Abhiyan to share the data regarding details of out of school children to Rotary India Literacy Mission.

Rotarians may contact the office of State Project Directors, Sarv Shiksha Abhiyan in their respective States for getting the out of school children data. Copy of the letter may be obtained from the website of Rotary India Literacy Mission www.rotaryteach.org.

E. How is the Asha Kiran program implemented?

The Asha Kiran program is implemented through the following steps:

1. On the eve of Independence Day a campaign was launched on the social media where we urged Rotarians/Inner Wheel members/Rotaractors to post a picture on RILM's facebook page with a lit candle symbolizing eradication of the darkness of illiteracy. Along with the picture Rotarians were asked to commit the number of children they want to support @ Rs. 2100 per child. This campaign was a huge success and the facebook page was flooded with pictures and commitments from all over the country.
2. Within a week from this campaign, people started sending their money to RILM office.
3. After receiving payments for bringing/sending back children to schools, an advertisement was given on development sector website/s requesting NGOs to send their proposals. Request for proposal shall also be given in future, as and when the need arises.



4. Based on the desk appraisal, proposals are shortlisted.
5. RILM office conducts field appraisal for the shortlisted proposals to verify and evaluate the NGO on various criteria, such as, the legal status, infrastructure, past work, connect with the community etc. The District Governor, DLCC, ZLC also conduct the field visits.
6. The shortlisted proposals along with field appraisal reports are sent to the National Committee (Child Development) for their approval. On approval by National Committee (Child Development), RILM signs an MoU with the NGO.
7. The selected NGOs are requested to prepare profiles of the children in stipulated format.
8. RILM organizes a child screening process with the support from Rotarians. In this, Rotarians/IW members interview each identified child and approve/ disapprove them.
9. The partner NGO uploads the data of approved children on the RILM website. RILM staff cross checks the data before disbursal of funds.
10. Every donor can track the progress of the child they have sponsored by logging into www.rotaryteach.org. We have already put names of 1000 children who can be tracked as per donor's name. The total list of children being undertaken by the program is available at the website; however for the children whose identity is to be protected as per the Juvenile Justice Act, the pictures are not uploaded.

F. Role of NGO in the Asha Kiran program?

1. Identify out of school children as per Asha Kiran criteria
2. Fill up the child profile format prior to the child approval process
3. NGO will have to upload the child profiles in the RILM website.
4. After the MoU is signed and all formalities completed, the NGO will have to run an intermediary centre called the "Asha Kiran Centre".
 - The NGO is expected to conduct daily classes for these children and provide them with the educational support along with the following:
 - i. Motivate them to attend class regularly.
 - ii. Motivate them to go to state funded schools over a period of time.
 - iii. Community mobilization of the parents and other stakeholders to send the children to school.
 - iv. Make learning interesting and attractive.
 - v. Ensure that their attendance is regular both at the centre and once they enroll in state funded schools.
 - vi. Maintain a progress report of every child in a pre-determined format.



G. What is the role of Rotary Clubs in the Asha Kiran program?

1. A Rotary Club can sponsor as many Children they want @ Rs 2100. In turn, they will be tagged with an AshaKiran Children On RILM website. We have already put names of 1000 children who can be tracked as per donor's name. The total list of children being undertaken by the program is available at the website; however for the children whose identity is to be protected as per the Juvenile Justice Act, the pictures are not uploaded.
2. A Rotary Club can support RILM in finding right NGOs to work in ASHA KIRAN. These NGOs should be non profit organisations working in the field of child education and mainstreaming such children. These organisations have to be registered under either societies or trust act.
3. A Rotary Club can participate in the child approval process. The Rotarian volunteer has to visit the selected NGO, meet and interview each identified child and screen them as per RILM guideline.
4. A Rotary Club may visit intermediary center run by NGO periodically and give feedback to RILM. While Rotarians are encouraged to interact with NGO officials, they are requested to refrain from intervening in the operations of NGO.



H. What are the Responsibilities of RILM Functionaries?

Responsibilities of District/Club Functionaries		
DG/DLCC	District Child Development Committee Chair & Member (DCDCC/DCDCM)	CP/CLCC
1. Set Goals for Child Development Program (CDPs)	1. Attend Level-I Training Program and conduct Level-II Training in the slot allotted for CDP	1. Attend Level-II Training Program
2. Compile the District Goal Sheet	2. Motivate Clubs to take up CDPs	2. Understand the modalities of CDP
3. Conduct recommended/appropriate training	3. Set timelines for execution of the various CDPs	3. Set goals for the Club
	4. Monitor Progress of the Rotary Clubs executing the CDPs	4. Discuss proposed project at the Club
	5. Disseminate information received from RILM or Child Development Committee Member (CDCM)	5. Select NGO for a Child Development Project or plan to do it through the Club
	6. Work in close coordination with the CDCM	6. Ensure identification of the recommended target groups for inclusion in the CDP is undertaken by the Club/NGO. A baseline survey must also be conducted
	7. Ensure upload of all completed projects by all Clubs concerned	7. Engage in advocacy to support children's right to education. You may do this along with the partner NGO, if so provided in the agreement with the NGO
	8. Ensure District CDP goals are met	8. Recruit and train volunteers for the various activities mentioned in the previous sections (from the list of District volunteers available at www.rotaryteach.org) using the volunteer management tool on the website



Discussions and Exercise

Your Club has started the Asha Kiran programme with an NGO Vishwas. Vishwas has started providing non formal education to children, counseling parents and sensitizing the community to the RTE Act provisions and the value of education.

1. How will you convince the NGO to admit the children being supported to Government/Government Aided Primary or Elementary Schools and not Private Schools?
2. The Government School is not up to the mark/ not ready to admit the children despite vacancies in the school. How will you tackle this situation?





Rotary
India Literacy Mission

Asha Kiran... A Ray of Hope

CHILD PROFILE CARD



Name : Surname :

Gender : ☐ Male ☐ Female Date of Birth :

Name of Father :

Mother :

Guardian (if other than parent) :

Child has previously studied up to which standard / class? :

Address :

Street / Village : City / Block :

District : State : Pin :

Occupation of father / mother / guardian :

State if SC/ST/Minority :

What is the child engaged in now?

Name of the Partner NGO :

Address of the Partner NGO :

.....

.....

Name of NGO Representative

Signature of NGO Representative

Participation of Rotary Club of

Name of Authorised Representative of Rotary Club :

Signature of Rotary Club Representative

RI Dist. :



Guideline for conducting Admission test of the children under Asha Kiran Project:

The purpose of child approval process is to ensure that right child is being selected as per the objective of the program. There are many NGOs who are working with child development sphere. But their program content, methodology and goals can be different from ours and so we have to adhere to our policies so that we can reach our ultimate goal. The Rotarian can disapprove a child if s/he doesn't fall into the mentioned criteria. The below mentioned is the guideline for Rotarians to select the right child for ASHA KIRAN project.

- Whether the child is between the age of 7-14,
 - Whether the child has never gone to school
 - Has gone to school but has dropped out of school (for minimum more than 45 days at a stretch without informing the school) or
 - Is a child laggard (e.g. The child's age is 12 years but can read text of only Class II & III etc).
1. At the time of interaction with the children please keep in mind that rapport building with the children is very important. Please make them feel comfortable and talk with a smile in face.
 2. Please ask question according to their class and age. Ask question in different ways to ascertain whether the child is attending formal school regularly. For example:
 - What do you like about your school?
 - What you do not like about your school?
 - Is the teacher in your school comes regularly?
 - Does the teacher behave well with students?
 - Do you get mid day food in school?
 - Do you go to school regularly? If yes, how often?
 3. NGOs will arrange at least one set of Text/Mathematics books from class (I-VIII) at the time of admission test.
 4. At the end of the day each child approval form will be signed by both Rotarian and NGO member.
 5. After signing of each child approval forms, Rotarians will hand over forms to NGO member.
 6. Based on the forms one compilation sheet will be prepared by both Rotarian and NGO member. The compilation sheet will be signed by both Rotarians and NGO member.
 7. Finally the compilation sheet will be send to RILM office by the NGO for further process.

Child approval Screening form for Intermediary Center

[The entire exercise is being done to identify the right kind of children according to the below mentioned criteria. In Asha Kiran we will not support children who are already admitted and going to school regularly and have learning ability according to his/her age.]

→ **A separate form has to be filled for each child**

→ **Please make as many copies of this form as there are children at the centre**

Name of Child: _____ Sex: Female / Male Age: _____

→ **Criteria for the selecting child (Please mark)**

- ☐ The Child is between age group 7 to 14 years
- ☐ Child has never been to school
- ☐ Child is not attending school for more than 45 days without information to school
- ☐ Child is a laggard ((e.g. the child's age is 12 years but can read text of only Class II & III etc).
- When did you last go to school?
(Please tick the following)

2 Days back <input type="checkbox"/>	45 Days back <input type="checkbox"/>	Six months back <input type="checkbox"/>
1 Year Back <input type="checkbox"/>	2 year and above back <input type="checkbox"/>	Never <input type="checkbox"/>
- If yes then which class you studied upto?
(Please tick the following)

Class I <input type="checkbox"/>	Class II <input type="checkbox"/>	Class III <input type="checkbox"/>	Class IV <input type="checkbox"/>	Class V <input type="checkbox"/>	Class VI <input type="checkbox"/>	Class VII <input type="checkbox"/>
----------------------------------	-----------------------------------	------------------------------------	-----------------------------------	----------------------------------	-----------------------------------	------------------------------------
- Ask few questions commensurate with age/class of the child. E.g., Identification of letters, reading of relevant text, newspapers, basic calculation, spellings, etc and tick the following box:

Letters Identification:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Moderate <input type="checkbox"/>	Poor <input type="checkbox"/>
Reading:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Moderate <input type="checkbox"/>	Poor <input type="checkbox"/>
Spelling:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Moderate <input type="checkbox"/>	Poor <input type="checkbox"/>
Basic Calculation:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Moderate <input type="checkbox"/>	Poor <input type="checkbox"/>
- If not going to school, then why?

His/her parents not send him/her <input type="checkbox"/>	The School very far from his/her house <input type="checkbox"/>
Child is engaged with family earnings <input type="checkbox"/>	Others <input type="checkbox"/>
- Do you want to go back to school?
Yes ☐ No ☐
- The child is approved ☐ The child is not approved ☐
- The child is currently eligible for class.

Signature of Rotarian

Date :

Signature of NGO representative

Date :





Asha Kiran... a ray of hope
(A program to send children back to school)

Form No. C 5

Name of NGO :

Date :

Address with Contact no :

Compilation Data sheet of selected Children for admission under Asha Kiran Program

SL No.	Name Of Children	Father's/Mother's Name	Age (Yrs)	Sex (M/F)	Address	Eligible for Class for I/II/III/IV/V /VI/VII/VIII	Remarks
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
Total Children							

Signature of RILM / Rotary/IW Club Representative

Signature of NGO authorised representative

Progress Report Card

Name: _____ Age: _____ Sex: M / F (Please tick)

Parent's Name: _____

Address: _____

Name of the Partner NGO: _____

Age appropriate class: _____

Date of admission in the Centre: _____

Grades: A= Very Good, B= Good, C= Satisfactory and D= Needs Improvement (Please assess as commensurate to the age appropriate class)					
Serial	Areas of Progress	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
A.	Ability to understand what's been said to him/her in mother tongue				
A.1	Ability to express his/her ideas in a conclusive manner in mother tongue				
A.2	Ability to read in mother tongue				
A.3	Ability to write in mother tongue				
B.	Knowledge in Arithmetic				
C.	General Knowledge				
D.	Creative Skill (Games & Sports/drawing/dance/others)				
E.	Personal Hygiene				
F.	Attendance				
G.	Discipline				
H.	Sociability (Participation, Group interaction, etc.)				
I.	Leadership quality				
J.	Teacher's overall opinion about the student				
K.	Above mentioned abilities of the child are commensurate to class				
L.	Date of Admission in Government School/back to school:				
M.	Name of the School where the child admitted/readmitted:				

.....
Signature of Intermediary Centre Teacher

.....
Signature of NGO representative

F. No. 12-4/2015-EE-11
Government of India
Ministry of Human Resource Development
Department of School Education and Literacy
EE-11 Section

Shastri Bhavan, New Delhi
Date: 5th October, 2015

To

All State Project Directors,
Sarva Shiksha Abhiyan

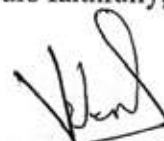
Subject: - Sharing of data related to Out of School Children to Rotary India Literacy Mission-Reg.

Sir,

I am directed to say that this Ministry has received a letter from Shri Shekhar Mehta, Chair Rotary India Literacy Mission on the subject mentioned above. Rotary India Literacy Mission under its TEACH program has committed to send 1 Lac children back to school, and for this they need information regarding details of out of school children in each State.

2. You are therefore requested to share the data regarding details of out of school children to Rotary India Literacy Mission.

Yours faithfully,



(V.K. Verma)

Under Secretary to the Govt. of India
Tel. No.23384582



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8/10/15





How to Implement Happy School



A. What is a Happy School?

As per the T-E-A-C-H norms, a school is defined as “Happy School” when following eight facilities are available in the premise:

1. Painted, well maintained and secure school building
2. Clean and hygienic separate toilets for boys and girls
3. Safe and adequate drinking water for both students and teachers
4. Library
5. Play material, games and sports equipment
6. Benches, desks for students
7. Well maintained space for teaching staff
8. Hand washing stations
9. Shoes for students



B. What type of Schools should a Rotary Club select to convert it into a "Happy School"?

1. A Rotary Club should select a State funded primary or elementary school for Happy School project based on the survey findings. Schools funded by the Municipal Corporations, Zilla Parishads, Village Panchayat can also be adopted. The focus of all projects of T-E-A-C-H is primary or elementary schools.
2. A Rotary Club interested to undertake this project is recommended to survey at least 3 to 4 schools.
3. Once a Rotary Club has selected a school, the club should ensure that they provide as many of the nine criteria mentioned under Section A.

C. How can a Rotary Club survey and select a school to transform it into a Happy School?

1. Rotary Club may survey 3-4 schools using the School Information Form (Form No. H1/3) available at Resource Section of Member Zone of the RILM website.
2. Before the survey, a Rotary Club should seek permission from the Head Teacher.
3. While conducting a survey, one has to take into account the infrastructural requirements of the school. It is advisable to speak to the teachers and students also to find out the requirements of the school.
4. It is very important that the surveyor takes pictures of the existing condition of the school.
5. Based on the survey, a Rotary Club may select a school for its Happy School project.
6. A Rotary Club may seek RILM Grant for this project.

D. How will a Happy School project be executed by a Rotary Club?

1. After identification of school through a detailed survey, a Rotary Club should determine the facilities (mentioned in Section A) it wants to provide in the school.
2. The club should obtain quotations for each facility from 3 vendors and prepare a budget.
3. A Rotary Club may prepare a timeline for the project implementation and also determine the role of the Rotarians in implementing this project.
4. A Rotary Club may partner with an external agency for the implementation of the project.



E. How a Rotary Club can fund a Happy School program and get RILM support?

1. A Happy School project may be funded through the Rotary Club's own budget.
2. A Rotary Club may partner with a Corporate or a Financial organization to arrange financial aid for Happy School/s.
3. A Rotary Club may also apply for the RILM grant. RILM may approve a grant to the extent of 50% of the entire project cost. The maximum amount RILM will reimburse is Rs.2.5 lakh per Happy School.
4. To seek RILM grant, a Rotary Club needs to select a school that does not have minimum 5 components out of total 9 described above. It may also be ensured that after intervention all 9 components of Happy School exist, including components that existed before the intervention.
5. To access the RILM grant, the club would need to fill in and submit the Happy School Grant Application Form No. H1, download forms at www.rotaryteach.org at the resource section, fill up as draft and then go to the Grant Application section to fill up online and submit.
6. Upon successful establishment and upload of the Happy School project through 'Part E: **Upload Upon Completion**' of the Happy School Grant Application Form No H1, RILM will disburse its grant to the applicant club in the form of a reimbursement.

F. How can you fill in a Grant Application?

1. The Happy School Grant Application Form No. H1 (available under Resources section of RILM website), is to be used for grant application process.
2. The Club President (CP), and any other Club Member nominated by the CP as the Primary Contact (PC) for the specific Happy School project are authorized to fill the Form online.
3. Primary Contact' (PC) is a member of the applicant Rotary Club so designated by the CP for the purpose of filling in the grant application and who has to be contacted for clarification by DG, DLCC, National Happy School Committee Chair or Members and RILM Office.
4. The CP, CLCC or Club Secretary can him/herself be the PC.
5. The PC need to select the RI Dist. No. and subsequently enter his/her name and email id to register himself/herself. On such registration an automatic email will go to the CP with a request to confirm the permission given to the PC for filling the form. Email ids of all CPs as per the RI District wise data base has already been included in the RILM Grant Application system.



6. The CP will have to click on the allow option in the email to confirm and authorise the PC. Once this is done, the PC will receive an auto generated email indicating the Grant No. and the password for that Grant Application.
7. Now, with the PC's username (email id) and password the application can be accessed. To access the application for editing before final submission, PC needs to click on the unique Grant Application No. in the Existing Applications section.
8. To facilitate the application filling, detailed instructions have been provided at the RILM website 'Apply for RILM grant' section in the Member Zone.
9. Once the CP/PC have ensured that details in all Parts of the Form have been filled correctly, the first level of Application Authorizations by the CP and PC have to be done by clicking on the authorization buttons. Once the CP/PC clicks on the authorization button, an auto generated email goes to the other person informing that authorization is awaited at his/her end.
10. Once first level of authorizations get completed, an auto generated email goes to the District level authorities (DG and DLCC) to let them know that their authorizations on the Club's application are awaited.
11. Similarly, once all District level authorities have viewed the Form and authorized it, an auto generated email goes to the National-level Happy School Committee Chair and the Chair/CEO at RILM to give final in-principle approval of the grant application.
12. If any District or National Level authority feels that some improvements need to be made to the detailing in the forms before he/she may authorize the application, s/he would need to notify the PC of the Club about the specific requirement. The PC of the Club have to notify the RILM office for unlocking the application (submitted online) for editing. The application has to undergo again through first level and other authorizations by PC, CP, DLCC, DG and NLCC.
13. Once the Grant Application has thus been submitted for final approval and in principle approval has been received from RILM, the Club may proceed for implementation.

G. How a Rotary Club can ensure the sustainability of the Happy School project?

1. A Rotary Club along with the School Management Committee and the students should plan out a physical maintenance scheme which would ensure that the installed facilities are judiciously used and being maintained regularly.
2. An award system can also be started amongst schools which have been adopted for the Happy School project in a particular area. This may encourage schools to take extra efforts in ensuring the maintenance of the facilities installed.



H. How a Rotary Club can measure the impact of a Happy School?

To measure the impact of the Happy School project, a Rotary Club will have to refer to the following:

Serial No.	Element	Before	Immediately after completion	6 months after completion	1 year after completion
1.	Status of building including paint				
2.	Condition of benches and desks				
3.	Functioning of water supply				
4.	Use and maintenance of toilets				
5.	Use and condition of library and library books				
6.	Use and condition of sports equipment				
7.	Use and maintenance of staff room				
8.	Use and maintenance of hand washing stations				

You can fill this chart in one or two sentences. Other factors can also be considered like:

1. Increase in attendance.
2. Improvement in grades.
3. Decrease of absentees due to illness.

I. How can a Rotary Club upload a completed Happy School project on the RILM website?

1. If a club has not applied for the RILM grant they can visit our website, www.rotaryteach.org and go the Project Upload section of Member Zone to upload the details of the completed Happy School project. Pictures of pre and post completion of the school must compulsorily be uploaded.
2. If a club wants financial support from RILM they need to first apply for RILM Grant online through Member Zone and upon approval of grant by RILM, they can start implementing project as per approved criteria. Once the project is successfully completed, they will use the Project Upload Form in Part E of the Happy School Grant Application Form. The form is available at Resource Section of Member Zone but itn has to be uploaded through project Upload section. A Rotary Club is expected to



upload the following information:

- a. Details of the completed Happy School.
 - b. A minimum of two post-completion pictures for each facility/element provided.
 - c. Scanned copies of Audited Statement of Accounts prepared by Chartered Accountant
 - d. Chartered Engineer's report on construction
 - e. A report of satisfaction from the Chairperson of the School Management Committee of the school that has been converted into a Happy School.
3. Once a Rotary Club uploads all the above documents, the grant application becomes eligible to receive RILM grant.

J. What are the responsibilities of District/Club Functionaries?

Responsibilities of District/Club Functionaries		
DG/DLCC	District Happy School Committee Chair & Member (DHSCC/DHSCM)	CP/CLCC
1. Set Goals for Happy School Program (HSP)	1. Attend Level-I Training Program and conduct Level-II Training for Happy School	1. Attend Level-II Training Program
2. Compile the District Goal Sheet	2. Motivate Clubs to take up HSP	2. Understand the modalities of HS Project
3. Conduct recommended/appropriate training	3. Set timelines for execution of all HS in the District	3. Set Goals for the Club
	4. Monitor progress of all HS	4. Discuss a Project at the Club Level
	5. Disseminate information received from RILM or (national level) Happy School Committee Member (HSCM)	5. Conduct survey of schools as recommended
	6. Work in close coordination with the HSCM	6. For Clubs not seeking grant, fill up the relevant School Information Form from Kit B and upload the same
	7. Ensure upload of all completed projects by all Clubs concerned	7. Recruit and train volunteers (from the District-wise list of volunteers available at www.rotaryteach.org) using the volunteer management tool there
	8. Ensure District HSP Goals are met	8. If seeking grant from RILM, use the Grant Application form to apply for grant and proceed with executing HS on receipt of in-principle approval
		9. Upload the completed project/s with the requisite details as recommended in Section I of this document



Discussions and Exercises

1. How will you motivate Clubs to meet District Happy School Goals?

2. Suggest an innovative way to engage the school authorities, local community and parents of students in planning for maintenance of a Happy School.

3. If there are two schools, School A with 4 of the 9 items missing, and School B with 6 items missing:
 - a. Which one will you select for a Happy School Program and how many items will you plan for? How will you ensure that all 9 items are present in the school on completion of the Happy School Program?

 - b. For which of these schools are you eligible to apply for a grant?



Survey Form for Library Creation

1.	Name of School						
2.	Address of School						
3.	Name of the Contact Person						
	Phone and Email						
4.	No. of Students	Total		Boys		Girls	
5.	School Type	Primary (Class I – V)		Elementary (Class I – VIII)		Secondary (Class I – X)	
6.	No. of Classrooms						
7.	No. of Students in each Class						
	Class	Total	Number of Books	Language which majority of students use and their % in class			
	I						
	II						
	III						
	IV						
	V						
	VI						
	VII						
	VIII						
	IX						
	X						
8.	Medium of Instruction	Hindi		Bengali		English	
9.	Type of Library to be created	Traditional Library			Classroom Library		





Volunteer Management



Total Literacy is a mammoth program that requires sustained hands-on work. It needs committed people wanting to serve. Last year RILM ran a campaign to which the Rotary Clubs and Rotarians across India responded amazingly. Currently more than 10,000 volunteers registered with RILM.

Why RILM needs volunteers?

RILM require volunteers for a myriad of activities which include survey, follow up, identification of schools, beneficiaries etc. and also providing supplemental teaching in schools, ensuring proper usage of E-learning facility, facilitating the adult literacy program, visiting partner NGOs for Child Development program, assisting in the creation of libraries among others. They are also useful for organizing PR activities, in communication and in impact assessment studies.



Where can you get volunteers?

Volunteers can be identified from amongst

- ▲ Rotarians
- ▲ Spouses and families of Rotarians
- ▲ Inner Wheel members
- ▲ Rotaractors and
- ▲ by involving the public at large like
 - retired people
 - students and teachers
 - house wives and
 - others willing to contribute to the cause of total literacy in India

Ask each and everyone to register as a volunteer at the www.rotaryteach.org website.

A very important place to look for volunteers is the website. More than 10,000 registered volunteers are available to the Rotary Clubs and willing to work for the T-E-A-C-H program. Their contact details along with their chosen areas of work are available on the www.rotaryteach.org website.

1. Where can you get the registered volunteer data for your District?

The “**Volunteer Search**” tab on the website provides Rotary Clubs with all the details of volunteers registered from their RI District. This data, including email ids and mobile numbers of the volunteers, can be downloaded in Microsoft Excel format. The data can be filtered according to the program verticals volunteers have chosen to work in.

2. How can you connect with the volunteers registered from your District?

The “**Volunteer Link**” tab on the website gives access to a matchmaking tool between Rotary Clubs and Volunteers. The Clubs can upload the names of the projects for which volunteer help is sought through the tab Upload Project Requirement for Volunteers. The volunteers can apply for these projects through the Volunteers Apply for Project Work tab. The Clubs can see the details of volunteers who have applied to work for the various components of T-E-A-C-H program and contact them through the Login to View Volunteer Requirements tab.

3. How can you deploy volunteers in Teacher Support vertical?

a. Supplemental teaching in Primary/Elementary Schools

- Expected to teach (i) language or (ii) maths (iii) Science of Class I to V standard (iv) Co-curricular activities
- The above teaching will be for 1-2 hours after school or during vacations



- b. Training/retraining of existing teachers in selected Primary Schools
 - Selection of schools and identification of teachers who require training
 - Conduct impact assessment after 3 to 6 month of training through group discussions
 - c. Nation Builder Awards
 - Selection of Schools, conduct teacher evaluation as per RILM format
 - d. Strengthening DIET
 - DIET survey as per format
 - Impact assessment after 6 months of completion
- 4. **How to use Volunteers for the E-Learning vertical?**
 - Conduct a survey to select schools for installation of e-learning facilities
 - Support the schools to ensure proper installation of software and hardware.
 - Understand the functioning of e learning modules from companies to be able to trouble shoot and support the school in ensuring regular use of the technology.
 - Conduct impact assessment in schools post installation of module.
- 5. **How to use Volunteers for establishing the Adult Literacy vertical?**
 - Identification of school and have due discussions with school authorities to have their consent to implement Rotary India Global Dream (RIGD) program through the school
 - Orientation to the students to motivate them to take this activity
 - Impact Assessment of the RIGD program
 - Help start Vocational Training Centers
 - i. Surveying urban/rural non-literates & counseling them to join vocational training courses
 - ii. Act as counsellors at the vocational training centers
- 6. **How to use Volunteers in Child Development vertical?**
 - Volunteers are required to screen children to be undertaken in AshaKiran program. The volunteers have to visit the centers run by NGO and interview each and every child identified by the NGO as Asha Kiran children. The volunteers can approve or disapprove the children based on Asha Kiran criteria.



- When working with NGOs for the Child Development project volunteers can help with sustainability, impact assessment survey, and monitoring work of NGOS.

7. How to use Volunteers in Happy School vertical?

- Survey Government/Govt. Aided Primary Schools according to the School Information Form
- Help set up libraries in select Primary Schools
- Help Clubs to monitor the renovation work, painting, installation of safe drinking water facilities, separate toilets for girls and boys, provision of play materials.

8. How to deploy Volunteers for work related to P R and Communication?

- For creative designing like graphic designing, video/AV making and editing
- Photography
- Content writing
- PR/Media tie ups, tie up with local celebrity
- Event management
- Web designing, social media experts



Discussions and Exercises

1. Who can register as a volunteer for the T-E-A-C-H program?
2. Where can you access registered volunteer data for your District?
3. Write the names of five people you know and who you can convince to volunteer for the T-E-A-C-H program.
4. What are the programs for which you can use volunteers?





Fundraising for Rotary India Literacy Mission



Total Literacy is the most ambitious program of Rotarians in India. It is not only the national program but also a matter of national pride. The program will require time, energy and resources. The funds requirements will be to the tune of Rs. 50 crores (US\$ 8 million) for this year. Thus each Rotarian needs to work towards raising funds.

Why RILM needs to raise funds?

Funds are required for

- Assisting Clubs in program implementation (by matching funds through Grant Application process)
- Supportive activities like collateral development for fundraising, PR & communications, training, meetings etc.
- Organizing Orientation training and part funding to other levels of training
- For designing and implementing national level campaign for T-E-A-C-H and other PR & Communications related activities.
- Organizing national level Committee meetings
- Management support to Clubs, Districts and National level Committees for all of above



What is RILM's contribution to program funding through grant?

Activity	Project	Incentive
E-Learning	Provision of software & hardware for e-learning centres in schools @ Rs. 30,000/- to Rs. 40,000/- per centre	RILM pays Rs. 10,000/-
Happy School	Providing at least five of the nine mandated facilities to a selected school to make it a Happy School – cost maximum of Rs. 5 lakh per school	RILM pays 50% of project cost, subject to maximum of Rs. 2.5 lakhs (50% assistance)

How to raise funds?

Funds may be raised by way of donations/grants from:

- i. Corporates and Trusts (including funds earmarked under the “corporate social responsibility” (CSR) provisions of the Companies Act 2013)
- ii. a) International Donors (including individuals & organizations) b) The Rotary Foundation
- iii. High Net worth Individuals (HNI) including Rotarians
- iv. Government Resources wherever available

Responsibility for fundraising

National level has Five Committees

- **Fundraising from Corporates & Trusts**
 - i. Analyze corporate giving in India, including understanding their priorities, funding budgets and systems of funding
 - ii. Establish contact (through Rotarians or directly) with these corporate houses
 - iii. Ensure empanelment of RILM as one of the probable recipients of funding under the mandatory CSR provisions of the new Companies Act
 - iv. Meet and make presentations to the corporates individually, at times collectively, locally and nationally
 - v. Participate and make presentations at Chambers of Commerce and relevant events organized by them
 - vi. Identify non-corporate Charitable Trusts and Foundations and ascertain opportunities of raising funds from them
 - vii. Set quarterly/annual targets of fundraising and present them to the Executive Committee



- **Fundraising from Retail Sources and Rotarians**

- i. Devise different ways for retail fundraising
- ii. Make the ZLCs and Districts aware of the retail fundraising opportunities
- iii. Prepare and distribute relevant collaterals*
- iv. Monitor with utmost transparency the funds collected through various retail strategies
- v. Ensure legal compliances, including tax payment, etc.
- vi. Analyze and establish contact with HNI Rotarians in each District
- vii. Make presentations to them to solicit funding for the program
- viii. Collect funds, ensure sending of receipts, notes of acknowledgement and relevant recognitions

*All retail fundraising collaterals will be prepared centrally at RILM Office on receipt of inputs from various Committees.

- **Fundraising from TRF & International Sources**

- i. Identify potential International sources including corporate donors and individual Rotarians
- ii. Establish communication with them & seek donations
- iii. Approach International Philanthropic Funding Agencies, Corporations, Companies and individuals
- iv. Understand their procedures and requirements for funding and ensure that Rotary India Literacy Mission becomes eligible for their funding
- v. Identify program activities that qualify for TRF funding through Global Grants
- vi. Help Districts in preparing proposals for these Grants







GOALS FOR RY 2016-17



To achieve our objective of Total Literacy, it is necessary to fix annual goals for the T-E-A-C-H program. It helps in working towards a target and keeping track of where we stand with respect to the target.

The Rotary Clubs in a District are also required to fill up the goal forms that are to be compiled to arrive at the District figures. The DLCC and DG would have made a commitment on behalf of the District at the Orientation Training program. The district goals need to match the compiled Club goals after the exercise is carried out with all the Clubs in the District.





DISTRICT GOALS FOR RY 2016-17

NAME OF DG 2016-17 :		
RI DISTRICT NO :	TOTAL NO. OF CLUBS:	TOTAL NO. OF ROTARIANS:

Sl. No.	Project / Scheme Description	GOALS
A	TEACHER SUPPORT	
1	Number of Teachers to be trained	
2	Number of Teachers to be recognized with Nation Builder Award	
3	Number of DIETS to be strengthened	
B	E-LEARNING	
1	Number of E Learning centres to be set up	
C	ADULT LITERACY	
1	Total no of adults to be made literate in District	
2	No of schools to be engaged in Rotary India Global Dream Project (RIGD)	
3	No of School student-volunteer to be engaged in RIGD	
4	Number of Adult Learning Centres to be started	
5	Total no of adults to be made literate through Adult Literacy Centers	
6	Number of Adults to be enrolled for Skill Development Program	
D	CHILD DEVELOPMENT	
1	Number of Ashakiran Children to be sponsored	
E	HAPPY SCHOOLS	
1	Number of schools to be adopted under Happy Schools Project	
2	Number of Libraries to be Created in Govt. & Govt. Aided Schools	
F	Others	
1	Number of Volunteers to be registered	
2	Funds to be raised	
3	Number of PR initiatives to be organized	

Signature of DG 2016 - 17

Date





Evaluation at the Rotary District and Club Levels



The literacy program of Rotary India Literacy Mission (RILM) is a volunteer initiative. The magnitude and importance of the program and its implementation make each of us accountable for the responsibilities given to us. It is, therefore, important that we give this work the topmost priority. Making India fully literate is a matter of urgent necessity for the whole country and of pride for each of us. And, each of us would surely do our best towards that goal.

A good way to hold ourselves accountable will be to keep doing self-evaluation. The entire self-evaluation process will be online and will be monitored by RILM Chairman on behalf of the Executive Committee. The full online forms will be available on the Website for us to fill and upload from time to time.

The parameters which each member of the National Committee will be measured against are given below as example.



A. DG

1. Participation in the Orientation as well as Level I, II and III Training Programs
2. Organizing Level II and Level III Training Programs
 - i. in keeping with the timelines prescribed in the Training Cycle and
 - ii. ensuring participation of all mandated persons
3. Appointment of District Literacy Committee Chairs (DLCCs) and the District Program Committee Chairs, other Committee Chairs and members
4. Goal setting
 - i. for Clubs within the District along with compilation of Club Goals to arrive at the District Goals in case the compiled District goals do not match the figures committed by the District at the Orientation program then to modulate Club goals to match with committed figures.
 - ii. uploading of the goals on the website
5. Oversight of projects planning, implementation, reporting and ensuring necessary partnerships with Government organization, NGOs, etc.
6. Problem resolution at the District and Club level
7. Familiarization with the full range of information and upload procedures on the www.roatryteach.org website
8. Volunteer registration and their training and deployment for project implementation

B. DLCC

1. Participation at the Orientation program Level I, II and III Training Programs
2. Organizing Level II and Level III Training Programs
 - i. in keeping with the timelines prescribed in the Training Cycle and
 - ii. ensuring participation of all mandated persons
3. Ensuring appointment of Club Literacy Committee Chairs (CLCCs) & Club Literacy Committee Members in all Clubs within the District
4. Goal setting for Clubs within the District along with compilation of Club Goals to arrive at the District Goals and uploading them on the website
5. Oversight of project planning, implementation, reporting and problem resolution, including partnerships with Government organization, NGOs, etc.



6. Acquiring full familiarity with the information available and uploading procedures on www.roatryteach.org website
7. Volunteer registration and their training and deployment for project implementation

C. Club President

1. Participation in the Level II & Level III training programs and motivating all Rotarians of the Club to participate in the Level III training
2. Appointment of CLCC and Club Literacy Committee members
3. Goal setting for the Club
4. Oversight of project planning, implementation, reporting and problem resolution, including partnerships with Government organization, NGOs, etc.
5. Acquiring full familiarity with the information available and uploading procedures on www.roatryteach.org website
6. Volunteer registration and their training and deployment for program implementation

D. CLCC

1. Participation in the Level II & Level III Training Programs
2. Appointment of Club Literacy Committee Members
3. Goal setting for the Club
4. Total number of projects planned, implemented and reported
5. Acquiring full familiarity with the information available and uploading procedures on www.roatryteach.org website
6. Volunteer registration and their training and deployment for program implementation





Awards Scheme



Bringing Total Literacy to a country like India is a mammoth task that will need considerable commitments in terms of time, energy and resources. Rotarians in India have responded with great enthusiasm to the call for Total Literacy and already started doing remarkable work. To recognize the great work done and motivate them to do even better, RILM has developed the scheme of awards to recognise the contribution of the Rotary Districts at the national level.

The Rotary Districts that do good work in all the five verticals of the T-E-A-C-H program will be eligible to compete for the Best Overall Performance Award. One district from each of the 3 Zones in India (4, 5, 6A).

One of the objectives of the T-E-A-C-H program is to create models that can be sustained over time and lead to long term impact in the field of literacy. Sustainability and impact assessment clauses have been included in the Grant Application forms so that Rotary Clubs/Districts keep these in mind when planning and executing their chosen projects.



Awards Scheme for Rotary Districts

Best Overall Performance in Literacy Mission (two districts from each of zones 4 & 5 and one district from zone 6A)	5
Best Performance Award (one for each vertical of T-E-A-C-H Project in each of the zones – 4, 5 & 6A)	15
Best DLCC (one from each zone)	3
TOTAL	23





Rotary
India Literacy Mission

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