TEACHER SUPPORT   E-LEARNING
ADULT LITERACY   CHILD DEVELOPMENT
HAPPY SCHOOLS   TEACHER SUPPORT
E-LEARNING   ADULT LITERACY CHILD
DEVELOPMENT   HAPPY SCHOOLS
TEACHER   ADULT
LITER   PMENT
HAPPY SCHOOLS   SUPPORT
E-LEAR   CHILD
DEVE   HOOLS
TEACHER SUPPORT   E-LEARNING ADULT
LITERACY   CHILD DEVELOPMENT
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E-LEARNING   ADULT LITERACY   CHILD
DEVELOPMENT   HAPPY SCHOOLS

LITERACY MANUAL

Rotary
India Literacy Mission

2015-16

Rotary
India Literacy Mission

TEACH

Contents

Introduction

Congratulations on your position as a Member of the Rotary India Literacy Mission's National Committee. Total Literacy in India and in South Asia is a dream that every Rotarian is pursuing. You as a member of the National Committee 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, making 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.

While the hard copy of the Manual will be made available when you reach Pune for the Orientation Program being held on 12th & 13th February 20915, it is strongly recommended that you read the e-version of the Manual that has been e-mailed to you and also put up on the website. Please make notes on points that cross your mind and bring them along. The sessions will be interactive and a prior reading of the Manual will help you enhance your domain knowledge, raise pointed questions and derive the maximum information. Even later, 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.

Together let us make India totally literate.
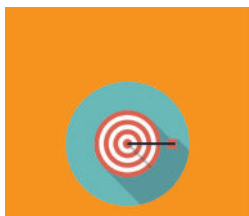
The Rotary India Literacy Mission

We are the Rotary India Literacy Mission, all Rotarians of India united by our Goal.

Our Goal is Total Literacy and Quality Education.

We have set out, with our program T-E-A-C-H, to help ensure:

That every child in India goes to school;

That each school is a "Happy School";

That each school teacher is well trained and her/his skills are continuously upgraded using modern technology;

That each student gets to see, hear, read and use high class learning material that helps her/him understand, question and find answers;

That each deprived child gets the same opportunity of education as her/his affluent friend;

That each adult acquires literacy, joins the formal stream and earns her/his living with honour; and

That each child or adult we help gets the confidence to make her/his own future and India's future too!

Literacy Scene in India

The Old	**And**	**The New**
"Swadeshe pujyate raja, vidwaan sarvatra pujyate!"		*"Padhe Bharat Badhe Bharat!"*

"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**. A summary of the provisions of the RTE Act is at **Annexure I**.

It is of some interest to compare the Constitutional commitment of India to **Universal Elementary Education (UEE)** with the goals of **Education for All (EFA)** adopted in April 2000 by the World Education Forum (a collective of countries of the World led by the UNESCO) at Dakar, Senegal and recorded in the Dakar Framework of Action.

Box I

Education for All Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

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Growth of Literacy in India

How has India fared in making its population literate? Figures 1 & 2 depict the journey:

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

Figure 1 – Literacy Growth
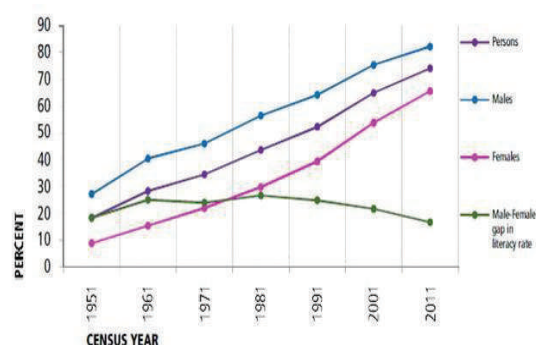
Figure 2 - Literacy Growth

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 II).

Box II

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.

Source of Figures 1 & 2 : Census 2011

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

Literacy Rate Comparison

Country	Literacy Rate
China	95.1
India	74.4
Indonesia	92.8
Malaysia	93.1
Myanmar	92.7
Sri Lanka	98.1
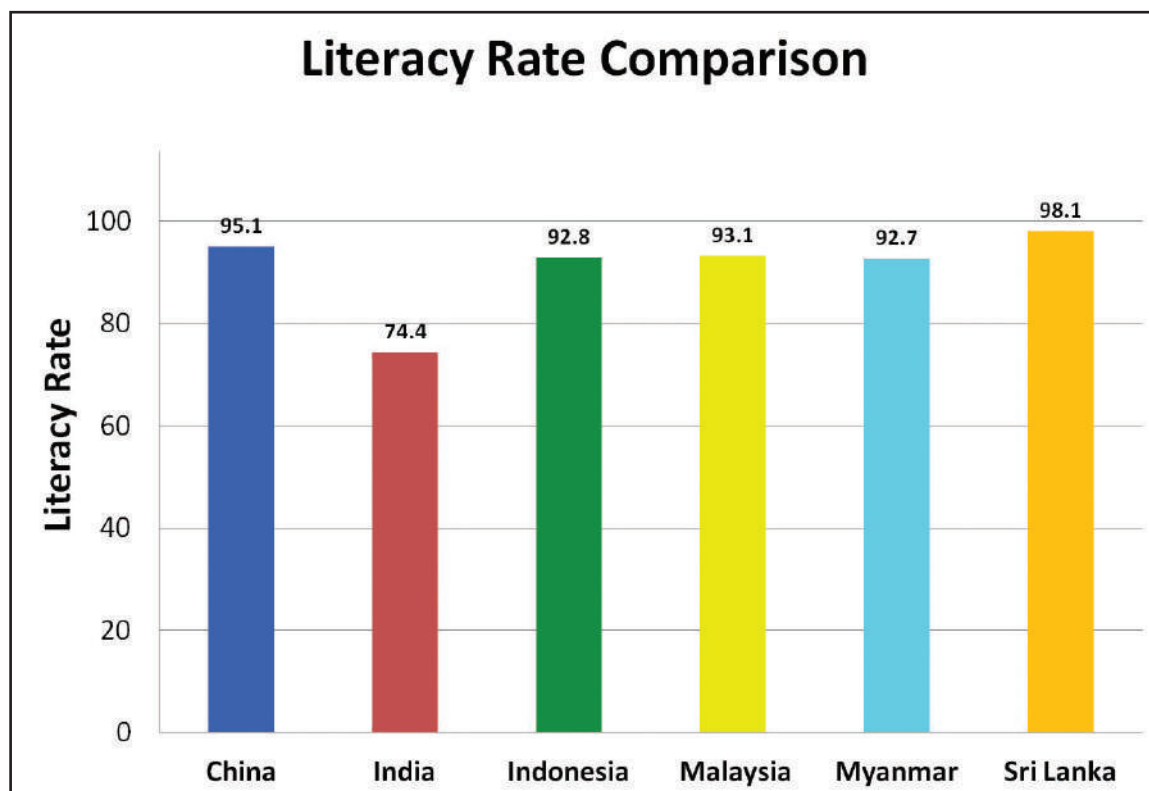
Figure 3 – Literacy across Asian Countries

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 III

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 Sansthans, 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

Class I & II: Strong focus is needed in Std I & II to ensure that basic skills are built in these early years.	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 • Read simple sentences • Write their own thoughts • Comfortable with numbers & operations at least up to 100
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.	• 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.

- In densely populated areas, depending on the number of children between the ages of 6 to 12, more than one school may be necessary.
- 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 governement 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
  - preparation of the National Academic Curriculum,
  - developing and enforcing standards for teachers' training, and
  - providing technical support to the State governments for promoting innovations, research, planning and capacity building.

- The State government or local authority has to
  - prescribe curriculum and courses for study for elementary education,
  - ensure admission, attendance and completion of elementary education of the children and maintain records of children up to the age of 14 years,
  - provide infrastructure including school buildings, teaching staff and learning equipment,
  - see that children from the weaker and marginalized sections of the society are not discriminated against in school,
  - 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 form 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 appropriate 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/Taluks		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)	858,916	274,361	30,692	147,163	40,957	36,803	59,211	609	1,448,712
Total Schools (2012-13)	853,870	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	112,826	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	7,182,985	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	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	5.3	4.9
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	8.6	8.3
Sch Aproachable 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	87.5	89.1
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	56.6	58.1
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	59.5	61.9
Schools with Girls Toilet	85.3	80.9	93.6	91.3	98.4	98.7	89.4	86.1	94.5	97.2	96.0	95.1	91.4	83.7	88.3	84.7
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	67.1	94.5
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	94.9	95.3
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	94.8	88.6
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	49.9	51.7
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	22.1	23.3
Sch. with Ramp, If required		84.1		81.2		80.8		82.6		82.1		69.8		71.0		82.3
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	26.6	3.1
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	60.4	74.9
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	29.8	31.3
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	88.6	91.1
Pupil-Teacher Ratio	30	28	31	30	24	22	29	27	17	16	24	23	17	16	27	26
Student-Classroom Ratio	27	25	31	30	33	34	27	26	38	46	30	30	34	30	29	28
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	5.1	5.3
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	46.4	47.2
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	3.8	3.7
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	62.6	61.6
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	48.5	48.4

%Sch. with Pre-Pry.	Pry. level	22.4	Total Grossness		Primary		Upper Primary	Transition Rate (Pry. to Upr. Pry.)		89.6
% Enr. in Pre-Pry.		9.9				13.1	21.4	Ratio of Grade V to Grade I		93

Incentives (previous year) Number of Beneficiaries	Text books			Uniform			% Sch with SCR >		% Sch with PTR >	
	All	SC	ST	All	SC	ST	30 at Pr. Level	35 at U.P. Level	30 at Pr. Level	35 at U.P. Level
Primary Level	82,097,045	18,894,616	12,140,845	5,026,781	1,224,098	1,041,431	30.2	30.8	29.9	15.4
Upper Primary Level	45,389,011	10,134,368	5,520,457	3,227,621	804,790	443,220				

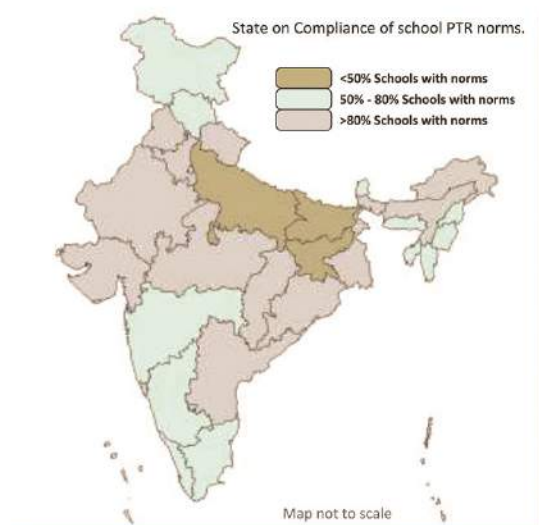# =Govt.+ Aided   NR=Not Reported   *Some totals may not match due to no response in classificatory data items

Source : www.dise.in

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

Grade	Total	Girls enrolment	CWSN Boys	CWSN Girls	Total Repe-aters	Repe--tition rate	Drop out rate
I	27,164,511	12,986,088	177,748	120,877	593,516	2.07	4.83
II	27,000,299	13,002,884	198,023	145,126	308,789	1.13	2.28
III	26,658,523	12,859,712	218,665	160,692	266,744	0.98	3.58
IV	26,222,911	12,692,711	212,873	151,372	265,238	1.01	3.49
V	25,382,196	12,295,468	193,461	142,307	238,966	0.95	9.47
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
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
U.Pry.	66,471,219	32,343,993	432,206	350,790	551,087	0.85	3.13

SC/ST/OBC Enrolment

	Primary	U. Pry.
% SC enr.	19.9	19.4
% SC girls	48.3	48.8
% ST enr.	11.1	9.7
% ST girls	48.3	48.7
% OBC enr.	44.1	44.4
% OBC girls	48.5	48.8
% Muslim enr.	14.3	12.5
% Muslim girls	49.1	51.4

Enrolment Ratio

GER Primary	101.4
GER U. Pry.	89.3
NER Primary	88.1
NER U. Pry.	70.2

Non-Tch assignment

% Teachers involved	2.5
Number of days involved	16

Average Instructional Days

Pr. level	U. Pr. level
224	225

Classrooms/Other Rooms

School category	Average Cls.	Total Classrooms	%good cond.	%minor repair	%major repair	Other rooms
Pry. only	3.5	3,041,573	77.44	13.51	9.05	364,181
Pry + U.Pry	7.3	2,000,392	84.25	9.34	6.41	235,322
P + UP+Sec+HS	14.1	432,608	97.25	2.04	0.71	129,487
U. Pry. only	4.0	587,790	79.08	12.97	7.95	59,758
U.P. + Sec + HS	6.7	275,750	84.65	9.33	6.03	156,938
P + U.P. + Sec	9.6	351,646	91.80	5.36	2.85	62,361
U.P. + Sec	5.2	310,531	82.63	10.56	6.80	109,822

% Enrolment by Nature of Disability

Nature of Disability	I	II	III	IV	V	VI	VII	VIII
Blind	6.2	2.9	2.7	2.7	2.7	3.4	3.0	3.0
Low-vision	10.9	13.5	13.8	15.8	19.7	26.2	30.1	33.0
Hearing	11.2	11.0	11.5	10.5	10.5	10.7	10.4	10.3
Speach	11.8	12.0	11.2	10.6	9.5	8.6	8.1	7.3
Loco-motor	16.0	16.4	17.1	17.0	17.2	17.2	17.3	18.7
Mentally Retarded	22.3	21.5	21.6	21.5	20.6	17.2	15.4	14.0
Learning	9.4	11.8	13.1	13.5	12.4	10.5	9.7	8.5
Cerebral Palsy	3.9	3.2	2.5	2.2	1.9	1.8	1.7	1.4
Autism	1.0	1.0	0.9	0.8	0.7	0.7	0.7	0.7
Multiple	7.3	6.6	5.6	5.3	4.7	3.8	3.5	3.3

% Teachers by Edu. Qualification (other than contract teachers)*

School category	Below Sec.	Sec.	Hr. Sec.	Grad.	Post Grad.	M Phil / Ph D	Post Doc.	No Res.
Pry. only	2.3	14.0	28.1	36.0	18.6	0.6	0.0	0.3
Pry + U.Pry	1.6	14.0	26.5	38.5	17.9	0.9	0.0	0.6
P + UP+Sec+HS	1.0	3.3	7.5	40.3	44.1	2.8	0.1	0.9
U. Pry. only	1.9	5.0	17.4	39.4	34.9	0.8	0.0	0.5
U.P. + Sec +HS	0.4	4.0	5.1	33.0	51.6	5.2	0.1	0.6
P + U.P. + Sec	1.1	5.6	14.6	50.1	26.8	1.2	0.0	0.6
U.P. + Sec	0.4	4.4	6.7	51.0	36.1	1.2	0.0	0.2
Contract	1.5	6.9	26.5	46.4	18.0	0.6	0.0	0.1

% Professionally Trained Teachers

Gender	Government Regular	Government Contract	Private
Male	17.3	41.8	34.9
Female	16.7	52.3	28.6
All Teachers	17.2	46.7	22.3

Teachers by Gender & Caste

School category	Total	Regular teachers Male	Regular teachers Female	Regular teachers No res	Contract teachers Male	Contract teachers Female	Contract teachers No res	SC teachers Male	SC teachers Female	ST teachers Male	ST teachers 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*

School category	Hindi	English	Bengali	Marathi	Gujarati	TLM	SD Grant
Primary only	45227573	5499776	6777319	2900139	802967	71.2	77.2
Primary with Upper Primary	27442800	6898143	355948	4478537	6612521	57.5	63.0
Primary with UP. Pri. and Sec& HS	4202921	9032996	213086	80623	492476	6.9	7.6
Upper Primary only	11791653	322603	1041737	11673	124521	69.4	74.5
Upper Primary with Sec + HS	3236882	932352	3906505	1817870	35808	46.6	61.4
Primary with UP. & Sec	4124720	4261977	187708	206513	155426	21.6	23.1
Upper Primary with Sec	1781645	2017918	1193029	1704506	22086	50.5	52.9

% Sch. Received: TLM, SD Grant

% 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

State on Compliance of school PTR norms.

- <50% Schools with norms
- 50% - 80% Schools with norms
- >80% Schools with norms

Map not to scale

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

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

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

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 Ed.CIL 2013

शिक्षा का अधिकार
सर्व शिक्षा अभियान
सब पढ़े सब बढ़े

Source : www.mhrd.gov.in

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

SWACHH BHARAT : SWACHH VIDYALAYA

Shri Narendra Modi
Hon'ble Prime Minister of India

Smt. Smriti Zubin Irani
Hon'ble Union Minister for HRD

"Mahatma Gandhi laid great emphasis on cleanliness. His ashrams 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 2-3 urinals each. The average cost of construction is Rs.1.3 lakhs per unit for girl's toilets and Rs 1.2 Lakh for boys toilet in elementary schools with inter-state variations.

- A combined toilet block for girls and boys contains 2 WC's and 4-6 urinals with partition wall in the middle. The average cost of construction in secondary schools is Rs.2.7 lakhs with inter-state variations.

- To provide water facility through hand pump on an average cost of Rs.40,000/- and hand pump with overhead tank and force lift system costs Rs.80,000/-

- 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 Abhiyan calling upon the corporate sector and philanthropists to contribute liberally for this important National cause.

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. Nagesh Singh, Economic Adviser
Department of School Education and Literacy
Telephone phone number: 011-23381721, e-mail: nagesh.edu@nic.in

Information about schools without toilets
State Wise/District Wise/School wise contact details at
www.mhrd.gov.in/site/swf/index.html

स्वच्छ भारत
एवं
"बेटी बचाओ बेटी पढ़ाओ" अभियान के अंतर्गत एक पहल

Gandhiji 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 as 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 ji

".....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 15th August, we should be in a firm position to announce that there is no school in India without separate toilets for boys and girls."

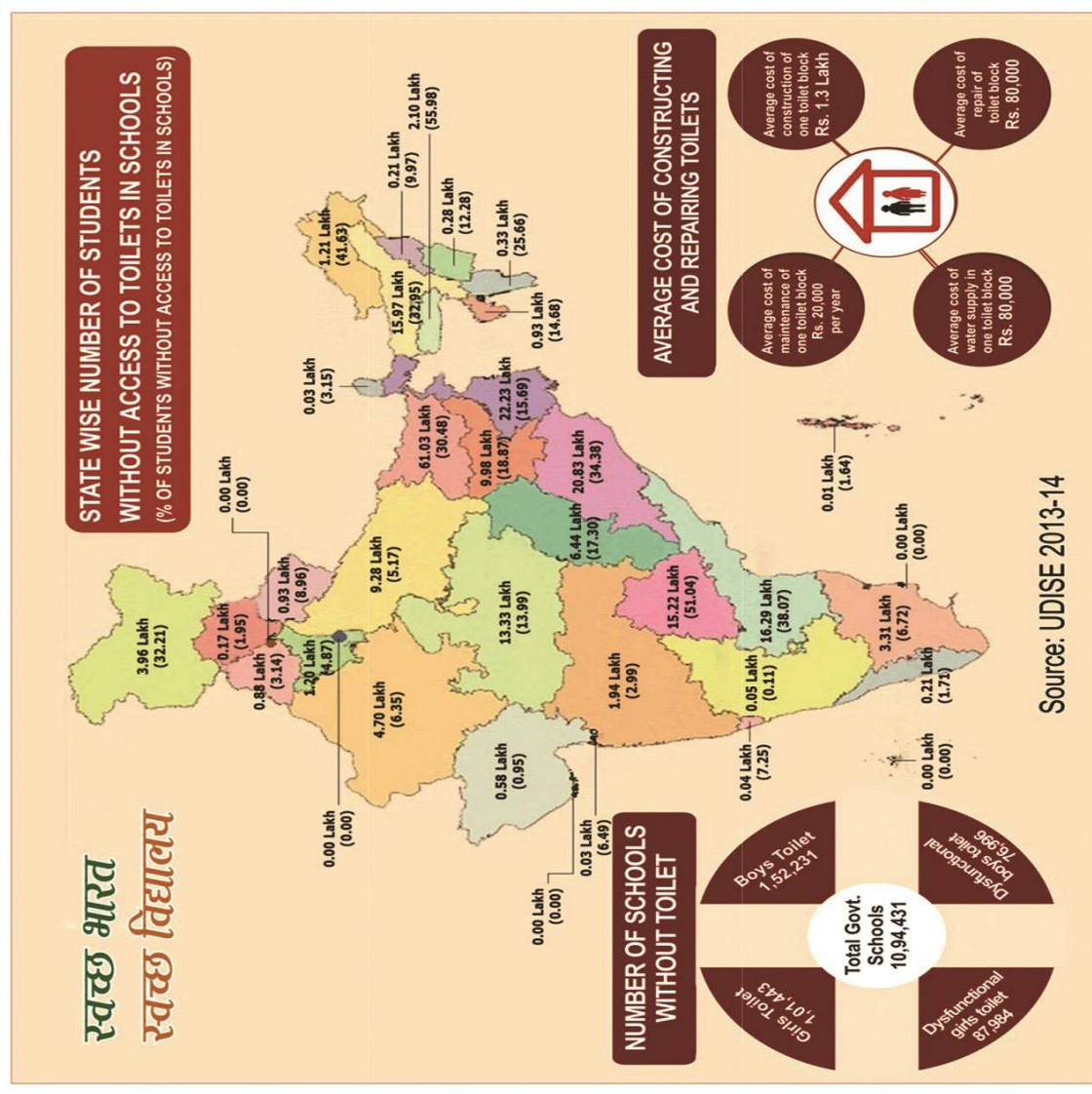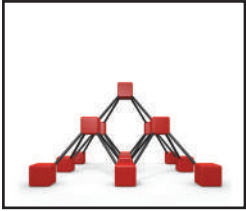Prime Minister, Shri Narendra Modi – 15th August 2014...

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.
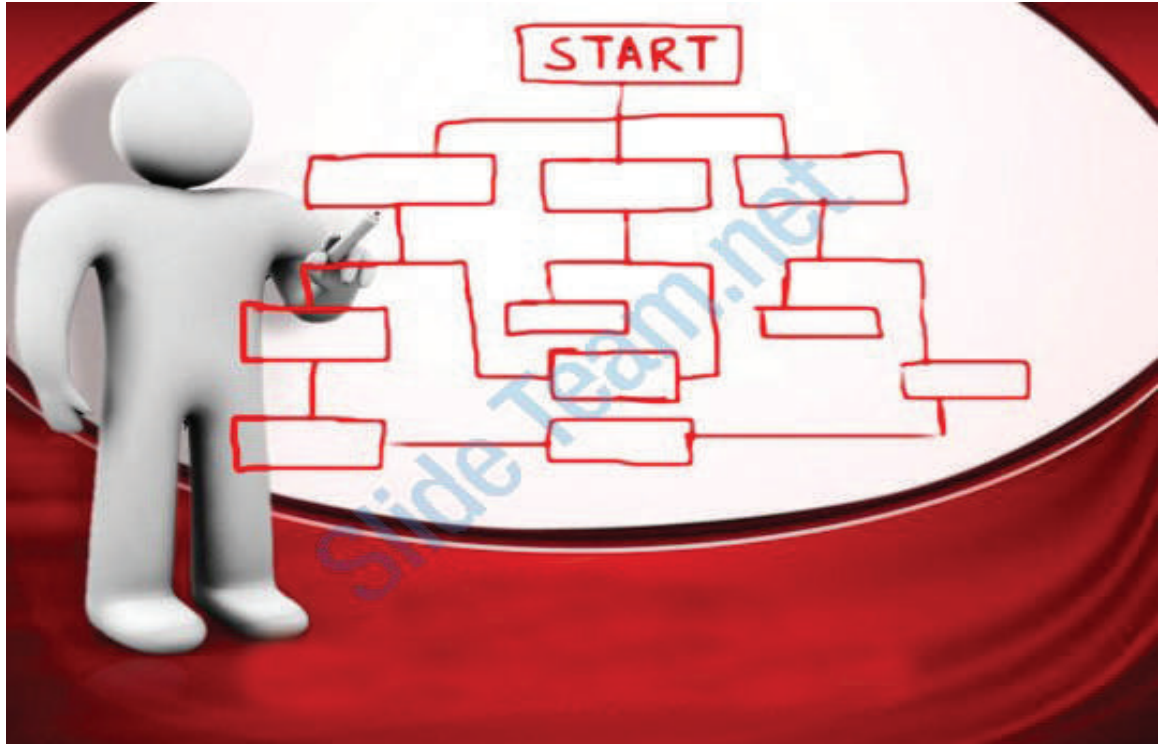
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स्वच्छ भारत स्वच्छ विद्यालय

STATE WISE NUMBER OF STUDENTS WITHOUT ACCESS TO TOILETS IN SCHOOLS
(% OF STUDENTS WITHOUT ACCESS TO TOILETS IN SCHOOLS)

3.96 Lakh (32.21)
0.17 Lakh (1.95)
0.88 Lakh (3.14)
0.93 Lakh (8.96)
1.20 Lakh (4.87)
0.00 Lakh (0.00)
0.93 Lakh (8.96)
9.28 Lakh (5.17)
0.03 Lakh (3.15)
1.21 Lakh (41.63)
15.97 Lakh (32.95)
0.21 Lakh (9.97)
2.10 Lakh (55.98)
0.28 Lakh (12.28)
0.33 Lakh (25.66)
0.93 Lakh (14.68)
61.03 Lakh (30.48)
9.98 Lakh (18.87)
22.23 Lakh (15.69)
20.83 Lakh (34.38)
6.44 Lakh (17.30)
4.70 Lakh (6.35)
13.33 Lakh (13.99)
1.94 Lakh (2.99)
15.22 Lakh (51.04)
16.29 Lakh (38.07)
0.05 Lakh (0.11)
0.58 Lakh (0.95)
0.00 Lakh (0.00)
0.03 Lakh (6.49)
0.04 Lakh (7.25)
0.00 Lakh (0.00)
3.31 Lakh (6.72)
0.21 Lakh (1.71)
0.01 Lakh (1.64)

AVERAGE COST OF CONSTRUCTING AND REPAIRING TOILETS

Average cost of construction of one toilet block Rs. 1.3 Lakh

Average cost of repair of toilet block Rs. 80,000

Average cost of maintenance of one toilet block Rs. 20,000 per year

Average cost of water supply in one toilet block Rs. 80,000

NUMBER OF SCHOOLS WITHOUT TOILET

Total Govt. Schools 10,94,431

Boys Toilet 1,52,231

Girls Toilet 1,01,443

Dysfunctional boys toilet 76,996

Dysfunctional girls toilet 87,984

Source: UDISE 2013-14

Organization Structure of RILM

Total Literacy for India (and South Asia) is a gigantic goal. Unlike the Polio eradication program, 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. The effort calls for a volunteer organization that is equal to the task. Needless to add, the organization 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,
- 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

- Public Relations and Communications

- Evaluation and Awards

- Fundraising Committees

  i. Corporates and Trusts

  ii. International & TRF

  iii. Retail

  iv. 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 and Volunteer Management and a Communications Officer.

National Committee of Rotary India Literacy Mission
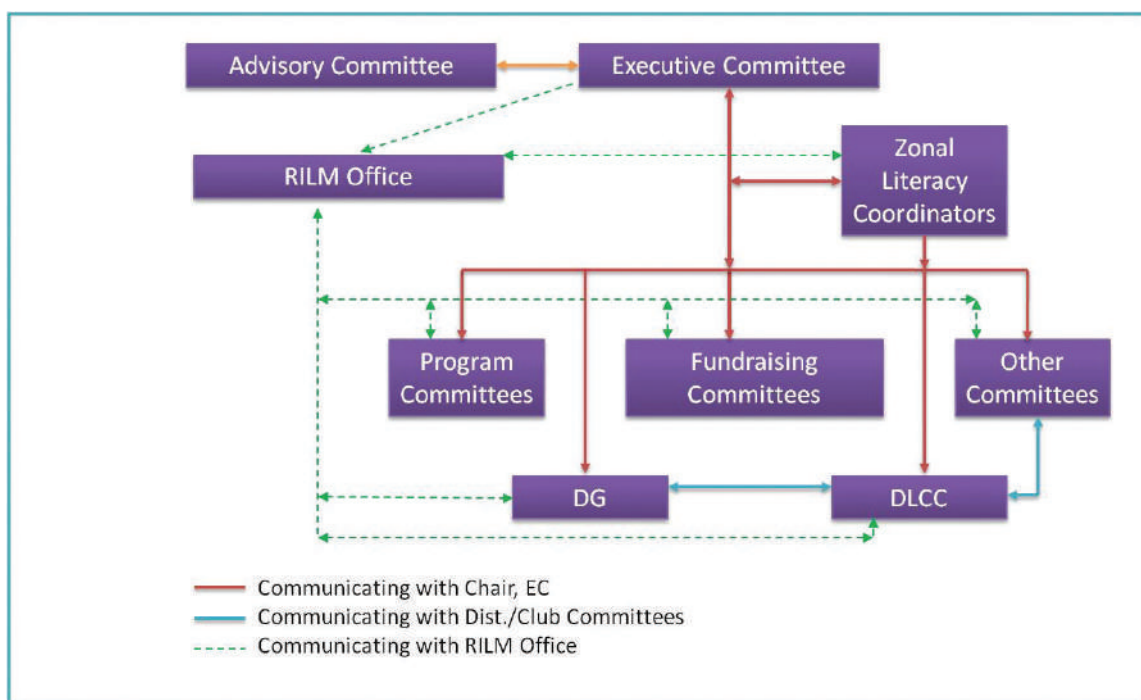
Executive Committee

Structure

Apart from the Chairman, RILM, who is also be the Chairman of the Executive Committee (EC), the EC has 10 members, including ex officio members like the President and Secretary of the Rotary South Asia Society for Development & Cooperation, 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.

Kalyan Banerjee	Chief Advisor & Ex-officio Member*
Shekhar Mehta	Chair
P. T. Prabhakar	Ex-officio Member**
Manoj D. Desai	Ex-officio Member***
Sushil Gupta	Ex-officio Member****
Ashok Mahajan	Member
Kamal Sanghvi	Vice-Chair
Aniruddha Roy Chowdhury	Secretary
Gulam Vahanvaty	Ex-officio Member*
A. S. Venkatesh	Joint Secretary
Vinod Bansal	Treasurer

*As representative of RSAS; ** As RI Director;

*** As RI Director Elect; **** As Rotary Foundation Trustee

Role & Responsibilities

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.

Rajendra K. Saboo	Patron
Sudarshan Agarwal	Advisor
M K Panduranga Setty	Advisor
Yash Pal Das	Advisor

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.

Anupam Dasgupta	Chief Executive Officer (CEO)
Amrita Paul	Communications Manager
Ahona Sen	Program Executive
Pradip Dutta	Communications Executive
Biplab Das	Program Associate
Partha Ghosh	Program Associate

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.

Structure

Program Committee					
	Teacher Support	**E-learning**	**Adult Literacy**	**Child Development**	**Happy Schools**
Chair	Devang Thakore	Pramod Jejurikar	Satyanarain Lakkaraju	Rekha Shetty	Ravi Vadlamani
Vice Chair	Arun Sharma	A. Subramaniam	Ashok Kapadia	Sushil Khurana	Balkrishna M. Inamdar
Member	P. Sundar Rao	Ravi Prakash Langer	Lalit Mohan Gupta	K. Chandra Mohan	Ramesh Aggarwal
Member	Deepak Raizaday	Upkar Singh Sethi	Uttam Kumar Agrawal	Zubin Sam Amaria	V. Rajkumar
Member	Kalpana Khound	Arijit Kumar Endow	Subhash Sahu	Dilip Patnaik	Nitin Dafria

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.

Structure

| Zone	Name of ZLC	RI Districts in Zone
Zone 1	Ranjan Dhingra	3010, 3070, 3080 & 3090
Zone 2	Ashish Desai	3051, 3052, 3053 & 3060
Zone 3	Bansi Dhurandhar	3131, 3132 & 3140
Zone 4	Pradeep Mukherjee	3100, 3110 & 3120
Zone 5	Sanjay Meshram	3030, 3040 & 3261
Zone 6	Debasish Mitra	3240, 3250, 3262 & 3291
Zone 7	Jawahar Vadlamani	3020, 3150 & 3160
Zone 8	Rajendra Rai	3170, 3180 & 3190
zone 9	Raja Seenivasan	3000, 3201 & 3202
Zone 10	N Ashoka	2980, 3211, 3212 & 3230

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 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 figures and uploaded on the Progress Tracker section of the website

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 per capita District collection

    iii. Retail Fundraising through implementation of

        a.   Hotel/Restaurant Schemes

        b.   Coupon Schemes

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

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

Other Committees
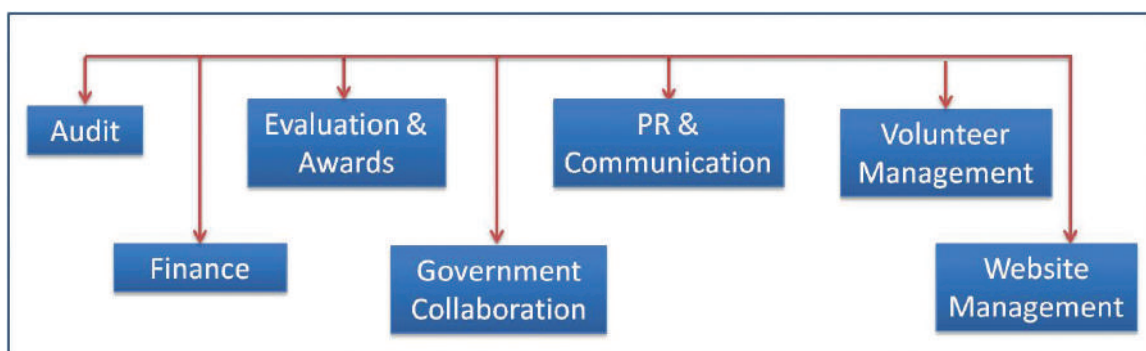
Volunteer Management Committee

Structure

Mahesh Kotbagi	Chair
Vijendra Rao Tamanamu	Vice Chair
Shashi Varvandkar	Member
Anil Agarwal	Member
Shaju Peter	Member

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

Public Relations (PR) & Communications Committee

Structure

Rajani Mukerji	Chair
R.Reghunath	Vice Chair
Sunil K.Zachariah	Member
Deepak Shikarpur	Member
Lata Subraidu	Member

Role & Responsibilities

Ensure appointment of a Communications Officer as part of the District Literacy Team in every District of the assigned Literacy Zones

a. Establish connects with National & regional celebrities for endorsing the T-E-A-C-H program

b. Promote an understanding of the RILM communication protocol among the National Committee and Districts

c. Encourage and assist Districts to develop a District PR events plan

d. Ensure that RILM is in the news – print, audio visual, social media, etc.

e. Promote the RILM website as the source for all information and collateral

f. Promote social media pages of RILM among the Districts

Evaluation & Awards Committee

Structure

Ulhas Kolhatkar	Chair
Sam Movva	Vice Chair
Sandeep Narang	Member
Dr. Gyaneshwar Rao	Member
V. N. Singh	Member

Role & Responsibilities

a. To design and make available performance evaluation and reporting forms for various Rotary functionaries

b. To follow up with Zonal Literacy Coordinators and ensure regular uploading of program progress reports by Clubs and Districts

c. To evaluate and report on the performance of each Club and District in implementation of T-E-A-C-H program on the basis of performance reports uploaded by the Clubs on the website

d. To suggest the Awards and Recognition Activities to the Executive Committee

e. To help implement the Awards Presentation Program at the Literacy Summits

f. To work with the Program Committees to prepare the Annual Program Impact Assessment Report

Government Collaboration Committee

Structure

D. N. Padhi	Advisor
Ramesh Chander	Chair
P. V. Ravi	Vice Chair
Vivek K. Tankha	Member
Ashok Gupta	Member
Brij Bhushan	Member

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.
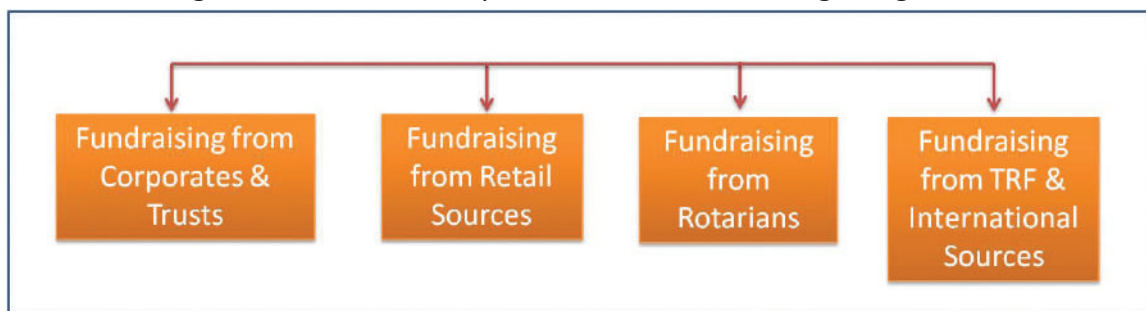
Training & Website Management

Training & Website Management do not have a Committee but is spearheaded by Bharat Pandya as Training Leader and Angsuman Bandyopadhyay as Webmaster respectively.

Fundraising Committees

The fundraising initiatives are broadly divided into the following categories:

Committee for Fundraising from Corporates & Trusts

Structure

Vijay Jalan	Chair
Ashish Ghosh	Vice Chair
J. B. Kamdar	Vice Chair
R. Badri Prasad	Member
JAS Giri	Member

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 Retail Sources

Structure

Vinay D.Kulkarni	Chair
Deepak Talwar	Vice Chair
Mahesh Raikar	Member
Rahul Timbadia	Member
T. V. R. Murti	Member
Y. M. Gupta	Member

Role & Responsibilities

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 the PR & Communications Committee and 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

Committee for Fundraising from Rotarians

Structure

Sam Patibandla	Chair
Raju Subramanian	Vice Chair
Kishore Kumar Cherukumalli	Member
S. Nagendra	Member
Mukesh Arneja	Member

Role & Responsibilities

    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

# Committee for Fundraising from TRF & International Sources

Structure

Benjamin Cherian	Chair
Kuriachan Antony	Vice Chair
Ashok Panjwani	Vice Chair
Deepak Agrawal	Member
Amjad Ali	Member

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

a. Identify program activities that qualify for TRF funding through Global Grants

e. Help Districts in preparing proposals for these Grants

District Literacy Team
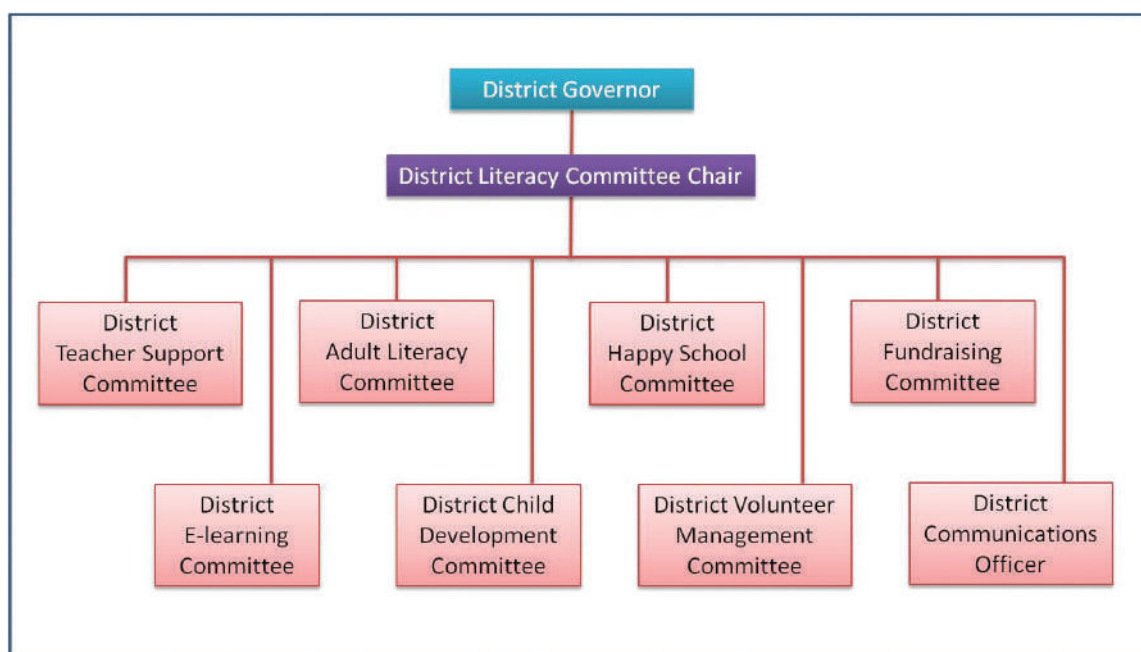
District Governor

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
- 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 per capita contribution from each Rotary Club member in the District at the agreed rate 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 grant applications/programs before and after completion

        b. register & train volunteers according to needs of Club's planned programs,

        c. organize events to publicize important achievements under T-E-A-C-H,

        d. mobilize funds for program implementation

        e. 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-CH 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 during 15th May - 31st August each year)

iv. To study the www.rotaryteach.org website carefully and download all information, forms, etc., that 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 all selected activities and sequence them appropriately

viii. To explore and finalize partnerships with other organizations and non-govern-

mental 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/herself 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

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.
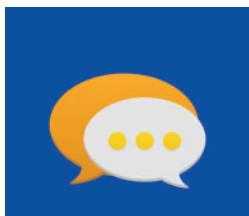
Communication Protocol

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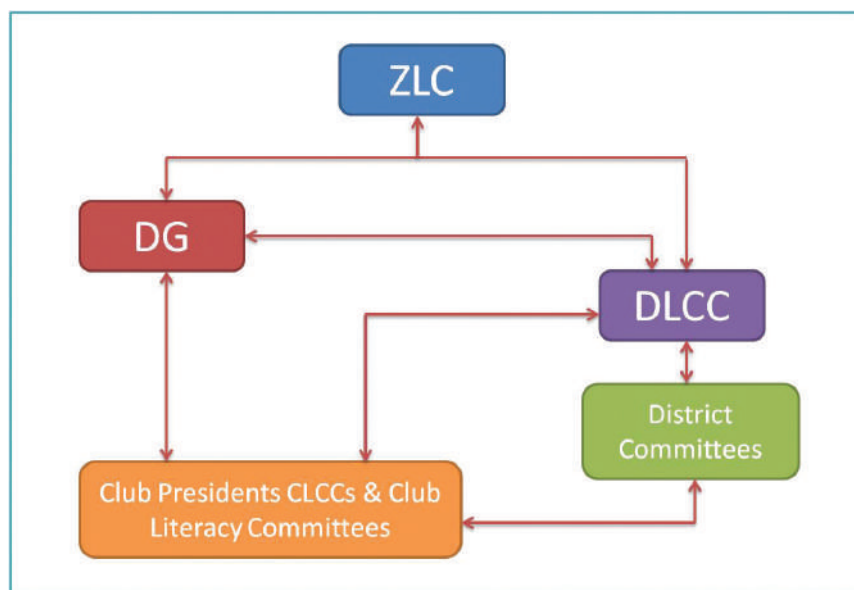
Keeping this in view, the following Communication Protocol is suggested in respect of e-mail and similar formal written communication concerning the T-E-A-C-H program:

   i.   Chairman, RILM - Directly to all DGs, ZLCs, National Level Committee Chairs
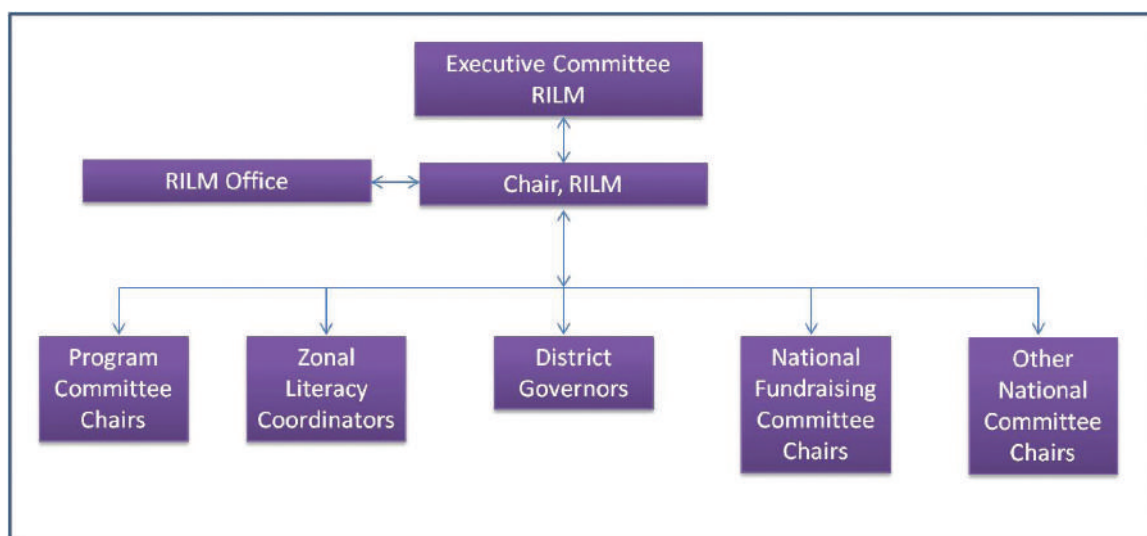
    ii.   ZLCs - Directly to (a) DGs and (b) DLCCs in the allocated Zone

    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 15 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.

National level Committees write to corresponding District level Committees
National level Committees & Dist. Committees write to DLCCs
National level Committees & DLCCs write to ZLCs
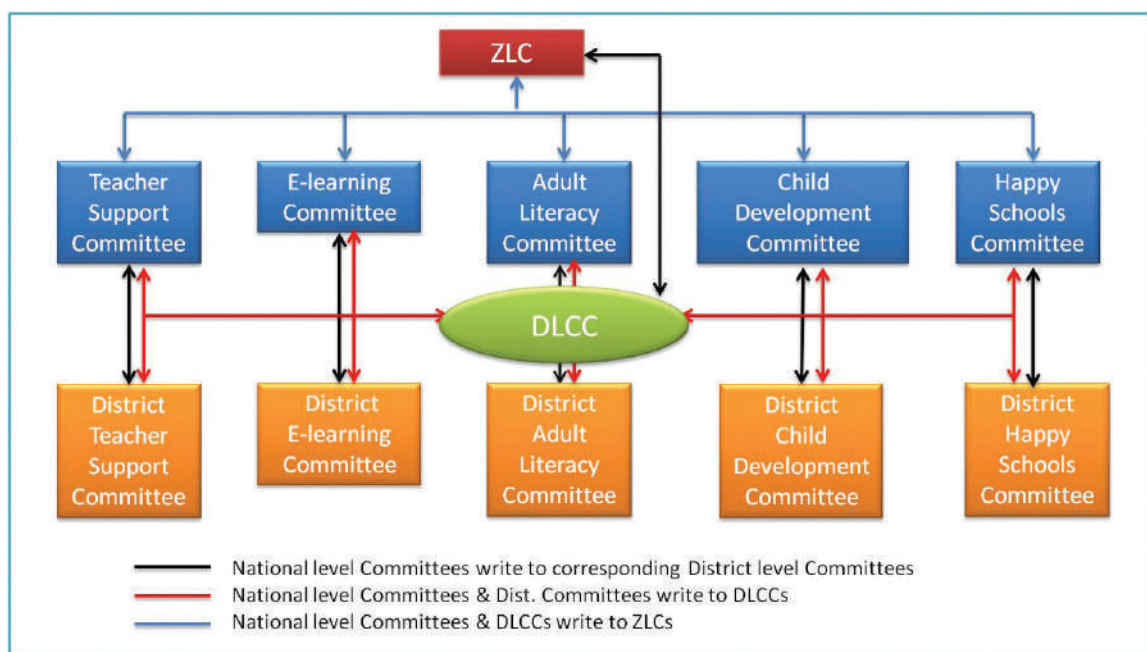
vi. Every member of the National level Committee is in direct communication with members of the corresponding District Level Committees within the assigned Literacy Zones as illustrated in the chart below with respect to the Happy Schools Committee
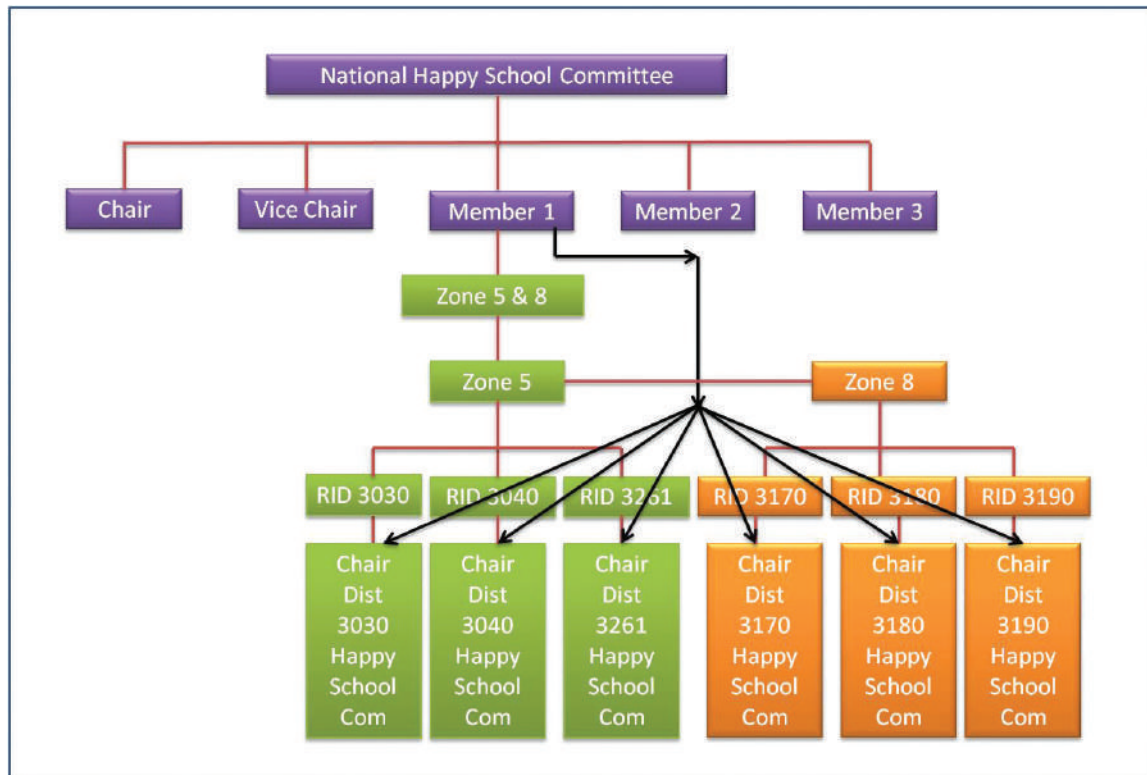
What are the other channels of communication used by RILM?

- Literacy Times - a monthly e-newsletter is published since December 2014. It provides an update on all literacy related matters.

    a. 'T-E-A-C-H in Action' shares the work done on literacy by the Rotary Clubs and Districts across the country

    b. 'Milestone', as the name suggests, is an update on the most important thing that has happened over the last month

    c. 'In Focus' talks about the program vertical that is in focus during that month

    d. 'Way to Go' consists of inspirational material from the senior Rotary Leadership

    e. 'RILM Workstation' gives an update on the work being done by the office

- Mass e-mailers

- Bulk Short Messaging Service (SMS)

- Fortnightly teleconferences are to be held by each Committee Chair. It is the responsibility of the Chair to call the meeting, ensure FULL attendance of the Committee and file minutes of the meeting. The Teleconference is scheduled committee wise on www.sabsebolo.com. The conference schedule is available on the www.rotaryteach.org website. Committee members should not miss the dates of teleconference.

- 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

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 February 2015

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. Incoming Inner Wheel District Chair
  h. DRR Elect
- This event is to be organized for each RI District separately
- Timeline – by 31st March 2015
- 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 30th April 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 15th May and 31st August each year
- Agenda - (Annexure 7)

AGENDA for LEVEL I TRAINING PROGRAM

1. **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. Incoming Inner Wheel District Chair

   h. DRR Elect

2. **Duration** – 3 hrs to 3 1/2 hrs

3. **Format** – Seminar cum Workshop

4. **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 Schools with WinS program

   viii. Volunteer Management

   ix. Fundraising

   x. Goal Setting

   xi. Evaluation

   xii. Forms & Resources

AGENDA for LEVEL II TRAINING PROGRAM

1. **Participants**
   a. DGN
   b. DGND
   c. DLCC
   d. District Literacy Team
   e. Club Presidents Elect
   f. Incoming Club Literacy Committee Chairs
   g. Assistant Governors

2. **Duration** – 3 to 3 1/2 hrs

3. **Format** – Seminar cum Workshop

4. **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 Schools with WinS program
   viii. Volunteer Management
   ix. Fundraising
   x. Goal Setting
   xi. Evaluation
   xii. Forms & Resources

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.   i. Organization Structure of District Literacy Team with
   - a. Role & Responsibilities
   - b. District Communication Channels

   ii.   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
   - a. Retail
   - b. Rotarian

   x.   Goal Setting by the Club

   xi.   Evaluation

   xii. Forms & Resources
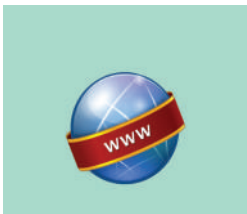
RILM Website
www.rotaryteach.org

Rotary India Literacy Mission has a comprehensive program for bringing Total Literacy to India. This program is being implemented by the Rotary Clubs and Rotarians spread across the country. To reach all these parcitipants, communicate the nuances of the program and enable them to implement and report on implementation a robust website is essential. The www.rotaryteach.org site is the heart of this program through which information is pumped out to the Rotarians and reports of the implementation process pumped in to the National Committee of RILM.

From volunteers to grant application to program implementation to donation, it is all available on the website.

Why is the RILM website important?

The RILM website acts as a tool for communicating with the Rotarians in India working on the T-E-A-C-H program.

- It is a tool for PR with the world outside Rotary

- It is a repository of all information

- It gives an introduction along with implementation guidelines to the T-E-A-C-H Program

- It act as a forum for reporting achievements

- It is meant to be used for

    i.   volunteer registration & deployment

    ii.   making Donations

    iii. filing Grant Applications

What are the important features of the website?

1. **Who we are**

    a. Rotary South Asia Society for Development and Cooperation

    b. Rotary India Literacy Mission

    c. Vision

    d. Mission

    e. Rotary International

    f. Leadership (of RILM consisting of Executive Committee & Advisory Committee)

2. **What we do**

    a. Introduction to T-E-A-C-H

    b. Teacher Support

    c. E-Learning

    d. Adult Literacy

    e. Child Development

    f. Happy School

3. **What's New**

    a. News update

    b. Careers

4. **Gallery**
   a. Photo & Video

5. **Partners** - Government Organizations, NGOs and other stakeholders with whom RILM is taking the program forward

6. **Media**
   a. RILM/T-E-A-C-H program in Media
   b. Rotary News
   c. Literacy Times
   d. Ambassadors/Celebrity Brand Endorsements

7. **Donate**
   a. To make donations through the following methods:
      i. cheque
      ii. draft
      iii. NEFT/RTGS fund transfer
   b. Online payment
   c. International Donations following FCRA norms

8. **Volunteers**
   a. Register as volunteer at "Get Involved Now"
   b. View volunteer data at "Volunteer Search"
   c. Upload Club's volunteer requirements for specific activities
   d. See how many volunteers have shown interest in your activities
   e. Communicate with the volunteers

9. **Contact Us**

10. **Rotarian Zone**
    a. Grant Application and Project Upload
       i. Visit and understand Grant Application process for projects requiring RILM funding
       ii. For projects done without RILM Funding completed project details along with photographs to be uploaded through "Upload Project"

b. Resources

    i.   Forms to be used for different verticals

    ii.   PPTs

    iii. Important Links and Articles on related topics

    iv. Government initiatives

    v.   T-E-A-C-H Brochure

    vi. Articles on Literacy in Rotary News

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?

1. Select a Government/Government-aided primary or elementary school and speak to the Head Teacher to determine if the school would like volunteer teachers to give **extra lessons** to students of various classes to help improve their academic performance. You may not be allowed to teach the curriculum during school hours; so, please check with the local Block level school authorities.

2. Select volunteer teachers for supplemental teaching from the list of registered volunteers available on the website www.rotaryteach.org . You could select volunteer teachers from among those with minimum educational qualification of Graduate, who have also expressed interest in teaching and readiness to commit at least 30 hours (2 hours/day for 15 days). You can also look for volunteers from your friends, relatives and other Rotarians.

3. Introduce these volunteers to the Head Teacher. Seek consent of the Head Teacher, Chairperson of the School Management Committee (SMC) and the Block Education Officer for such a supplemental teaching plan. Show them success models from the website which will be available at the Resources tab on www.rotaryteach.org.

4. Assess the number of students needing supplemental coaching, their classes and the subjects. Focus on students of class II and III. Mathematics, Science and English are usually the subjects in which children need special attention.

5. Ensure the volunteer teachers receive some orientation about the needs of the children from the Head Teacher/Education officials of the Block.

6. Start supplemental teaching classes for 2 hours a day, for a minimum of 15 days in a month.

7. Ensure the volunteer teachers submit an "end-of-course" report to showcase their teaching experience with special focus on the improvement noted in students' academic performance (quiz/test results, testimonial of class teacher, etc.)

C. How will you undertake Supplemental Teaching in Schools?

1. Select a Government/Government-aided primary or elementary school and speak to the Head Teacher to determine if they would like volunteer teachers to give **extra classes** to students of various classes to help improve their academic performance. You may not be allowed to teach the curriculum during school hours; please check with the school authorities.

2. Select Volunteer Teachers for supplemental teaching from the list of registered volunteers available on the website www.rotaryteach.org. You could select Volunteer Teachers from among those with minimum educational qualification of Graduate, expressed interest in teaching and readiness to commit at least 30 hours (2 hours/day for 15 days). Introduce these Volunteer Teachers to the Head Teacher. You can also look for volunteers around you from friends, relatives and other Rotarians etc.

3. Assess which classes need such supplemental coaching and in which subjects. Mathematics, Science and English are usually the subjects in which children need special attention.

4. Enter into a dialogue with the School Management Committee (SMC) to seek their consent for such a supplemental teaching plan. Show them success models from the website which will be available at the Resources tab on www.rotaryteach.org.

5. Ensure the Volunteer Teachers receive some orientation about the needs of the children from the Head Teacher/members of the SMC.

> **School Management Committee**
>
> Each Government/Government-aided school in the country has to have a School Management Committee (SMC), as per the Right of Children to Free and Compulsory Education (RTE) Act of 2009. The SMC must have seventy five percent of the members, including the Chairperson, from among parents of students and overall fifty percent members should be women. There should also be representatives of local authorities, teachers, local educationists, etc. The SMC has to monitor the functioning of the school, be involved in preparation, recommendation, implementation and monitoring of the School Development Plan and utilization of grant funds received. It has to also perform other activities related to implementation of the RTE Act. For details, see Annexure 1, page …

6. Start Supplemental Teaching for 2 hours a day, for a minimum of 15 days in a month.

7. Ensure the Volunteer Teachers submit an end of term report to showcase their teaching experience with special focus on the improvement noted in students' academic performance (quiz/test results, testimonial of class teachers etc.)

D. How can you undertake Training / Re-training of Teachers in selected schools?

1. Identify teachers with around ten years experience and request them to facilitate and participate in workshops to exchange ideas and help teachers of Government/Government-aided schools improve their performance.

2. The workshops may focus on effective innovative teaching methodology such as activity-based participative learning, e-learning, interesting ways to evaluate students, etc.

3. Invite teachers from some local schools for these workshops after speaking with their Head Teachers and Block Education Officer concerned and obtaining consent. If feasible, these workshops can be organised at the local Cluster or Block Resource Centres.

4. Make an effort to repeat the workshop for the same set of teachers in order to refresh their knowledge and to seek inputs from them as well. These interactive sessions can help the teachers discuss common problems they face in teaching and collectively arrive at solutions and innovative ways to improve the teaching-learning experience.

E. How can you participate in the strengthening of a District Institute of Education and Training (DIET)?

1. This is best done at the (Rotary) District level.

2. Visit the DIET nearest to your location and contact the Principal. Some DIETs have their own websites which too can be visited to obtain preliminary information.

3. Discuss with the Principal and Teacher-Trainers if the pre-service training and in-

service training of primary/elementary school teachers is taking place as per the policy prescriptions of the Regional Committees of the National Council of Teacher Education. Visit the website http://www.ncte-india.org/index.asp.

4.   Having discussed the academic and related status of the DIET, ask the Principal and 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. Use the Form T 6 for DIET Survey to assess the felt needs of the DIET.

5.   In accordance with such need assessment, estimate costs, tie up funds and start the process of strengthening the DIET. Any item involving construction and staff or other items of expenditure of recurring nature may have to be avoided.

6.   RILM has not prescribed any specific model or funding assistance for this purpose. It is expected that Districts will be able to access TRF grants to finance these activities.

F. How can you implement an Award System for Teachers?

Appreciation is one of the best forms of motivation. Teachers are Nation Builders. They shape our children who are our future. Recognizing outstanding teachers with "Nation Builder Awards" can motivate them to do better and inspire others to better themselves. As an important by-product, we also come to know of the less effective teachers in the surveyed schools. We can help these teachers with teacher training/retraining courses/workshops.

The following are steps integral to the RILM award system for teachers:

1.   Download, print and familiarize yourself with the Evaluation Sheets for the Nation Builders (Outstanding Teacher) Awards to be given to teachers. These Evaluation Sheets are available at **Resources→Download Forms** on www.rotaryteach.org

2.   The Evaluation Sheets consist of three forms:

   a.   **Form No. T1 – Student Evaluation Sheet**. This sheet is meant to be filled out by the students to evaluate their teachers in terms of some key performance indicators.

   b.   **Form No. T2 – Principal/Head Teacher Evaluation Sheet**. This sheet is meant to be filled in by the Principal/Head Teacher to evaluate the performance of the teachers.

   c.   **Form No. T3 – Compilation Sheet**. This sheet is to help Clubs compile the marks awarded by students & Principal/Head Teacher on individual sheets (Form No. T1 and Form No. T2) onto a single page and upload the compiled data on the website www.rotaryteach.org).

3.   Against every Award to be given, 15 teachers should be evaluated from one or more schools, depending upon the number of teachers in each school. Thus if there are only 5 teachers in school A, 6 teachers in school B and 5 teachers in school C, then 15 out of the 16 teachers from schools A, B & C need to be evaluated to select one outstanding teacher.

4.   Having understood the logic of the forms, move on to identifying the Government/Government-Aided primary/elementary schools which you wish to take up for evaluation of teachers.

5. To start with the evaluation process by the students:

   a. First 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. Students of class I and II may not be included.

   b. Interact with the selected children, ask them relevant questions and note down the marks awarded by each student in the relevant boxes provided in that Form.

6. a. The Principal/Head Teacher will fill up Form No. T2. In case more than one school has been selected, then Principal/Head Teacher of each school will fill up the form. Ensure you have explained the purpose of the award system and allayed any suspicion in this regard.

   b. Add up the total marks given by the Principal/Head Teacher to each teacher and arrive at Total B. Multiply Total B by 5 to arrive at Total C. These figures for each teacher have to be carried forward to the Form No. T3.

7. a. You will now have to fill up Form No. T3. Carry forward the total marks given by each student to each of the 15 teachers to the compilation sheet.

   b. Add up all the figures for a given Teacher and arrive at Total A.

   c. Add Total C (carried forward from Form T2) to Total A and arrive at the final marks for each Teacher.

8. The teacher with the maximum marks will be selected for the Nation Builders (Outstanding Teacher) Award.

9. In case you have to select more than one school to do this, then for every 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 to select the winner. Again, the teacher with the maximum marks wins.

10. In case of a tie between 2 or more teachers, the teacher with higher marks in the Principal/Head Teacher's evaluation sheet should be considered the winner.

11. Upload the data on the final Compilation Sheet, Form No. T3, on the www.rotary-teach.org website.

12. The awards are to be given out preferably on the 5th September, Teachers Day. It can be given out at the assembly of the school to which the awardee teacher belongs or at a Club or District function.

G. How can you finance a Teacher Support Project and get RILM support?

1. A Club may choose to fully finance Teacher Support activities using its own funds or funds raised by it from Corporates and/or other philanthropic organizations/individuals.

2. A Club may also seek a Grant from RILM for this purpose. The RILM grant will be available as volunteer honorarium of Rs. 200/day for 15 days of supplemental teaching by one Volunteer Teacher. For grant application, the Club would need to

fill in and submit the Teacher Support Grant Application Form No. T5 available at Resources→Download Forms at www.rotaryteach.org

3. The applicant Club would have to upload the completed Projects through "Part E: Project Upload upon Completion" of the Teacher Support Grant Application Form in order to be eligible for grant release in the form of reimbursement.

H. How can you fill in a Grant Application?

1. The Teacher Support Grant Application Form No. T5 available at the Resources Tab of www.rotaryteach.org, will have to be used for the grant application process.

2. Download and print the form and 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 Teacher Support Program are authorized to fill in 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 Teacher Support Committee Chair or Members and RILM Office.

   ⚲ The CP, CLCC or Club Secretary can him/herself be the PC.

4. The PC will have 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 allow the PC to fill-out the form. Email ids of all CPs as per the RI District wise data have already been included in the RILM Grant Application.

5. The CP will have to click on the allow option in the email to recognize and authorise the PC. Once this is done, the PC will receive an automatic 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. For accessing the application for edits till final submission, you will have to click on the unique Grant Application No. in the Existing Applications section.

7. Detailed instructions have been given to aid you in smoothly filling out the application form.

8. Once the CP/ PC have ensured that details in Parts A, B, C and D of the Form have been filled in, the first level of Application Authorizations by the CP and PC have to be done by clicking on the authorize buttons. After either the CP/PC clicks on the authorize button, an automatic email will go to the other person that their authorization is awaited.

9. After the first level of authorizations, an automatic email will go 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, an automatic email will go to the National-level Teacher Support Committee Chair 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, he/she would need to notify the PC of the Club of the specific requirement. The PC of the Club would then have to notify the RILM office and have the submitted on-line application "unlocked" to edit the application before re-doing first level authorizations.

12. Once the Grant Application has thus been submitted for final approval and an in-principle approval has been received from RILM, the Club may proceed to execute the Teacher Support Project.

I. How can you measure the impact of Teacher Support Activities?

1. **To understand the effectiveness of the RILM Award System - Nation Builders (Outstanding Teacher) Awards**, note the grade changes for 1/3rd of the subject/class taught by the awarded teacher, at the point of 6 months and 1 year from the date of such award.

2. **To understand the effectiveness of training/retraining teachers**:
   - Note the shifts in average attendance and grades of 1/3rd of the class being taught by the teachers who have undergone training/retraining
   - Ask the teachers if they feel better equipped to teach. Do the teachers find response of students indicative of better understanding of the subjects?

3. **To understand the effectiveness of the supplemental teaching by volunteer teachers in school**, note the grade changes for 1/3rd of the subject/class taught by the volunteer teachers

4. **To understand the efficacy of the DIETs' strengthening processes carried out**:
   - You may ask training staff/teacher educators of the utility of the facilities installed in facilitating their training tasks
   - You may ask those teachers who have undergone pre-service and in-service training from the DIET, post intervention by the Club, about their training experience.

J. How can you upload completed Teacher Support Project on www.rotaryteach.org?

1. Visit the Project Upload Tab on www.rotaryteach.org to upload the details of the completed Teacher Support Project online along with pre and post-completion pictures of the school.

2. For **Clubs seeking Grant**:
   i. Use the Project **Upload Form in Part E** of the Grant Application Form to upload details of completed TS activities
   ii. Please upload also:
      a. 6 pictures (with dates) of supplemental teaching classes in progress.

b. Scanned copies of receipts of payment of Honorarium to the Volunteer Teachers.

c. Scanned copy of report or comments by the Head Teacher on Supplemental Teaching in the school.

3. **Only after such upload, the Club will be entitled to receive the RILM grant**.

K. 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. If seeking grant from RILM, use the relevant Grant Application form to apply and proceed with planning and executing TSP activities on receipt of in-principle approval
	7. Ensure District TSP goals are met	7. Upload the completed TSP activities with the requisite details as mentioned in Section J of this document

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?
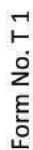
Form No. T 1

Student Evaluation Sheet for "Nation Builders 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 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	Dose s/he encourage you to also play															
	TOTAL (To be carried over to Form No. T3)															

Principal/Head Teacher Evaluation Sheet for "Nation Builders Award" (Outstanding Teacher Award)

Rotary | **India Literacy Mission**

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 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

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	Regularity in attendance															
2	Knowledge of the Subject															
3	Communication ability															
4	Use of Innovative methods															
5	Understanding student's needs															
6	Ability to motivate/inspire															
7	Helpful beyond working hours															
	TOTAL B															
	Total C = Total B X 5 (To be carried over to Form No. T3)															

Compilation Sheet for "Nation Builders 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 and entered, for that teacher, in the corresponding row.

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.

Teacher Support Grant Application Form

Part A- Introductory

RILM Grant Application - ## ***** [To be generated on-line]

1. **Grant Title -** Teacher Support (TS)/ E-Learning (EL)/ Adult Literacy (AL)/ Child Development (CD)/Happy Schools (HS)
   [Drop Down menu]

2. a. RI/IW/Rtr. District Number ……………. b. Rotary / Inner Wheel / Rotaract Club Name .... [To be pre-populated based on RI District Number]

3. Name & e-mail id of Club President (CP):

4. Name & e-mail id of Primary Contact (PC):

Note for Clubs:

   a. The e-mail id to be given at 3 & 4 above will be those registered with RI

   b. If you have not registered with RI, please do so before proceeding further.

   c. '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 Teacher Support Committee Chair or Members and RILM Office.

   d. CP, CLCC or Club Secretary can him/herself be the PC.

5. TRF Qualification Status of Club / District – Qualified / Not Qualified

   Note for Clubs: Though your Club/District may not be qualified under the TRF, you are being allowed to apply for this grant. However, it is STRONGLY RECOMMENDED that you get your Club/District qualified under the TRF.

WELCOME TO RILM GRANT APPLICATION

Your Club's application has been assigned the reference number ## *****, which you can use to track its stage-wise progress and communicate with RILM, your District and among yourselves.

6. **PLANNED ACTIVITIES** [To select from drop down list]

    i. Volunteer Honorarium (VH-TS) Grant for Supplemental Teaching in Government/ Government-aided Primary/Elementary Schools

    ii. District Institute of Education & Training (DIET) Strengthening (DIET-TS) Grant

[On selecting activities at sr. no. i, the following Parts will open up]

Part B – School Information Form

Before proceeding further, please answer:

1.	Name of School			
2.	School Address (Village/Town, Block/Taluka, District, State			
3.	School Type	Primary (Class I – V)	Elementary (Class I – VIII)	Secondary (Class I – X)
4.	No. of Students (Boys) :	No. of Students (Girls) :	Total No. of Students :	
5.	No. of Teachers	Male	Female	Head Teacher	Total
6.	Status of Trained Teachers			
	Male (Trained No.)	Female (Trained No.)	Trained Head Teacher (Yes/No)	
7.	School Building (Current Status)			
i.	Structure	☐ Good	☐ Average	☐ Poor
ii.	Part of Structure	Extent of Damage		
a.	Roof	Below 50% ☐	Above 50% ☐	
b.	Floor	Below 50% ☐	Above 50% ☐	
c.	Walls	Below 50% ☐	Above 50% ☐	
d.	Doors and Windows	Below 50% ☐	Above 50% ☐	
iii.	Is the building secure against unauthorized entry during non-school hours?			Yes/No
iv.	Is there electricity supply?			Yes/No
8.	Separate Toilet for Boys	Yes/No	Separate Toilet For Girls	Yes/No	Separate Toilet For Teachers	Yes/No
9.	Does the school have adequate and safe drinking water supply?			Yes/No
10.	Does the school have a library with books			Yes/No
11. i.	Do the students get uniforms from the Government?			Yes/No
ii.	Do the students get footwear from the Government?			Yes/No

12. i.	Is there an open play ground?					Yes/No
ii.	Is any sporting equipment available?					Yes/No
13.	Does the school building have sufficient benches and desks in each class room?					Yes/No
14 i.	Total no. of rooms in the School Building			ii b. No. of class rooms		
iii.	Is there a separate room for					
a.	Head Teacher	Yes/No	b.	Other Teachers		Yes/No
c.	Stores (separate)	Yes/No	d.	Stores (along with the Head Teacher's room)		Yes/No
e.	Laboratory	Yes/No	f.	Indoor Games or play equipment for students		Yes/No
g.	Kitchen, only for mid-day meals	Yes/No	h.	Kitchen and space for eating mid-day meals		Yes/No
15.	**Does the school have a School Management Committee (SMC), *as required under the RTE Act*?**					Yes/No
i.	If 'Yes', is the SMC functioning regularly? (Ask some parents of students of the school)					Yes/No
ii. a.	If there is no SMC, the reasons why?					Yes/No
b.	Any timeframe for constituting the SMC?					Yes/No
iii.	Has the school prepared a School Development Plan for 2014-15 or 2015-16, as required under the RTE Act?					Yes/No
16.	**Medium of Instruction**					
i.	1st Language :		2nd Language :		3rd Language :	
17.	Is there any arrangement for helping lagging children with their studies during/after school hours?					Yes/No
18.	**Are there any physically or mentally challenged children in the school?**					Yes/No
i.	If 'yes', please briefly describe the facilities for teaching such children and the nature of training of the teacher/s in charge					
ii.	If 'No', please ascertain if the school is unwilling to take in such children					

Part C – Information on Planned Activities

Teacher Support

1. **Project Description:** Supplemental Teaching by Volunteers in Selected Government/Municipal/Zilla Parishad funded Primary/Elementary/Secondary Schools (Volunteer Honorarium (VH-TS)

2. Provide in the table below the details of the Volunteer Teachers (VT) and Supplemental Teaching proposed

Sr. No.	Name of VT	Rotarian (Y/N)	Profession of VT	Address of VT	Classes to be taught	Subjects to be taught	Hours to be contributed
1							
2							
3							
4							
5							
6							

3. Total Activity Cost:

4. Total Grant Requested:

    Note for Clubs:

    a. The Applicant Club is expected to pay the Volunteer Honorarium @ of Rs. 200/- per days for 15 days of supplemental teaching in a month

    b. RILM will contribute 50% of the total cost of the Volunteer Honorarium borne by the Applicant Club upon completion of the activity and uploading/furnishing of details/documents on the website www.rotaryteach.org

Part D - Additional Information for In-Principle Approval of Grant Application

1. **Sustainability and Impact Assessment**

    Note for Clubs: Briefly describe how your Club will ascertain the effectiveness of the supplemental teaching in terms of attendance in school, improvement in grades of children, report by teachers of increased attentiveness in class. Plans for improved supplemental teaching can be innovated based on such an assessment.

2. **Essential Terms**

    Before submitting this RILM grant application, Club and District should agree to some essential terms:

    i.   No Rotarian who has a vested interest in the activity (e.g., an employee or board member of a cooperating organization, owner of a store where project goods will be purchased, trustee of a school that a student plans to attend) may serve on the grant committee. If any potential conflict of interest exists, disclose it here.

    ii. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.

    iii. The Club/District agrees to undertake these activities as a Club/District.

iv. RILM may use the information contained in this application to promote and publicize the activities/achievements by appropriate means.

v. We agree to share information on best practices when asked, and RILM may provide our contact information to other Rotarians who may wish advice on implementing similar activities.

vi. RILM will release the grant as reimbursement only after completion of the project, and project upload which includes pictures of supplemental teaching classes in progress, scanned copies of receipts of payments of Volunteer Honorarium paid to the Volunteer Teachers and a report by the headmaster on the supplemental teaching efforts in the school.

vii. To the best of our knowledge and belief, except as disclosed above, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from RILM grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of RILM grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of RILM.

Role	Name	Authorization Status	Authorization Date
Club			
Primary Contact			
CP			
District			
DG			
DLCC			

Date of application: [dd/mm/yyyy]

APPROVAL:

NTSCC

RILM (CEO)

Date of final approval: [dd/mm/yyyy]

Part E: Project Upload on Completion

1. Upload details of the Supplemental Teaching Activity organized by the Club

Sr. No.	Name of Volunteer Teacher	Classes Taught	Subjects Taught	Numbers Benefitted		Number of days Taught		Honorarium paid	Grant amount claimed (Rs.)
				Students	Teachers (supported)	From	To		
1									
2									
3									

Note for Clubs:

Please upload-

    i.   Scanned copies of receipts of payment of Volunteer Honorarium to the Volunteer Teachers

    ii.   At least 6 pictures with date of Supplemental Teaching classes in progress.

    iii.   Scanned copy of a report or comments by the Head Teacher on Supplemental Teaching in the school.

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. Does the staff feel that the laboratory is ill-equipped? If 'yes', describe the deficiencies

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 qualities 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?
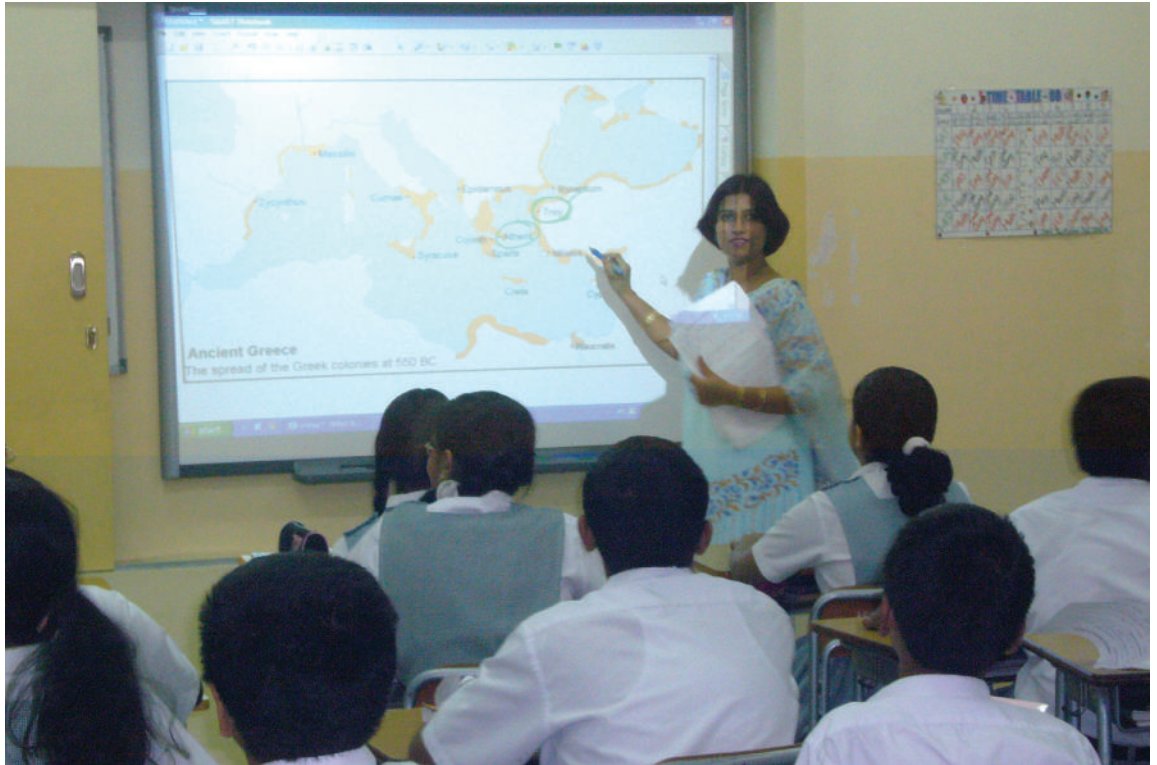
F. Research Activity Indicators:

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

How to Implement E-Learning

A. Why is E-learning the best way to learn?

E-Learning provides the following advantages in the teaching-learning experience:

1. It stimulates better comprehension because the students see concepts in audio-visual form/animation. This is the best means of interactive learning.

2. The language abilities of students and teachers improve due to the use of standard language and pronunciation in the voice-overs used in the E-learning modules.

3. With standardization of content and teaching methods across schools, the divide between the rich and poor schools, urban and rural schools, government and private schools disappears.

4. It also helps the teachers in better comprehension and language abilities.

5. Learning is more interesting for children, because the explanations are vivid and colourful, resulting in:

    i. better learning outcomes for students
    ii. better attendance, as children find learning more fun.

B. What is the RILM E-Learning Program?

1. This program aims to improve the quality of students' education through use of high quality curriculum-based e-learning (audio-visual) modules in local language and thus enhance knowledge absorption and abilities of children in selected Government and Government-aided primary and elementary schools.

The requisites of E-Learning are:

    a. A projector/ television

    b. A white screen or white-painted/lime-washed wall for projection in the event that a projector is being used

    c. Software as per State Board, local language and curriculum

    d. Electricity or solar power enabling projector/television

C. How will you select a school for E-Learning?

1. Select schools that are "State-funded", that is, funded by the State Government or a Municipal Corporation/Council or a Zilla Parishad/Panchayat Samiti/Village Panchayat. The focus of all verticals under T-E-A-C-H is, however, on primary/elementary schools.

2. The schools would need to have at least two teachers.

3. The schools would need to have electricity or solar power connection.

4. The schools would need to have at least one class room with pucca construction or an all-weather classroom with a white painted/lime-washed wall.

5. Ideally the schools would have to agree to contribute Rs. 10,000/- for e-learning installation (projector and e-learning modules).

D. How can you obtain E-learning modules?

The E-Learning modules need to be local curriculum and local language based, hence, there has to be a different software for each State Board and language. To help Districts and Clubs, RILM's E-Learning Committee after due diligence, will shortlist software vendors and negotiate rates with them to pass on the volume discounted prices to the Districts and Clubs.

1. A Club may choose a vendor from the panel drawn up by the National E-Learning Committee of RILM as per negotiated terms.

2. The Club will have to pay the full cost of the e-learning facility directly to the vendor chosen by it.

E. 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.

F. How may you finance E-Learning 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.

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** available at **Resources→Download Forms** at www.rotaryteach.org

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.

G. How can you fill in a Grant Application?

1. The **E-Learning Grant Application Form No. E1**, which is available at the Resources Tab of www.rotaryteach.org, will have to be used for the grant application process.

2. Download and print the form and 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 in 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 will have 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 allow the PC to fill-out the form. Email ids of all CPs as per the

RI District wise data base have already been included in the RILM Grant Application.

5. The CP will have to click on the allow option in the email to recognize and authorise the PC. Once this is done, the PC will receive an automatic 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. For accessing the application for edits till final submission, you will have to click on the unique Grant Application No. in the Existing Applications section.

7. Detailed instructions have been given to aid you to smoothly fill out the application form.

8. Once the CP/ PC have ensured that details in Parts A, B, C and D of the Form have been filled in, the first level of Application Authorizations by the CP and PC have to be done by clicking on the authorize buttons. After either the CP/PC clicks on the authorize button, an automatic email will go to the other person that their authorization is awaited.

9. After the first level of authorizations, an automatic email will go 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, an automatic email will go to the National-level E-Learning Committee Chair 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, he/she would need to notify the PC of the Club of the specific requirement. The PC of the Club would then have to notify the RILM office and have the submitted on-line application "unlocked" to edit the application before re-doing first level authorizations.

12. Once the Grant Application has thus been submitted for final approval and an in-principle approval has been received from RILM, the Club may proceed to execute E-Learning.

H. How would you measure the impact of an E-Learning facility installed?

1. You may speak to 1/3rd of students from each class, after 6 months of e-learning installations in those classes, and ask them if their learning experiences are better due to E-learning.

2. You may ask the teachers of the classes, after 6 months of E-learning installation in those classes, what their teaching experience has been while using e-learning.

3. You may also ask the parents of the children undergoing e-learning supported education for 6 months, if they feel their children' learning experience has improved.

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

1. Visit the Project Upload Tab on www.rotaryteach.org to upload the details of the completed E-learning Project online along with pre and post-completion pictures of the school.

2. For **Clubs seeking Grant**:
    i. Use the **Project Upload Form in Part D** of the Grant Application Form to upload details of an established E-Learning installation. Upload at least 2 pictures (dated) of each E-learning supported class in progress.

    ii. Besides the Part D of the form, upload the scanned copy of a letter of satisfaction with the e-learning experience by the Chair Person of the School Management Committee (SMC) or Head Teacher.

3. **Only after such upload, the Club will be entitled to receive the RILM grant**.

J. How can you upload a completed E-Learning installation

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 I 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 indentify 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. On e 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.

Q. Which vendor would you choose and why?

E-learning Grant Application Form

Part A- Introductory

RILM Grant Application - ## ***** [To be generated on-line]

1.   **Grant Title -** Teacher Support (TS)/ E-Learning (EL)/ Adult Literacy (AL)/ Child Development (CD)/Happy Schools (HS)

     [Select from Drop Down menu]

2.   a. RI/IW/Rtr. District Number ……………. b. Rotary / Inner Wheel / Rotaract Club Name .... [To be pre-populated based on RI District Number]

3.   Name & e-mail id of Club President (CP):

4.   Name & e-mail id of Primary Contact (PC):

Note for Clubs:

   a. The e-mail id to be given at 3 & 4 above will be those registered with RI

   b. If you have not registered with RI, please do so before proceeding further.

   c. '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.

   d. CP, CLCC or Club Secretary can him/herself be the PC.

5.   TRF Qualification Status of Club / District – Qualified / Not Qualified

     Note for Clubs: Though your Club/District may not be qualified under the TRF, you are being allowed to apply for this grant. However, it is **STRONGLY RECOMMENDED** that you get your Club/District qualified under the TRF.

WELCOME TO RILM GRANT APPLICATION

Your Club's application has been assigned the reference number ## *****, which you can use to track its stage-wise progress and communicate with RILM, your District and among yourselves.

6.   **PLANNED ACTIVITIES** [To select from drop down list]

     Volunteer Honorarium (VH-AL) Grant for Educating Adult Non-literates

     [On selecting above activity, the following Parts will open up]

Part B - Information on Planned Activities

E-learning in Primary/Elementary/Secondary Schools

Project Description: Setting up e-learning Centres in Selected Government/Municipal/ Zilla Parishad funded Primary/Elementary/Secondary Schools (E-Learning (EL) Grant for Primary/Elementary/Secondary Schools)

1.   Before proceeding further, please answer:

1.	**Name of School**						
2.	**School Address** (Village/Town, Block/Taluka, District, State						
3.	**School Type**		Primary (Class I – V)		Elementary (Class I – VIII)		Secondary (Class I – X)
4.	**No. of Students** (Boys) :		**No. of Students** (Girls) :		**Total No. of Students :**		
5.	**No. of Teachers**	Male	Female		Head Teacher		**Total**
6.	**Status of Trained Teachers**						
	Male (Trained No.)		Female (Trained No.)		Trained Head Teacher (Yes/No)		
7.	**School Building (Current Status)**						
i.	**Structure**	☐ Good		☐ Average		☐ Poor	
ii.	**Part of Structure**		**Extent of Damage**				
a.	Roof		Below 50% ☐		Above 50% ☐		
b.	Floor		Below 50% ☐		Above 50% ☐		
c.	Walls		Below 50% ☐		Above 50% ☐		
d.	Doors and Windows		Below 50% ☐		Above 50% ☐		
iii.	Is the building secure against unauthorized entry during non-school hours?						Yes/No
8.	Separate Toilet for Boys	Yes/No	Separate Toilet For Girls	Yes/No	Separate Toilet For Teachers		Yes/No
9.	Does the school have adequate and safe drinking water supply?						Yes/No
10.	Does the school have a library with books						Yes/No
11. i.	Do the students get uniforms from the Government?						Yes/No
ii.	Do the students get footwear from the Government?						Yes/No
12. i.	Is there an open play ground?						Yes/No
ii.	Is any sporting equipment available?						Yes/No
13.	Does the school building have sufficient benches and desks in each class room?						Yes/No

14 i.	Total no. of rooms in the School Building				ii b. No. of class rooms	
iii.	Is there a separate room for					
a.	Head Teacher	Yes/No	b.	Other Teachers		Yes/No
c.	Stores (separate)	Yes/No	d.	Stores (along with the Head Teacher's room)		Yes/No
e.	Laboratory	Yes/No	f.	Indoor Games or play equipment for students		Yes/No
g.	Kitchen, only for mid-day meals	Yes/No	h.	Kitchen and space for eating mid-day meals		Yes/No
15.	**Does the school have a School Management Committee (SMC), *as required under the RTE Act?***					Yes/No
i.	If 'Yes', is the SMC functioning regularly? (Ask some parents of students of the school)					Yes/No
ii. a.	If there is no SMC, the reasons why?					Yes/No
b.	Any timeframe for constituting the SMC?					Yes/No
iii.	Has the school prepared a School Development Plan for 2014-15 or 2015-16, as required under the RTE Act?					Yes/No
16.	**Medium of Instruction**					
i.	1st Language :	2nd Language :			3rd Language :	
17.	Is there any arrangement for helping lagging children with their studies during/after school hours?					Yes/No
18.	**Are there any physically or mentally challenged children in the school?**					Yes/No
i.	If 'yes', please briefly describe the facilities for teaching such children and the nature of training of the teacher/s in charge					
ii.	If 'No', please ascertain if the school is unwilling to take in such children					

2. a. Is the electric power supply to the school reliable and steady? Yes/No

b. If 'No', please explain the electric power situation (duration of supply in a day, range of fluctuations) (250 character box)

3. a. Does each school classroom have a white wall for projection? Yes/No

b. If 'No', how many classrooms have such a wall?

4. Has the school authority agreed to introduction of e-learning facility? Yes / No

5. a. If 'Yes', has the school authority agreed to pay 1/3rd of the total cost up front? Yes / No

b If 'Yes', the date when the payment will be made: [dd/mm/yyyy]

c. If 'No', how does the Club propose to finance the deficit? (250 character box)

6. Discuss with the School Authority and give details of e-learning proposed for each class in the following manner:

Sr. No.	Class	Section	Subject	Language
1.				
2.				
3.				
4.				
5.				
6.				
7.				

7. Assuming cost in the range of Rs. 30,000 - 40,000/- per set of e-learning facility (hardware, software, etc.,), give the financing plan: (i) School - Rs…. …, (ii) Club - Rs…. …, (iii) Any other donor - Rs. … …, (iv) RILM - Rs. … …

Note for Clubs:

a. Applicant Club may itself pay the share of cost expected to be borne by the school.

b. Applicant Club is free to choose the vendor from the panel drawn up by the National E-Learning Committee of RILM after due diligence check of each vendor.

c. The Club will pay the full cost of the e-learning facility directly to the vendor chosen by it after satisfactory installation and training of teachers/operators at the selected school.

d. RILM grant, limited to Rs. 10,000/-, will be paid to the Club on completion and uploading/furnishing of details/documents on the website www.rotaryteach.org.

Part C - Additional Information for In-Principle Approval of Grant Application

1. Execution Modalities:

   i. Outline your implementation schedule:

Sr. No.	Activity	Duration	Responsible Parties (Club members & others)
1.			
2.			
3.			

   ii. With respect to Responsible Parties, please list out partnerships entered into with other Rotary Clubs, Rotaract Clubs, Rotary Community Corps, NGOs, Inner Wheel Clubs, Corporates or individuals.

2. Sustainability: (Box for 250 characters)

Note for Clubs:

   a. Sustainability is reflected by the degree of beneficiary community's participation in implementation and, more important, maintenance of a facility.

   b. The more beneficial the impact, the higher the sustainability.

   c. A good test for sustainability can be the degree of help by the school authority or the local community to maintain and/or enhance the e-learning facility.

   d. To measure post-implementation impact, use at least two parameters like improvement in student grades, better attendance, student response in face-to-face interviews at home of the student, improvement in attendance of teachers' and teacher's feedback

3. Essential Terms

Before submitting this RILM grant application, Club and District should agree to some essential terms:

   i. No Rotarian who has a vested interest in the activity (e.g., an employee or board member of a cooperating organization, owner of a store where project goods will be purchased, trustee of a school that a student plans to attend) may serve on the grant committee. If any potential conflict of interest exists, disclose it here.

   ii. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.

   iii. The Club/District agrees to undertake these activities as a Club/District.

   iv. RILM may use the information contained in this application to promote and publicize the activities/achievements by appropriate means.

   v. We agree to share information on best practices when asked, and RILM may provide our contact information to other Rotarians who may wish advice on implementing similar activities.

   vi. RILM will release the grant as reimbursement only after completion of the installation and upload which includes pictures of classes with E-learning facilities in progress, scanned copies of purchase receipts/contracts with E-learning (software and hardware) vendors, as well as letter of satisfaction from the Chairperson of the School Management Committee (SMC)

   vii. To the best of our knowledge and belief, except as disclosed above, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from RILM grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of RILM grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of RILM.

Role	Name	Authorization Status	Authorization Date
Club			
Primary Contact			
CP			
District			
DG			
DLCC			

Date of application: [dd/mm/yyyy]

APPROVAL:

NELCC

RILM (CEO)

Date of final approval: [dd/mm/yyyy]

Part D: Upload on Completion

1.   Upload details of the E-learning installation undertaken by the Club

Sr. No.	Name of school/s	Name of vendor from which E-learning facility Procured	No. of E-learning facility sets installed	Subjects covered by E-learning facility	Numbers benefited			Grant amount claimed from RILM (Rs.)
					Classes	Students	Teachers	
1.								
2.								
3.								

Note for Clubs:

Please upload-

   i. Scanned copies of purchase receipts/contracts from/with the E-Learning vendor from whom E-Learning facilities have been procured.

   ii. At least 2 pictures with dates of each E-learning supported class in progress.

   iii. Scanned copy of a letter of satisfaction with the e-learning experience by the Chair Person of the School Management Committee (SMC) or Head Teacher.

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 illiterate adults at 287 million**.

- Thus India accounts for 37% of the world's adult illiterate 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 initiatives to tackle the problem of adult illiteracy is the Saakshar Bharat initiative 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 illiterate is one who when tested cannot perform any of the above functions.

C. What is RILM's Adult Literacy Program?

This seeks to:

i.   **educate** adult non-literates (persons without the three basic "r's" – reading, writing and arithmetic) in urban and rural areas,

ii.   provide opportunities for **continuing education** to such neo-literates (newly literate persons), and

iii.   impart **skill development** training to adult neo-literates leveraging available government assistance.

D. What are the activities included in Adult Literacy?

The activities included in this project are:

i.   Selection of adult (15+ years) non-literate persons and imparting basic literacy to such adults

  a. through qualified and trained volunteers and

  b. using available primers, etc., and, wherever feasible, e-learning modules.

ii.   Facilitating active participation of Rotarians, their spouses, Inner Wheel members, Rotaractors, Interactors and Rotary Community Corps (RCC) members to register and work as volunteers for above-mentioned activities.

iii.   Encouraging individual Rotarians and their family members to also ensure imparting literacy to/upgrading literacy status of all members of their office and domestic staff.

iv.   Providing opportunities to the neo-literates for Continuing Education (CE) by creating community libraries, organizing quiz contests, etc.

v.   Arranging for vocational training for skill development or skill up-gradation to

- unemployed adult neo-literates, and
- literate adults employed in low-skill jobs

  by availing of the schemes of the National Skill Development Corporation and of similar organizations of the Central/State Governments so as to augment their income and thus motivate them to seek literacy and vocational/skill development training.

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 can you start an Adult Literacy Centre?

1. Select a venue for the centre; the venue could be:
   - a place provided by the slum/basti residents or villagers free of cost or at a nominal cost,
   - a neighbourhood school (to be used after school hours), or
   - a community center or youth Club premises

2. Mobilise Volunteers for the purpose of survey for selection of adult non-literates for adult literacy classes.

   You may use the list of District volunteers available at www.rotaryteach.org using the volunteer management tool on the website.

   You may also use the self-learning presentation **"Role of Volunteers in Adult Literacy"** available at the **Resources Tab on www.rotaryteach.org** to motivate and train the volunteers for the various roles they can play.

3. Have the volunteers or Club members conduct a survey in the slums/bastis and rural areas proximate to the Rotary Club to select adult non-literates (above 15 years of age) using the Form No. A 1 available in the Resources Tab within the Download Forms Section on www.rotaryteach.org

4. Counsel the selected adults (a maximum of 30 in a batch of adult learners) to join the Adult Literacy Centre. Volunteers may play a part in this as well.

5. Plan for and conduct classes for the selected batch at a time that is suitable to most of them.

6. Arrange for Adult Literacy Primers by notifying the District Adult Literacy Committee Chair (DALCC) of the number of primers required. The DALCC will establish contact with the State Resource Centre for Adult Education and ascertain the most effective way to source these primers and henceforth be able to support or guide the Clubs with regard to the same.

Note: The State Resource Centres for Adult Education (SRC) have been directed by the National Literacy Mission Authority (NLMA), on request from RILM to provided support to RILM for the purpose of adult literacy primer procurement and volunteer teacher training. The letter from the NLMA to the SRCs with such instruction has been enclosed at the end of this chapter for your assistance.

7.   Provide requisite stationery (pen and notebooks) for all the adult learners in a batch at an ALC. Equip the Centre with other educational material needed such as black board, chalk, newspapers and appropriate magazines.

8.   The identification and training of volunteers to be Volunteer Teachers will have to be carried on simultaneously while the logistics of setting up an ALC are being looked into.

  To identify Volunteer Teachers you may:

  • Select qualified, trained volunteers from among the list available on the website or

  • Enlist the support of interested individuals from the community to which the adult non-literates belong, who wish to volunteer to be Volunteer Teachers at the ALCs.

9.   The Volunteer Teachers once identified would have to be trained and equipped with skills to train the batch of adult non-literates. The State Resource Centres (SRCs) have pledged their cooperation to RILM to train Volunteer Teachers. On request from Clubs, the DLCC or DALCC may enter into dialogues with the SRCs to arrange for groups of Volunteer Teachers to be trained at a time.

10.   You are now ready to start class at the ALCs.

G. How can you start Adult Literacy Classes at your offices and homes?

1.   Identify the many adult non-literates around you like domestic staff, drivers, darwans, peons, etc.

2.   Use the **Adult Literacy Survey Form No. A1 (available within the Download Forms Section of the Resources Tab on www.rotaryteach.org)** to fill in details of these identified adult non-literates

3.   Use the same technique as mentioned in the previous section to source Adult Literacy Primers.

4.   Start adult literacy program for the identified adult non-literate staff at Home/Office

5.   This training may need to be given individually or in small groups of 2,3 or more adults

6.   In large building complexes staff could be taught at the community hall or common available area at a time suitable for most of the learners.

7.   Individual attention will have to be given since all participants may not be able to attend all lessons together

8. Similar exercise can be done in office complexes

9. Adult Learning Program conducted in residential or office complexes could include staff of non-Rotarians as well

10. Where necessary, counsel employers to allow their staff to participate in the Adult Literacy Program.

H. How may you conduct examinations for and certify Adult learners?

1. The examinations and subsequent certification of adult learner batches will be carried out through the National Institute of Open Schooling (NIOS) and be routed through the State Literacy Mission Authority (SLMA) in each state.

2. The request for examination of an adult learner batch should be made at the start of the batch, so as to provide for enough time for the process of organizing examination at the end of three months of training.

3. You must, through a letter, notify the SLMA of the details of the adult learner batches (number of adult learners in batch, geographical location of ALC such as District, block details and adult learner profiles comprising age group, economic bracket etc.).

4. The SLMA will in turn write to the NIOS and request for the examinations to be conducted by NIOS evaluators who will come to the ALCs with the examination papers and monitor the examination process.

5. Enquire about the process of certification and at appropriate intervals follow up with the SLMA to ensure certification is completed correctly.

I. How can you undertake a Continuing Education Program (CEP) for freshly certified Adult Literates?

1. It is often seen that freshly certified adult literates, lapse back into illiteracy due to lack of regular practice in reading, writing and math in their daily lives. Thus in order to ensure that the Adult Literates do not become illiterate with the passage of time please take up a Continuing Education Program (CEP).

2. To stop the lapse back into illiteracy, you may become their Shiksha Sathi and engage in the following activities:

    a. Conduct a weekly revision class for the freshly converted Adult Literates

    b. Organise group activities on lessons

    c. Organise quiz contest etc. (encourage Adult Learners to answer. Quiz questions may even be shared a week in advance)

    d. Motivate the learners with gifts, prizes etc.

    e. Encourage & inculcate the habit of reading newspapers; if needed, subscribe to a copy or two for the group

f. Run the Continuing Education Program regularly over a period of one or two years, as per the need of the group.

J. How to counsel Adult Non-literates to enroll in Adult Literacy Centres?

1. Persuade them that for India to become Totally Literate, each individual has to become literate

2. Instill in them a sense of National Pride

3. Share with them the advantages of being literate such as literacy proving useful for banking, business etc.

4. Show them how it will help improve their current profession, if any

5. Explain to them how literacy can be their shield to protect themselves too. Nobody can fool them any longer

6. Women can be motivated by telling them the good impact this will have on their children and family

7. Be soft, polite and humble with these people

8. Mix with them, understand their issues and try to win their confidence

9. Lend a sympathetic ear to any additional problems they might have. It is best to handle these to the extent you have authority or ability to do so.

K. How can you finance Adult Literacy Program?

1. You may finance the activities yourself or seek a grant from RILM under specific heads: volunteer honorarium and primer procurement.

2. In order to apply for the **RILM Grant, fill out and submit Adult Literacy Grant Application Form No. A2** within the Download Forms Section at the Resource Tab at www. rotaryteach.org

3. The RILM's Financing Clause is as under:

    - **RILM grant for Volunteer Honorarium** (to be given to Volunteer Teachers) is admissible @ Rs.250 per adult learner actually certified by NIOS to have passed the prescribed Basic Literacy Test. This grant will be given to the Clubs to subsequently pay the Volunteer Teacher/s.

    - **RILM grant for primer procurement** is admissible @ Rs. 40/- per primer bought either from the respective State Resource Centres for Adult Education or from the printers indicated by them. This grant will be payable only if the number of primers to be bought/printed is 100 (one hundred) or more.

These grants will be available in the form of re-imbursement once the Club uploads the completed project on the website.

L. How can you fill in a Grant Application?

1. **The Adult Literacy Grant Application Form No. A2**, which is available at the Resources Tab of www.rotaryteach.org, will have to be used for the grant application process.

2. Download and print the form and 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 Adult Literacy Program is authorized to fill in 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 Adult Literacy Committee Chair or Members and RILM Office.

   • The CP, CLCC or Club Secretary can him/herself be the PC.

4. The PC will have 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 allow the PC to fill-out the form. Email ids of all CPs as per the RI District wise data base have already been included in the RILM data base.

5. The CP will have to click on the allow option in the email to recognize and authorise the PC. Once this is done, the PC will receive an automatic 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. For accessing the application for edits till final submission, you will have to click on the unique Grant Application No. in the Existing Applications section.

7. Detailed instructions have been given to aid you in smoothly filling out the application form.

8. Once the CP/ PC have ensured that details in Parts A, B, C and D of the Form have been filled in, the first level of Application Authorizations by the CP and PC have to be done by clicking on the authorize buttons. After either the CP/PC clicks on the authorize button, an automatic email will go to the other person that their authorization is awaited.

9. After the first level of authorizations, an automatic email will go 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, an automatic email will go to the National-level Adult Literacy Committee Chair 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, he/she would need to notify the PC of the Club of the specific requirement. The PC of the Club would then have to notify the RILM office and have the submitted on-line application "unlocked" to edit the application before re-doing first level authorizations.

12. Once the Grant Application has thus been submitted for final approval and an in-principle approval has been received from RILM, the Club may proceed to execute the Adult Literacy Project.

M. How can you initiate a Skill Development Program?

1. You may attempt to use the same location as the Adult Literacy Centre for the Skill Development Classes.

2. Leverage any Government Schemes that the NSDC may have or establish tie-ups with ITIs/Jana Shikshan Sansthans/Corporates to initiate training in particular trades that are of interest to the adult learners.

3. If you have Volunteers who are experts and trained in skills which are in demand such as, tailoring, beautician etc., you may use their services also to provide skill training

N. How can you measure the impact of Adult Literacy Program?

You can measure the efficacy of Adult Literacy Program by making note of the following suggested points among the neo-literates:

1. Have they started reading a newspaper?

2. Can they read their Aadhar Card?

3. Can they open/operate a bank account?

4. Can they read road signs, bus numbers, posters etc.?

O. How can you upload a completed Adult Literacy Program 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 along with pre and post-completion pictures of the school.

2. **For Clubs seeking Grant**:

    i. Use the **Project Upload Form in Part D** of the Grant Application Form to upload details of a completed Adult Literacy Project.

    ii. Please upload 2 pictures of Adult Literacy Centre premises.

    iii. Please upload 6 pictures (dated) of class in progress

    iv. Please upload scanned copies of certificates of all who have passed the adult literacy test.

3. **Only after such upload, the Club will be entitled to receive the RILM grant**.

P. 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 select adult non-literates. Counsel those selected
	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
	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. If seeking grant from RILM, use the relevant Grant Application form to apply and proceed with planning and executing ALP on receipt of in-principle approval
	10. Ensure District ALP goals are met	10. Upload the completed ALP with the requisite details as mentioned in Section M of this document

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 indentify 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?

Adult Literacy Survey Form

Rotary
India Literacy Mission

Sr.No.	Name	Age (Yr)	Gender (M/F)	Name of Father/ Mother/Husband	Occupation	Name of the Slum / Basti / Village	Address	State	Interested in Vocational Training (YES/NO)

Adult Literacy Grant Application Form

Part A- Introductory

RILM Grant Application - ## ***** [To be generated on-line]

1. **Grant Title -** Teacher Support (TS)/ E-Learning (EL)/ Adult Literacy (AL)/ Child Development (CD)/Happy Schools (HS)

    [Drop Down Menu]

2. a. RI/IW/Rtr. District Number …………….. b. Rotary / Inner Wheel / Rotaract Club Name ....   [To be pre-populated based on RI District Number]

3. Name & e-mail id of Club President (CP):

4. Name & e-mail id of Primary Contact (PC):

Note for Clubs:

   a. The e-mail id to be given at 3 & 4 above will be those registered with RI

   b. If you have not registered with RI, please do so before proceeding further.

   c. '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 Adult Literacy Committee Chair or Members and RILM Office.

   d. CP, CLCC or Club Secretary can him/herself be the PC.

5. TRF Qualification Status of Club / District – Qualified / Not Qualified

    Note for Clubs: Though your Club/District <u>may not be qualified under the TRF</u>, you are being allowed to apply for this grant. However, it is **STRONGLY RECOMMENDED** that you get your Club/District qualified under the TRF.

WELCOME TO RILM GRANT APPLICATION

Your Club's application has been assigned the reference number ## *****, which you can use to track its stage-wise progress and communicate with RILM, your District and among yourselves.

6. **PLANNED ACTIVITIES** [To select from drop down list]

i. Volunteer Honorarium (VH-AL) Grant for Educating Adult Non-literates

ii. Primer Procurement (PP-AL) Grant for Educating Adult Non-literates

[On selecting activities at sr. no. i, the following Parts will open up. Sr. no. i & ii can also be selected together. *Sr. no. ii can be selected by itself only* if the applicant Club wishes to carry out activities at Sr. no. i *without availing of grant* for these activities]

Part B - Information on Planned Activities

Adult Literacy

Description: [**Dropdown Menu** as below for selection:

[1a: Setting Up Adult Literacy Centre & Imparting Literacy to Non-literate Adults (Volunteer Honorarium (VH-AL) Grant for Educating Adult Non-literates)

1b: Setting Up Adult Literacy Centre & Imparting Literacy to Non-literate Adults (Primer Procurement (PP-AL) Grant for Educating Adult Non-literates)

2a: Imparting Literacy to Non-literate Adults in Offices/Homes of Rotarians (Volunteer Honorarium (VH-AL) Grant for Educating Adult Non-literates)

2b: Imparting Literacy to Non-literate Adults in Offices/Homes of Rotarians (Primer Procurement (PP-AL) Grant for Educating Adult Non-literates)]

1. **Area where Program is being implemented:**

   ❑ Urban   ❑ Rural (Tick Box)

   i. State: [Dropdown Menu]

   ii. City/Town/Village:

   iii. Pin Code:

2. **Details of Adult Literacy Centre and Adult Learners:**

   i. Postal address of the Centre:

   ii. Infrastructure at the Centre (briefly describe the building/room & teaching aids therein): [*Box - 100 characters*]

   iii. Is the Centre meant for office/home staff of Rotarians: ❑ Yes   ❑ No

   iv. Number of adult learners to be educated at the Centre:

   v. Number of batches of such adult learners:

   vi. Name/s of Volunteer Teacher/s identified:

   vii. Proposed hours of literacy class: From: …….. hrs to ………… hrs

   viii. Planned start date of literacy classes:

   ix. Planned end date of literacy classes:

   x. Whether tie-up with National Institute of Open Schooling (NIOS) for testing of adult learners finalized: ❑ Yes   ❑ No

   xi. If answer to (x.) is 'No',

      a. date by which tie-up is expected to be finalised:

      b. if tie-up is not at all feasible, describe alternative arrangement for certification: [Box for 100 characters]

3.	**Plan for Volunteer Teacher Training**

    i.	Volunteer/s identified: Name Address

    ii.	State Resource Centre contacted: ❑ Yes ❑ No

    iii.	Trainer/s identified: ❑ Yes ❑ No

    iv.	Trainer from: ❑ SRC ❑ Volunteers trained by SRC master trainer

    v.	Mode of training: ❑ along with volunteers of other Clubs

                            ❑ Only your volunteers

4.	**Plan for Primer Procurement**

    i.	Sourcing of primers:

        a.	Purchase directly from SRC

        b.	Purchase from SRC through District

        c.	Purchase directly from SRC-indicated printer

        d.	Purchase from SRC-indicated printer through District

    ii.	Rate finalized (per primer): Rs.

    iii.	Estimated number of primers needed:

    iv.	Total estimated expenditure on primers: Rs.

Note for Clubs:

    a.	National Literacy Mission Authority, Ministry of HRD, Government of India has written on 23rd September 2014 to the Heads of all State Literacy Mission Authorities and Directors of all State Resource Centres for Adult Education to provide all assistance to Rotary Districts/Clubs with training of Rotary Volunteer Teachers and procurement of adult literacy primers.

    b.	The accepted norm is that a batch of 30 adult learners can be effectively taught by 1 Volunteer Teacher. However, up to 40 adult learners can be managed.

    c.	RILM grant for Volunteer Honorarium is admissible @ Rs.250 per adult learner actually certified by NIOS to have passed the prescribed Basic Literacy Test. This grant will be given to the Clubs to subsequently pay the Volunteer Teacher/s.

    d.	The number of primers needed may be assessed @ one (1) per adult, 1 for each Volunteer Teacher plus 10% extra. For a class of 30, 35 primers will be needed.

    e.	RILM grant for primer procurement is admissible @ Rs. 40/- per primer bought either from the respective State Resource Centres for Adult Education or from the printers indicated by them. This grant will be payable only if the number of primers to be bought/printed is 100 (one hundred) or more.

Part C - Additional Information for In-Principle Approval of Grant Application

1. **Execution Modalities:**

   i. Outline your implementation schedule:

Sr. No.	Activity	Duration	Responsible Parties (Club members & others)
1.			
2.			
3.			

   ii. With respect to Responsible Parties, please list out partnerships entered into with other Rotary Clubs, Rotaract Clubs, Rotary Community Corps, NGOs, Inner Wheel Clubs, Corporates or individuals.

2. **Sustainability:**

   i. Plan for Continuing Education Program (CEP) for New Adult Literates:

   ii. Measurement of impact?

Note for Clubs: You may mention:

   a. For CEP - steps planned to see that the newly educated adults remain in touch with what they have learnt. For this, periodical *antakshari*, quizzes, cultural programs, etc. may be organized.

   b. For impact measurement, a good test can be the degree of help by the local community to the Club to organize subsequent adult literacy classes.

3. **Essential Terms**

Before submitting this RILM grant application, Club and District should agree to some essential terms:

   i. No Rotarian who has a vested interest in the activity (e.g., an employee or board member of a cooperating organization, owner of a store where project goods will be purchased, trustee of a school that a student plans to attend) may serve on the grant committee. If any potential conflict of interest exists, disclose it here.

   ii. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.

   iii. The Club/District agrees to undertake these activities as a Club/District.

   iv. RILM may use information contained in this application to promote the activities by various means.

   v. We agree to share information on best practices when asked, and RILM may

provide our contact information to other Rotarians who may wish advice on implementing similar activities.

vi. We understand that RILM will release its grant only after completion of the project, the Club uploading the project on the website and submitting one physical copy of procured primer and the scanned copies of certificates of all adult literates certified after examination by the NIOS.

vii. To the best of our knowledge and belief, except as disclosed above, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from RILM grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of RILM grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of RILM.

4.   **Application Authorisations**

Role	Name	Authorization Status	Authorization Date
Club			
Primary Contact			
CP			
District			
DG			
DLCC			

Date of application

APPROVAL:

NALCC

RILM (CEO)

Date of final approval

Part D: Upload on Completion

1.   Upload details of the completed Adult Literacy Program undertaken by the Club

Part I

Sr. No.	Name of adult admitted for literacy class	No. of hours trained	Appeared at test (Yes/No)	Name of Certifying Agency	Result (Pass/Fail)	Volunteer honorarium grant claim (Rs.)

Part II

Number of Primers Procured	Primer Procurement Grant Claim (Rs.)

Note for Clubs :

i.   Please upload 2 pictures of Adult Literacy Centre premises

ii.   Please upload 6 pictures (dated) of class in progress

iii. Please upload scanned copies of certificates of all who have passed the adult literacy test.

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.
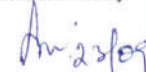
Contd. . .

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@roaryteach.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 status of Child Education in India?

The facts and figures of the status of child education in India are provided below:

1. **Enrolment:** According to the Annual Status of Education Report (ASER) 2014, 96.7% children are enrolled in Government Schools in rural areas. However, this high enrolment has unfortunately not resulted in high learning outcomes for the children due to the poor quality of the teaching-learning experience and high drop-out rate.

2. **Dropout percentage:** A study by Child Rights and You (CRY) in 2014 showed that the drop-out rate from elementary schools stood at 40%.

3. **Basic reading and arithmetic skills:** According to the Annual Status of Education Report (ASER) 2014, of all the children enrolled in Government Schools and studying in Standard 5, only 48% can read till the Standard 2 level. Similarly in Standard 5, only 50.5% of students are able to do basic arithmetic operations like subtraction of two digit numbers, which they should have learnt in Standard 2.

What is RILM Child Development Program?

This project aims to promote education of out-of-school children, including those who are either differently abled or otherwise at risk, by facilitating their access to mainstream State-funded primary/elementary schools so that they are enabled to complete studies

The RILM Asha Kiran Back-to School program follows thus directly from the dismal status of child education in India mentioned above.

B. What are the activities included in Child Development?

The activities included in this project are:

i. **Facilitating formal education** of children at risk, differently-abled children and other vulnerable **children who are out of school or only nominally on school roles**, by getting them admitted to mainstream State-funded schools **after providing them necessary supplemental/non-formal education**.

ii. **Engaging in advocacy** for:

(a) provision in these schools, of statutory amenities based on the needs of such children by leveraging the RTE Act,

(b) promoting teacher sensitivity to the needs of these children and

(c) appropriate teacher training for handling them.

Note: The activities described above may be undertaken directly or in partnership with non-governmental organizations (NGOs) already working with such children.

iii. **Providing scholarships to meritorious students** from these groups as well as other socio-economically disadvantaged sections.

C. What are the different ways in which you can take up Child Development Program?

1. A Club may itself identify the children and initiate supplemental/non-formal education in order to prepare them for enrollment in State-funded schools, or to prevent them from dropping out of school.

2. A Club may alternatively identify an NGO in its own area/RI District that has credible experience of working in the field of Child Development and sign a Memorandum of Understanding (MoU) with the latter. The NGO would in that case be the agency to identify and prepare the children to go to/remain in school.

3. A Club could also identify NGO partners working in States outside its RI District and enter into an MoU with it for the same purpose. This should be done with the consent of the District Governor of the other District where the work will be done.

D. Who are the target groups for Child Development?

1. **Children at Risk** like :

⌃ children of convicts,

- juvenile offenders,
- children of sex workers,
- children of migrant workers,
- victims of child labour practices,
- HIV positive children,
- children of HIV positive parents,
- orphans, homeless children, etc.,

2. **Differently-abled children** like vision/hearing impaired, etc., and

3. **Other Vulnerable children** (though not at risk as above) who have never been to school or have dropped out, or are on school rolls for namesake.

E. How will you identify children for Child Development?

For Clubs wishing to take up Child Development Project directly:

1. You may motivate Club members or mobilize volunteers (by using the Volunteer Management Tool at www.rotaryteach.org or by speaking to the DLCC to identify volunteers who have registered for this program) to identify and select an area for survey and identification of children belonging to any of the target groups mentioned above.

2. For such survey, you may use **Survey Form for Child Development Project Form No. C1 available at Resources→Download Forms at www.rotaryteach.org**

For Clubs working with an NGO:

1. The NGO should be asked to identify the children they would work with and prepare for school. The Club may assist the NGO with the Survey Form for Child Development Project Form No. C1. The NGO must provide to the Club the full details of the baseline survey undertaken by it.

F. How can you engage in advocacy to put these children in school and support them?

A Club wishing to take up Child Development directly may:

1. Identify the stakeholders (parents of the children, prominent community leaders, local government authorities, etc.), in the education of the selected children. Enter into sustained dialogue with them to influence them in positive ways about sending children.

2. Be well versed with the provisions of the RTE Act and using this knowledge persuade Government/Government-Aided primary or elementary schools to admit the children to schools. Start dialogue with the school authorities at least three months before school admission date.

2. Enter into dialogue with the School Management Committee (SMC) about RTE Act provisions that benefit these children.

3. Organise sensitization workshops for the teachers with the cooperation of the SMCs. You could invite experts in working with children at risk to facilitate these workshops.

A Club working with an NGO for Child Development may plan with the NGO the above activities as well as other advocacy efforts deemed suitable.

G. How can you finance Child Development?

1. The annual cost of supporting and preparing a child of any of the above categories and send him/her to school is estimated at Rs. 2000/-.

2. A Club may choose to completely finance Child Development (being either implemented by the Club directly or through an NGO working with these children) using the Club's own funds or raise funds from Corporates and/or other philanthropic organizations/individuals.

H. How can you measure the impact of Child Development?

1. **While the child is in the centre undergoing non-formal education/ supplemental teaching, you may measure the following:**

   ⌃ Health indicators such as height and weight of the child and number of days absent due to illness.

   ⌃ Grades of the child in the assessments conducted in the centre.

These measures may be taken at the beginning of the project through a baseline survey and at quarterly intervals while the project is in progress as well as at the end of project term. This will help track significant changes.

In terms of NGO/ Club's efforts in putting children into and keeping them in school, you may measure the following:

   ⌃ How many children have been admitted to school of the ones supported with non-formal education/supplemental teaching?

   ⌃ How many children have continued in school after 6 months and 1 year of enrolment into the school by the NGO/Club.

I. How can you upload a completed Child Development Project on www.rotaryteach.org?

1. Visit the Project Upload Tab on www.rotaryteach.org to upload the details of the completed Child Development Project online along with pre and post-completion pictures of the school.

J. 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
		9. Upload the completed CDPs with the requisite details as recommended in Section I of this document

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

Survey Form for Child Development Project

(Survey of Children out of School)

Category : (i) ☐ Children of Prisoners   (ii) ☐ Children of Sex Workers

          (iii) ☐ Children of Migrant Workers   (iv) ☐ Child laborers

          (v) ☐ Vagrant /Homeless   (vi) ☐ Children at Night Shelters

          (vi) ☐ Street Children through P.S.   (viii) ☐ Others _____

Survey Done by Rotary Club of _____ RI Dist. _____

Survey done through (Agency if any) _____

Location Surveyed (Address) _____

Sl. No.	Name of Child	Gender (M/F)	Age	Edu. Up to	Name of Parent	Working for (if any)	Convenient School time
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Survey done by_____ Place _____ Date _____

Contact No. _____ Signature _____

How to Implement Happy School

A. What is the status of provision of facilities mandated under the Right to Education Act in Government/Government-aided schools?

According to the Annual Status of Education Report* (ASER) 2014:

- 58.85% Government schools have boundary wall.

- 65.3% Government schools have a playground.

- 78.1% Government schools have libraries.

- 65.2% Government schools have useable toilets. Further, 55.7% Government Schools have useable girls' toilets.

- 75.6% Government schools have drinking water facilities.

* The data above relate to Government and Government-aided primary/elementary schools in rural areas.

B. What is a Happy School?

1. According to the T-E-A-C-H program, for a primary (class I - IV) or elementary (class I - VIII) school to be called a "Happy School", the following eight facilities must exist:

   a. Painted, well maintained and secure school building,

   b. Clean and hygienic separate toilets for boys and girls,

   c. Safe and adequate drinking water for both students and teachers,

   d. Library,

   e. Uniforms and footwear for every student,

   f. Play material, games and sports equipment,

   g. Benches and desks for better student-teacher interaction, and

   h. Well maintained space for teaching staff.

C. What type of schools should you select?

1. For selecting a Happy School it is recommended that a Club surveys 3-4 schools.

2. For the survey, select either primary or elementary or secondary schools that are "State-funded", that is, funded by the State Government or a Municipal Corporation/Council or a Zilla Parishad/Panchayat Samiti/Village Panchayat. Secondary schools with elementary classes may also be considered. The focus of all projects under T-E-A-C-H is on primary or elementary schools.

3. A school that lacks at least five of the eight facilities mentioned in Section A is eligible to be taken up under the Happy School Project. You may also select a school where less than five items are missing. Go ahead and do good work at that school as well. However, you will not be eligible for a grant from RILM.

4. Once selected a school becomes Happy only when all 8 items exist in the school. For example: If the school lacks 6 items, the Club is expected to provide for all 6. If the Club is not able / willing to take up all 6 items and wants to take up just 5, then it has to ensure that the school itself has either planned to or will soon provide for the remaining item in its School Development Plan.

School Development Plan

A School Development Plan, to be prepared by the School Management Committee, is a three year plan with three annual sub-plans which contain details of

1. estimate of class-wise enrolment for each year;

2. requirement of additional teachers, in accordance with the norms of the RTE Act;

3. requirement of funds for additional infrastructure and equipment, , in accordance with the norms of the RTE Act; and

4. additional financial requirement for entitlements of children such as free text books and uniforms and any other responsibilities of the school under the RTE Act.

D. How can you survey and select school for making a Happy School?

1. You can survey schools to select one or more schools for the proposed activity, using the School Information Form No. H1/3 available at the Download Forms section of the Resources tab of www.rotaryteach.org

2. Mobilize surveyors, who could be either Club members or volunteers.

3. To use volunteers, refer to the presentation titled 'Role of Volunteers in Happy Schools' available at the Resources tab of www.rotaryteach.org

4. Give each surveyor a letter of introduction addressed to the Head Teacher, requesting permission for survey. Tell the surveyors that they should explain the purpose of the survey to the school authority, while gently making it clear that survey does not mean automatic selection of the school for Happy School Program.

5. Each surveyor will have to undertake a physical inspection of the school and speak to the teachers and students to ascertain the condition of the facilities in the school.

6. The surveyor will also have to take pictures of the existing condition of each facility/service in the school.

7. The information on each surveyed school should then be uploaded by revisiting the www.rotaryteach.org link to the 'School Information Form' and filling in details. This data will be useful for future reference at RILM and will become part of a database to assist other Clubs in school identification.

8. Based on the information from the survey, select a school for your Happy School Program.

9. For Clubs seeking Grant from RILM for their Happy School Program, please fill in the relevant information in Part B: **School Information Form of the Happy School Grant Application Form No. H1/2 available at the Resources tab of www.rotaryteach.org**.

E. How will you execute a Happy School Program?

1. Having determined which facilities/services need to be installed/created/provided for the selected school to be made 'Happy', move on to estimating the costs for each component. For this purpose, obtain quotations from 3 vendors.

2. Estimate the project implementation schedule for each activity with time line.

3. Determine the roles of the Rotarians of the Club in project implementation,

4. Assess the need and then actually forge partnerships with any other Rotary Club, Rotaract Club, Rotary Community Corp, NGO, Inner Wheel Club, Corporate or individual, and

5. Clarify the division of responsibilities of each partner.

F. How can you fund a Happy School Program and get RILM Support?

1. You may choose to fund the Happy School Program through the Club's own funds or to enter into tie-up with a local Corporate for financial and/or material support.

2. You may also apply for a grant from RILM through a grant application process. RILM may approve grants to the extent of 50% of the total project cost (including 5% of the total works cost as administrative cost) to the maximum of Rs. 2.5 lakh.

G. How can you fill in a Grant Application?

1. The **Happy School Grant Application Form No. H1/2 available at the Resources Tab of www.rotaryteach.org**, will have to be used for the grant application process.

2. Download and print the form and 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 Happy School Program is authorized to fill in 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 Happy School Committee Chair or Members and RILM Office.

   ⌃ The CP, CLCC or Club Secretary can him/herself be the PC.

4. The PC will have 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 allow the PC to fill-out the form. Email ids of all CPs as per the RI District wise data base have already been included in the RILM Grant Application.

5. The CP will have to click on the allow option in the email to recognize and authorise the PC. Once this is done, the PC will receive an automatic 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. For accessing the application for edits till final submission, you will have to click on the unique Grant Application No. in the Existing Applications section.

7. Detailed instructions have been given to aid you to smoothly fill out the application form.

8. Once the CP/ PC have ensured that details in Parts A, B, C and D of the Form have been filled in, the first level of Application Authorizations by the CP and PC have to be done by clicking on the authorize buttons. After either the CP/PC clicks on the authorize button, an automatic email will go to the other person that their authorization is awaited.

9. After the first level of authorizations, an automatic email will go 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, an automatic email will go to the National-level Happy School Committee Chair 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, he/she would need to notify the PC of the Club of the specific requirement. The PC of the Club would then have to notify the RILM office and have the submitted on-line application "unlocked" to edit the application before re-doing first level authorizations.

12. Once the Grant Application has thus been submitted for final approval and an in-principle approval has been received from RILM, the Club may proceed to execute the Happy School Program.

Clubs applying for RILM grant will need to fill the details of Cost Estimation in Part C of the Grant Application Form and the other details in 'Execution Modalities' in Part D of the Grant Application Form.

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

For a Happy School to remain "Happy" you may visit the school and see:

Serial No.	Elements of Happy School	At Start Date(date of completion of the Happy School Program)	At the end of 6 months from Start Date	At the end of 1 year from Start Date
1.	Status of building including paint			
2.	Condition of benches and desks			
3.	Continued functioning of water supply			
4.	Use and maintenance of toilets			
5.	Use and condition of library and library books			
6.	Use and condition of play equipment			
7.	Use and condition of uniform and footwear			
8.	Use and maintenance of staff room			

1. Average attendance of students in classes 3, 6 and 8 are to be noted at the end of 6 months and 1 year from start date to note changes in attendance.

2. Average grades of randomly selected 5 students from each class (classes 2 to 5) are to be noted at the end of 6 months and 1 year from start date to note grade improvements if any.

3. Average number of children remaining absent for more than 10 days due to illness in classes 2 to 5.

I. How can you plan for sustainability of Happy Schools?

1. You would need to plan along with the SMC/ school authorities/ local authorities/ parent-teacher groups/ students for:

   ⚲ physical maintenance (including Annual Maintenance Contract –AMC) and upkeep of the installed facilities.

   ⚲ resource allocation for periodic future maintenance and upkeep.

Some tips on Sustainability:

   a. Start an award system amongst schools which have been adopted for Happy Schools Program in a certain area. This might encourage the schools to take efforts in maintaining the facilities installed.

   b. Start an award system inside the adopted school as well to award volunteers who could be mobilized to work at the maintenance of facilities installed.

J. How can you upload a completed Happy School Program on www.rotaryteach.org?

For Clubs <u>not seeking Grant</u> from RILM for a Happy School Program:

Visit the Project Upload Tab on www.rotaryteach.org to upload the details of the completed Happy School Project online along with pre and post-completion pictures of the school.

For Clubs <u>seeking Grant</u> from RILM for a Happy School Program:

1. Use the **Project Upload Form in Part E** of the Happy School Grant Application Form to upload details of the completed Happy School Program. Upload **at least 2 post-completion pictures per completed facility**.

2. It is also necessary to upload **scanned copies of Chartered Accountant's report on expenditure, Chartered Engineer's report on construction**, and **report of satisfaction** from the **Chair Person of the School Management Committee of the school made Happy**.

3. **Only after such upload, the Club will be entitled to receive the RILM grant.**

K. 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 on the website
	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 J 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 8 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 8 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?

Happy School Grant Application Form

Part A- Introductory

RILM Grant Application - ## ***** [To be generated on-line]

1. **Grant Title -** Teacher Support (TS)/ E-Learning (EL)/ Adult Literacy (AL)/ Child Development (CD)/Happy Schools (HS)

    [Drop Down Menu]

2. a. RI/IW/Rtr. District Number ……………. b. Rotary / Inner Wheel / Rotaract Club Name .... [To be pre-populated based on RI District Number]

3. Name & e-mail id of Club President (CP):

4. Name & e-mail id of Primary Contact (PC):

Note for Clubs:

   a. The e-mail id to be given at 3 & 4 above will be those registered with RI

   b. If you have not registered with RI, please do so before proceeding further.

   c. '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.

   d. CP, CLCC or Club Secretary can him/herself be the PC.

5. TRF Qualification Status of Club / District – Qualified / Not Qualified

    Note for Clubs: Though your Club/District <u>may not be qualified under the TRF,</u> you are being allowed to apply for this grant. However, it is **STRONGLY RECOMMENDED** that you get your Club/District qualified under the TRF.

WELCOME TO RILM GRANT APPLICATION

Your Club's application has been assigned the reference number ## *****, which you can use to track its stage-wise progress and communicate with RILM, your District and among yourselves.

6. **PLANNED ACTIVITIES** [To select from drop down list]

    vii.Happy Schools (HS) Grant for Primary/Elementary/Secondary Schools

Part B - School Information Form

(Government/Zilla Parishad/Municipal Schools only)

This School Information Form is meant to provide important information about the schools being surveyed, for future reference by RILM.

1.	**Name of School**						
2.	**School Address** (Village/Town, Block/Taluka, District, State						
3.	**School Type**		Primary (Class I – V)		Elementary (Class I – VIII)		Secondary (Class I – X)
4.	**No. of Students (Boys) :**		**No. of Students (Girls) :**		**Total No. of Students :**		
5.	**No. of Teachers**	Male	Female		Head Teacher		Total
6.	**Status of Trained Teachers**						
	Male (Trained No.)		Female (Trained No.)		Trained Head Teacher (Yes/No)		
7.	**School Building (Current Status)**						
i.	**Structure**	☐ Good		☐ Average		☐ Poor	
ii.	**Part of Structure**		**Extent of Damage**				
a.	Roof		Below 50% ☐		Above 50% ☐		
b.	Floor		Below 50% ☐		Above 50% ☐		
c.	Walls		Below 50% ☐		Above 50% ☐		
d.	Doors and Windows		Below 50% ☐		Above 50% ☐		
iii.	Is the building secure against unauthorized entry during non-school hours?						Yes/No
iv.	Is there electricity supply?						Yes/No
8.	Separate Toilet for Boys	Yes/No	Separate Toilet For Girls	Yes/No	Separate Toilet For Teachers		Yes/No
9.	Does the school have adequate and safe drinking water supply?						Yes/No
10.	Does the school have a library with books						Yes/No

11. i.	Do the students get uniforms from the Government?					Yes/No
ii.	Do the students get footwear from the Government?					Yes/No
12. i.	Is there an open play ground?					Yes/No
ii.	Is any sporting equipment available?					Yes/No
13.	Does the school building have sufficient benches and desks in each class room?					Yes/No
14 i.	Total no. of rooms in the School Building			ii b. No. of class rooms		
iii.	Is there a separate room for					
a.	Head Teacher	Yes/No	b.	Other Teachers		Yes/No
c.	Stores (separate)	Yes/No	d.	Stores (along with the Head Teacher's room)		Yes/No
e.	Laboratory	Yes/No	f.	Indoor Games or play equipment for students		Yes/No
g.	Kitchen, only for mid-day meals	Yes/No	h.	Kitchen and space for eating mid-day meals		Yes/No
15.	**Does the school have a School Management Committee (SMC), *as required under the RTE Act?***					Yes/No
i.	If 'Yes', is the SMC functioning regularly? (Ask some parents of students of the school)					Yes/No
ii. a.	If there is no SMC, the reasons why?					Yes/No
b.	Any timeframe for constituting the SMC?					Yes/No
iii.	Has the school prepared a School Development Plan for 2014-15 or 2015-16, as required under the RTE Act?					Yes/No
16.	**Medium of Instruction**					
i.	1st Language :		2nd Language :		3rd Language :	
17.	Is there any arrangement for helping lagging children with their studies during/after school hours?					Yes/No
18.	**Are there any physically or mentally challenged children in the school?**					Yes/No
i.	If 'yes', please briefly describe the facilities for teaching such children and the nature of training of the teacher/s in charge					
ii.	If 'No', please ascertain if the school is unwilling to take in such children					

Check the boxes for which of the following 8 items of Happy School that you have finally planned for

Serial No.	Items of Happy School	Tick
1.	Painting, maintenance and security of 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.	Uniforms and footwear for every student	
6.	Play material, games and sports equipment	
7.	Benches and desks for better student-teacher interaction	
8.	Well maintained space for teaching staff	

Part C: Proposed Activity Details

While you fill in this form, please also upload a minimum of 1 and a maximum of 2 pictures against each facility/service to show the existing condition/absence of each facility/service being provided.

1.	**Does the school building need repairs?**			Yes/No
i.	If 'yes', please describe the type of **repairs needed to**	Approx. area (sq. ft.)	Rate (Rs. per sq. ft.)	Estimated total cost (Rs.)
a.	Roof			
c.	Floor			
d.	Walls			
e.	Doors and Windows			
g.	**Estimated total cost (Rs.)**			
ii.	**Does the school building need painting?**		Yes/No	
a.	If 'yes', total area (sq. ft.) needing painting			
b.	Estimated total cost of painting (Rs.)			
c.	Type of Paint			
2.	**Does the school building have sufficient benches and desks in each class room?**		Yes/No	
	If 'no', please give the details	No. of existing units	No. of units being provided	Estimated total cost (Rs.)

a.	benches			
b.	desks			
c.	bench-desk sets			
3.	**Does the school have adequate and safe drinking water supply?**		Yes/No	
a.	If, 'no', please provide a descriptive account of the existing facility			
b.	Is the water potable (safe)?		Yes/No	
c.	Estimated total cost to ensure safe and adequate drinking water supply		Rs.-------	
4.	**Does the school have:**			
i. a.	separate toilet for girls in usable* condition *(toilets to which both boys and girls have access at present are to be treated as boys' toilets)*			Yes/No
b.	If 'yes', no. of urinals _____ ; no. of toilet seats _____			
ii. a.	separate toilet for boys in usable* condition			Yes/No
b.	If 'yes', no. of urinals _____ No. of toilet seats _____			
iii. a.	separate toilet for Teachers in usable* condition			Yes/No
b.	If 'yes', no. of urinals _____ no. of toilet seats _____			

*Note for Clubs: "Usable" toilet is defined as that having doors which can be securely closed from inside and sufficient flowing/stored water for flushing/washing.

		No. of existing toilets	No. additional units to be provided	Estimated cost of additional toilets (Rs.)
iv.	In case there are no usable toilets at all or there are common toilets for boys, girls and teachers, please assess and record, separately the number of toilets to be constructed			
a.	Boys			
b.	Girls			
c.	Teachers			
	Total			
5.	**Does the school have a functioning library with books**		Yes/No	
i.	Do the students use the library *(ask students, in particular)*		Yes/No	
ii.	Briefly describe the type of books available in the library			
iii.	Number of Books	Existing	No. of books to be provided	Estimated Cost of setting up a useful library(Rs.)
	(It is assumed that you are using books collected in the Book Collection Drive)			
6.	**Is the Government supplying school students uniforms and footwear free of cost**		Yes/No	
i.	If "no" please briefly state the reasons for non-supply of uniforms and footwear.			
ii.	Cost of supplying to each student of (classes I to VIII)	No. of units	Cost (Rs. per unit)	Estimated total cost (Rs.)
a.	Uniforms (2 pairs)			
b.	Footwear (2 pairs)			

c.	Both (2 pairs each)				
	(It is suggested that your Club make provisions for new uniforms for the subsequent 3 years also as a measure of sustainability)				
7.	**Space for Teachers**				
i.	Is the space/room for teachers sufficient?			Yes/No	
ii.	If "no", describe details of availability of space				
iii.	What are the facilities available in this space/room?				
iv.	Estimated total cost (Rs.) of creating and equipping adequate space for teachers				
8.	**Are indoor sports/games facilities available in the school**			Yes/No	
i. a.	If "yes", list facilities available/to be upgraded				
b.	If "no", list facilities to be provided				
ii.	**Estimated cost of Indoor sports/games facilities (Rs.)**				
9.	**Total estimated cost for the school to be converted into a Happy School (Rs.)**				
10.	**Total Grant Requested from RILM* (Rs.)**				

*Note for Clubs: The Club may add 5% of the total works cost as per item no. 10 of Part B towards its administrative overheads, including technical supervision during planning and execution, technical certification, financial audit and certification, etc. RILM will reimburse 50% of the total cost (including the administrative overheads) subject to the maximum of Rs. 2.5 lakh)

Part D: Additional Information for In-Principle Grant Application Approval

Execution Modalities:

1. Outline your project implementation schedule:

Sr. No.	Activity	Duration	Responsible Parties (Club members & others)
1.			
2.			
3.			

2. With respect to Responsible Parties please list out partnerships entered into with other Rotary Clubs, Rotaract Clubs, Rotary Community Corps, NGOs, Inner Wheel Clubs, Corporates or individuals.

Sustainability:

3. How will the Club and the School ensure maintenance of the physical facilities created under this project?

   Note for Clubs: State how Club would

   a. mobilize the SMC/ school authorities/ local authorities/parent-teacher groups/ students to ensure maintenance and upkeep of the installed facilities,

   b. ensure resource allocation for periodic future maintenance and upkeep

4. How will you measure your impact?

   Note for Clubs: Club may state

   a. the role of Club members and Volunteers as well as teachers, students, local authorities, members of the SMC, in conducting post-completion assessments/surveys to assess parameters like improvement in students attendance, teacher punctuality, general satisfaction about the facilities and similar indicators

   b. how Club would see that such impact assessment would inform further plans of sustainability

5. **Essential Terms**

   Before submitting this RILM grant application, Club and District should agree to some essential terms: (add link here to reach this point. Also put in box to check to allow them to proceed to the next segment)

   i. No Rotarian who has a vested interest in the activity (e.g., an employee or board member of a cooperating organization, owner of a store where project goods will be purchased, trustee of a school that a student plans to attend) may serve on the grant committee. If any potential conflict of interest exists, disclose it here.

   ii. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.

   iii. The Club/District agrees to undertake these activities as a Club/District.

   iv. RILM may use information contained in this application to promote the activities by various means.

   v. We agree to share information on best practices when asked, and RILM may provide our contact information to other Rotarians who may wish advice on implementing similar activities.

   vi. RILM will reimburse its share of the grant only after completion of the project, project upload and submission of accounts audited by a chartered accountant, construction quality certificate by a chartered engineer and a report of satisfactory performance by the Chairperson of the School Management Committee (SMC).

   vii. To the best of our knowledge and belief, except as disclosed above, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from RILM grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of RILM grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of RILM.

6.   Application Authorisations

Role   Name   Authorization Status   Authorization Date

<u>Club</u>

Primary Contact

CP

<u>District</u>

DLCC

DG

Date of application

7.   Approvals:

NHSCC

RILM (CEO)

Date of final approval

Part E: Upload on Completion

I.   Please upload details of each facility/service provided in the Happy Schools Program done by you, in the format below.

Sr. No.		Facilities/Services/ Items Provided	Total no. of Units/ Area covered	Total Expenditure (Rs.) Claimed	Upload Pictures	
					Before	After
1.	a.	School Building Repairs				
		Roof				
		Floor				
		Walls				
	b.	Doors and Windows				
		Painting Done				
2.		Benches and Desks Provided				
3.		Safe Drinking Water Supply				

Sr. No.	Facilities/Services/ Items Provided	Total no. of Units/ Area covered	Total Expenditure (Rs.) Claimed	Upload Pictures	
				Before	After
4.	Urinals/ Toilets Provided				
5.	Library Started				
6.	Uniform and Foot-wear Provided				
7.	Space for Teachers Created				
8.	Play Materials and Sports Equipment Supplied				

Note for Clubs: To claim reimbursement of admissible grant, please upload--

i) Chartered Accountant's certificate on expenditure on the completion of the project,

ii) Scanned copies of all important receipts of payment,

iii) construction quality certificate by a Chartered Engineer for facilities constructed, bought and provided, and

iv) Report of satisfactory performance by the Chair Person of the School Management Committee.

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. Over 9000 volunteers registered in two months.

Why RILM needs volunteers?

All five verticals of the T-E-A-C-H program need volunteers for their implementation. From volunteer-teachers needed for supplemental teaching to conducting surveys for the child development, adult literacy and happy schools verticals to starting an e-learning centre volunteers are required at every step.

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,
  - college students,
  - 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 9,000 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
      - The volunteer should preferably have teaching experience
      - Expected to teach (i) language or (ii) maths (iii) Science of Class I to V standard

- The above teaching will be for 1-2 hours after school or during vacations
- A time commitment for 15 to 30 days of continuous teaching is required

b. Training/retraining of existing teachers in selected Primary Schools

- Should have experience of teaching for 10 years
- May be trained to become a Master Trainer

4. **How to use Volunteers for the E-Learning vertical?**

- Conduct a survey to select schools for installation of e-learning facilities
- Understand the functioning of e-learning modules from vendor to be able to trouble-shoot and train teachers of select primary schools in the use of the same

5. **How to use Volunteers for establishing the Adult Literacy vertical?**

- Preferably be Class X passed
- Conduct survey in village/urban slum/basti
- Select Adult non-literates & counsel them to join the Adult Literacy Center.
- Volunteer to teach adult non-literates for 1 - 2 hours every day for 3 to 5 days in a week, for a minimum of 12 weeks
- Undergo training for teaching in groups of 10 to 15 adults using primers/e-modules
- In making literate office/domestic staff at your own office/home or at office/home of others
- Help start Vocational Training Centers
    i. Surveying urban/rural non-literates & counseling them to join vocational training courses
    ii. Act as counselors at the vocational training centers

6. **How to use Volunteers in Child Development vertical?**

- Conduct survey of out of school children and counsel their parents to bring them back to school
- When working with NGOs for the Child Development project volunteers can help with sustainability, impact assessment survey, reporting assessment, etc.

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 use volunteers for Fundraising at District level?**

- To raise funds from corporate and HNI individuals

- Use volunteers with contacts and skill to liaison with government organizations and leverage resources

9. **How to deploy Volunteers for Organizational work related to T-E-A-C-H program?**

- For data collection

- Data evaluation

- Internal impact assessment

- For PR & Publicity events under the guidance of Rotary Clubs. They can also help design communication collaterals.

10. **How to train the volunteers?**

- Volunteers need to be trained by organizing day long seminars/training programs

- Ask them to attend Level-II Training Program

- Encourage them to attend District/National level events related to Literacy like the Summit.

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 other levels of training
- PR & Communications
- 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?

Activity	Project	Incentive
Teacher Support	Engaging volunteer-teachers for supplemental teaching in schools -honorarium of Rs. 200/- per volunteer per day	RILM pays Rs. 100/- per volunteer per day (50% assistance)
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/-
Adult Literacy	i.Engaging volunteer-teachers to conduct literacy classes – honorarium @ Rs. 250/- per adult examined and certified as literate ii.Printing and supply of primers to adult learners – cost norm of Rs. 40/- per primer	i.RILM pays Rs. 250/- per adult learner certified as literate (100% assistance) ii. RILM pays Rs. 40/- per primer if the number of primers needed & printed is 100 or more (100% assistance)
Child Development	Bringing out-of-school children back to school – cost @ Rs. 2000/- per child per year	
Happy School	Providing at least five of the eight mandated facilities to a selected school to make it a Happy School – cost norm 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. Retail Sources

iv. High Net worth Individuals (HNI) including Rotarians and

v. Government Resources wherever available

Responsibility for fundraising

Fundraising is crucial to program implementation and should be done at ALL three levels

- National
- District
- Club

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**

    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.

*All retail fundraising collaterals will be prepared centrally by the PR & Communications Committee and RILM Office on receipt of inputs from various Committees.

- **Fundraising from Rotarians**

    i.   Analyze and establish contact with HNI Rotarians in each District

    ii. Make presentations to them to solicit funding for the program

    iii. Collect funds, ensure sending of receipts, notes of acknowledgement and relevant recognitions

- **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

DG and DLCC should create District level Fundraising Committees for the following:

- **District Committee for Fundraising from Corporates & Trusts**

    o   This committee will approach Corporates for funds. Any film, power point presentation required will be made available from RILM office.

- District Committee for fundraising from TRF grants

- District Committee for retail fundraising

    o   This committee should try & identify hotels and restaurants for starting the hotel scheme. For any help or support please get in touch with the following members of the National Fundraising Committee for Retail Sources

Fundraising - Retail				
3131	Vinay D. Kulkarni	Chair	9822022328	vinconprojectspvtltd@gmail.com
3010	Deepak Talwar	Vice Chair	9810071153	cmexports1983@gmail.com
3170	Mahesh Raikar	Member	9448113450	raikarmd@hotmail.com
3140	Rahul Timbadia	Member	9324982792	latimlifestyle@gmail.com
3150	T. V. R. Murti	Member	9848021462	murtitvr@hotmail.com
3100	Y. M. Gupta	Member	9897047666	yogeshmohan.iimt@yahoo.com

- District Committee for Government Resources

    o   To find out from government authorities at the State level whether they have funds that can be used for literacy and educational programs in their areas like

    a)   Sarva Siksha Abhiyan

    b)   Right to Education (RTE) Act

c) Rashtriya Madhyamik Siksha Abhiyan

d) MP/MLAS Local Area Development Funds

e) Any other means/source

District may form any other suitable fundraising committee as required in the District

Club level fundraising:

- Corporate fundraising committee
- Retail fundraising committee

Example of Retail Fundraising

- For the Asha Kiran… a ray of hope Program
    - Hotel Reach-Out Scheme
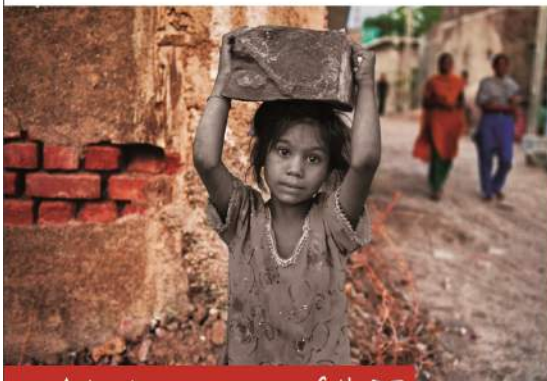   - Restaurant Reach-Out Scheme

Collect donation through coupons of Rs. 2,000/- each

What is the Hotel Reach-Out Scheme?

Under this scheme the following process is followed:

- Tent cards are placed in each hotel room informing the guest that Rs. 100/- would be added to his bill to help send children to school

Rotary
India Literacy Mission

Asha kiran… a ray of HOPE

Gauri, an eight year old girl from West Bengal works at a construction site. She has never been to school. To be in school is her right under the constitution of India.

Rotary India Literacy Mission is helping thousands of children like Gauri go back to school.

Be a part of this movement. Volunteer & donate.

Total Literacy & Quality Education

Rotary
India Literacy Mission

Asha kiran… a ray of HOPE

There are over 60 lakh out-of-school children (6-13 year olds) in India. Through the Child Development project Asha Kiran…a ray of HOPE, Rotary India Literacy Mission is helping one lakh such children go back to school in the first year. It costs just ₹2000 for a child to go back to school and remain there.

By allowing us to include a small donation of ₹100 in the bill, you will join us in this effort.

If you do not wish to do so, please inform your server when asking for your bill.

www.rotaryteach.org

- If the guest does not want to contribute he/she may inform bill desk when asking for bill

- Assume a hotel has 50 rooms

- Assume 10 bills are generated from a room per month (average stay for each room being three nights)

- @ Rs. 100/- per bill collection from one room in one month = Rs. 100X10 bills = Rs. 1,000/-

- From 50 rooms collection = 50X1000 = Rs. 50,000/- per month

- Total collection per anum = Rs. 6,00,000/-

- Consider 60% occupancy in hotel

- Total collection = Rs. 3,60,000/- per anum

Similarly a 100 room hotel can contribute Rs. 7,20,000/- per anum.

A five star hotel with 250 rooms can collect Rs. 18 lakhs in a year.

A five star chain with 10 hotels can contribute Rs. 1.8 crores to the cause of literacy.

What is the Restaurant Reach-Out Scheme?

It is similar to the above scheme but applicable to restaurants as detailed below:

- Tent cards are placed on each table of the restaurant

- It informs diners that Rs. 10/- would be added to the bill to help send children to school

- If diner does not want to contribute he/she may inform bill desk when asking for bill

- Assume restaurant has 15 tables

- Assume 3 bills are generated from each table per day

- @ Rs. 10/- per bill collection per table = Rs. 10X3 = Rs. 30/- per day

- From 15 tables collection = 15X30 = Rs. 450/- per day

- Total collection per month = Rs. 13,500/-

- Consider 60% occupancy in hotel

- Collection per month = Rs. 8,100/- per month

- Total collection per anum = Rs. 97,200/-

Restaurant chains like Mainland China, Café Coffee Day, etc. with 10 restaurants running the scheme can contribute Rs. 9,72,000/- per year.

Metro cities can have 20 to 30 restaurants running this scheme and contributing Rs. 19,44,000/- to Rs. 29,16,000/- to the cause each year.

What is in it for the Districts?

- Pride in helping the cause of literacy

- 40% of the funds raised from retail initiatives and involving work at the District/Club level will be given back to the District concerned to implement the T-E-A-C-H program of the RILM

- Recognition of DG and District at the National level during the next Summit

- Concept design for collaterals and support from the RILM Office will be provided to the Districts free of cost.

Discussions and Exercises

1. Write the names of five corporates in your District whom you can approach for raising funds?

2. Name five hotels in your District where the Hotel Reachout Scheme can be started.

3. Name five restaurants in your District where you can start the Restaurant Reachout Scheme.

4. What are the programs under T-E-A-C-H that can be implemented through TRF grants?

GOALS FOR RY 2015-16

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 2015-16

NAME OF DG 2015-16 :

RI DISTRICT NO :   TOTAL NO. OF CLUBS: TOTAL NO. OF ROTARIANS:

Sl. No.		Description	GOALS
A		TEACHER SUPPORT	
	1	Number of Children to be provided with Supplemental Teaching in School	
	2	Number of Teachers to be Trained	
	3	Number of DIETS to be Strengthened	
	4	Number of Teachers to be Recognized with Nation Builders Award	
B		E-LEARNING	
	1	Number of E-Learning Centres to be set up	
	2	Number of Teachers to be Trained in use of E-Learning Software & Hardware	
C		ADULT LITERACY	
	1	Number of Adult Learning Centres to be Started	
	2	Number of Adults to be made Literate	
	3	Number of Adults to be enrolled for Skill Development	
D		CHILD DEVELOPMENT	
	1	Number of Out-of-School Children to be Brought Back-to-School	
E		HAPPY SCHOOL	
	1	Number of Schools to be adopted	
	2	Number of Libraries to be Created in Govt. & Govt. Aided Schools	
F		WinS	
	1	Number of Toilet Blocks to be constructed in Schools	
G		Others	
	1	Number of Volunteers to be Registered and Trained	
	2	Funds to be Raised from Individual Rotarian Contribution	
	3	Number of PR Initiatives to be organized	

_____

Signature of DG

_____

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 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

9. Fundraising in the District from retail sources and all Rotary Club members (per capita contribution)

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 of 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

8. Fundraising in the District from retail sources and all Rotary Club members (per capita contribution)

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

7. Fundraising from retail sources and all Rotary Club members (per capita contribution)

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

7. Fundraising from retail sources and all Rotary Club members (per capita contribution)

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. The top three Districts will be awarded.

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. The Best Impact Awards will be awarded to the top three Districts that produce demonstrable sustainability of the project/s implemented.

The top three Districts with the best project implementation in each of the five verticals of T-E-A-C-H program will be considered for the Best Performance Award for these verticals.

There are also awards for raising funds for the Mission. The three Districts that raise and contribute the highest amounts for the Mission in a year will be awarded. The Best Retail Collection and Best Collection from Corporates and Trusts awards (one each) will be for the District that makes the highest collection in each of the two categories.

Finally, three District Literacy Committee Chairs who perform the best will receive awards.

Criteria for evaluation of performance for these awards will be notified in due course.

Awards Scheme for Rotary Districts

Best Overall Performance in Literacy Mission	3
Best Impact Award	3
Best Performance Award (one for each vertical of T-E-A-C-H Project)	15
Best Overall Collection in India	3
Best Retail Collection	1
Best Corporate &Trust Collection	1
Best DLCC	3
TOTAL	**29**