



Rotary  
India Literacy Mission  
2022-23

# LITERACY MANUAL







Rotary  
India Literacy Mission

T-E-A-C-H

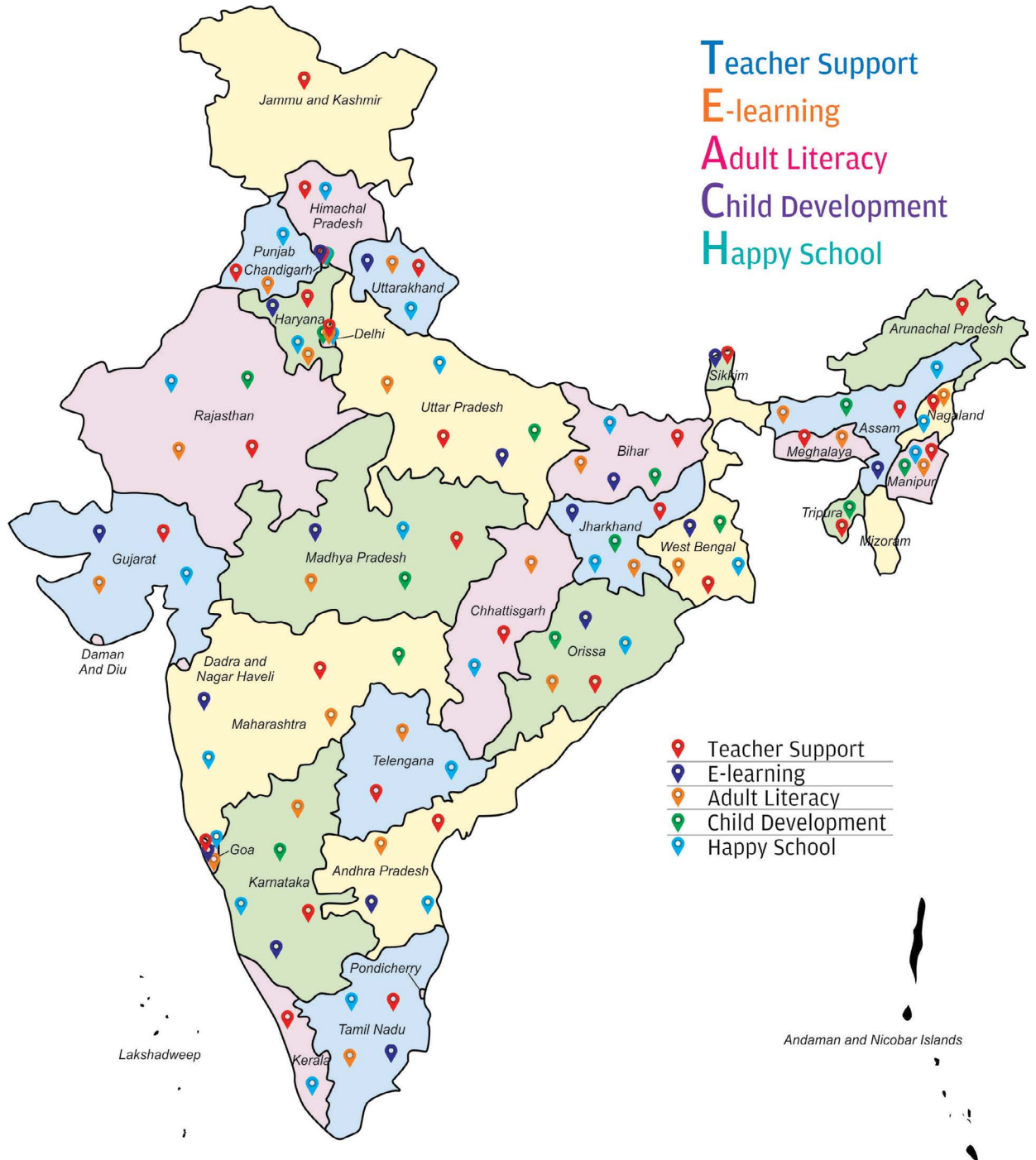
*A program by*  
**Rotary India Literacy Mission**

*'Rotary TEACH, a program of Rotary India Literacy Mission, formerly known as Rotary South Asia Society for Development and Cooperation, is independent of Rotary International and The Rotary Foundation'*

## Content

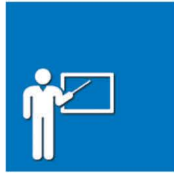
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# Impressions Made by the T-E-A-C-H Program



# OUR MILESTONES

Achievements upto February 2021



## Teacher Support

Teacher Training Achievement 1,80,707  
NBA Achievement 27,254



**E-learning**  
Achievement 16,169



**Adult Literacy**  
Achievement 87,870



**Child Development**  
Achievement 37,636



**Happy School**  
Achievement 2,964  
Library Setup 3,100









# Rotary India Literacy Mission



Rotarians in India resolved to the mission of Total Literacy and Quality Education. This is being done through the T-E-A-C-H program of Rotary India Literacy Mission (RILM).

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

*“Learning gives creativity, creativity leads to thinking, thinking provides knowledge, knowledge makes you great.”*

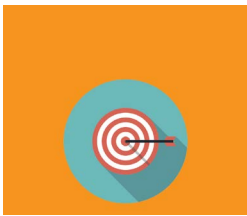
**- Dr. A P J Abdul Kalam**



## What is T-E-A-C-H?

- **T- Teacher Support** - Train and recognize outstanding teachers in government and government aided schools
- **E- E-learning** - Establish E-learning Centers in schools
- **A- Adult Literacy** - Educate adult non-literates across the country
- **C-Child Development** - Send a child back to school
- **H- Happy School** - Upgrade elementary schools to Happy Schools to curtail student dropouts





# Purpose of the Literacy Manual



Rotary in India through “Rotary India Literacy Mission” has embarked upon one of the most structured programs on Total Literacy and Quality Education. This mission wishes to achieve the literacy goals through its comprehensive program called T-E-A-C-H.

T-E-A-C-H is a program to ensure that we adhere, pragmatically, to a common set of methodologies in implementing it. This will help in standardization of policies and procedures, making training effective at all levels and to measure performance and its impact too. It enables leadership in the current challenging times to implement the programs with agility and using innovation in technology.

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, Zonal, District and Club level Committees to understand the program and the



role and responsibilities of each member. It will help RILM to be better informed and thus assist in implementation, reporting and evaluation of the program.

Together, let us make India Literate.





# Literacy Scenario in India



“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development.....” - Kofi Annan, Former Secretary General of United Nations.

## The Constitutional Framework

Education is a highly valued “public good” with major responsibility bestowed on the State for provision of the same. Therefore, a good point to know the literacy scenario 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]

**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.”***

The Directive Principles have been ab initio non-justiciable – that is, failure of the State to accomplish what the Directive Principles mandate was (and still is) 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.”***

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

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

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

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



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

**TARGETS**

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



## 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

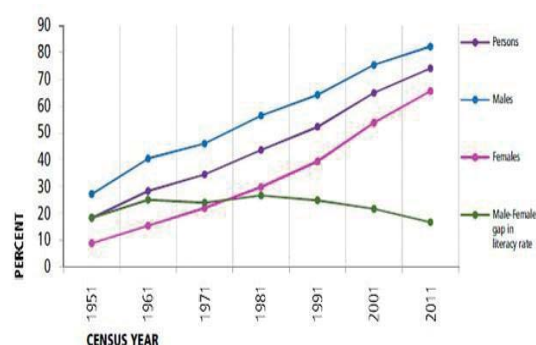


Figure 2 - Literacy Growth

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.

### Growth of Literacy in India

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





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

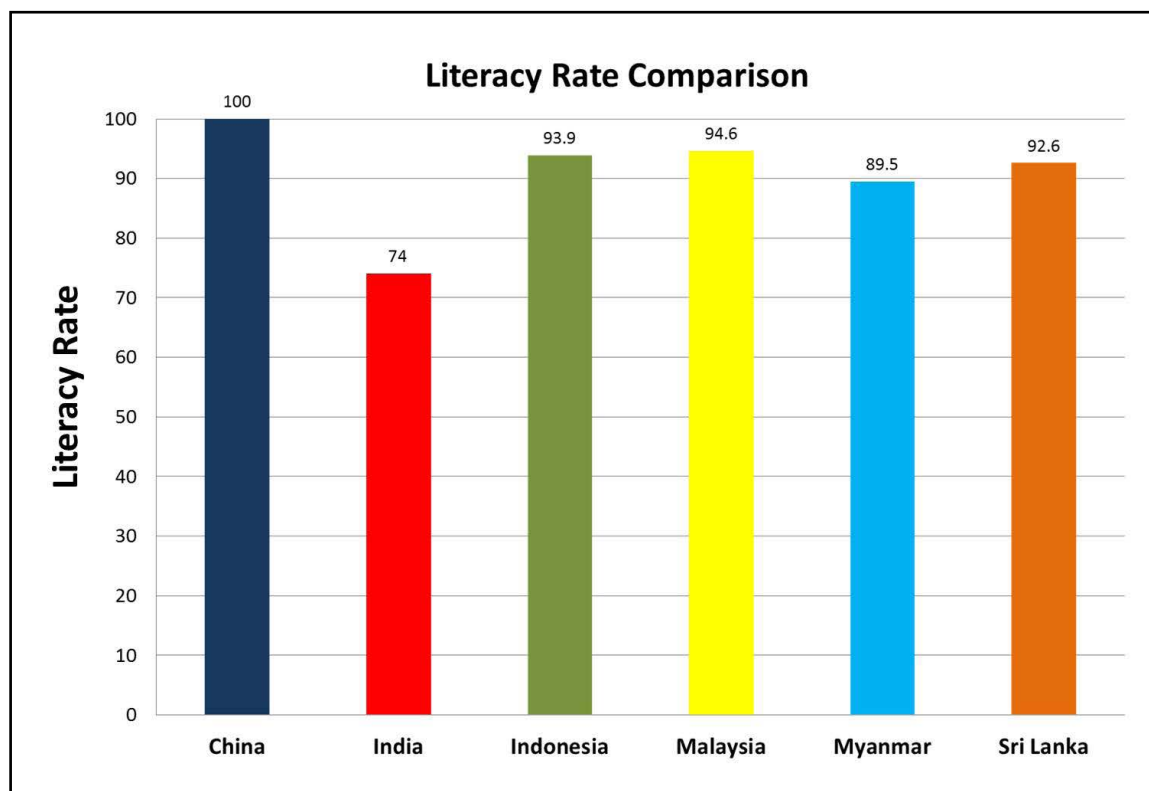


Figure 3 – Literacy across Asian Countries

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

## Major Initiatives

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

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



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

## New Education Policy (NEP) 2020

The New Education Policy (NEP) 2020 describes reforms at all levels of education from school to higher education to adult literacy. It seeks to increase the focus on early childhood care, reform the current exam system, strengthen teacher training, restructure the education regulatory framework and increase adult literacy rate. Key features of New Education Policy 2020 is as under:

- The NEP 2020 aims for universalisation of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2025.
- NEP 2020 will bring two crore out of school children back into the main stream.
- The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. It will include 12 years of schooling and three years of Anganwadi and pre-schooling.
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight.
- NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by the Education Ministry. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.
- A National Book Promotion Policy is to be formulated.
- All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.
- A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.
- NEP emphasises on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups.
- Every state/district will be encouraged to establish “Bal Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras.



- A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAC) through consultations with all stakeholders.
- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions.
- The policy envisages broad-based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.
- An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT.
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
- Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs). A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long-term mentoring/professional support to university/college teachers.
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.
- Measures such as online courses and digital repositories, funding for research,



improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes.

- A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible, has been covered.
- A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education.
- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes.
- Internationalisation of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India.
- Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.
- Policy aims to achieve 100% youth and adult literacy by 2030. It is proposed to obtain cooperation and involve communities and non government organizations for achieving the target.
- The Centre and the States will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest.

## 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.

Sarva Shiksha Abhiyan
<ul style="list-style-type: none"><li>• Government of India's flagship programme for Universalization of Elementary Education (UEE)</li><li>• 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</li><li>• Implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations</li></ul>



- 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 provided in **Annexure II**. Similarly, a status report on implementation of various provisions of the RTE Act is provided in **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) was 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).

## Summary of RTE Act

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

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

### 1. Right to free & compulsory education

- No school fees, capitation fees, charges or expenses are to be paid by a child to get elementary education.
- The child or his/her parents are not to be subjected to any screening procedure for admission to school.



- When a child of above six years has not been admitted to any school or, if admitted, is unable to continue studies, that child shall be admitted to a class appropriate to his age. He / She will be also given special training (minimum of 3 months; maximum 2 years) to bring him/her at par with his class. He / She can continue beyond 14 years in order to complete receiving elementary education.
- If a school does not provide facility to complete elementary education then a child of that school can take a transfer to any other government or government-aided school.
- Each child is also entitled to free text books, writing material and uniform.

## 2. Duties of Appropriate Government, Local Authority & Parents

The RTE Act defines “appropriate government” as

- i. the Central government, for schools owned or controlled by the Central government or a Union Territory (UT) Administration without legislature; and
- ii. the State and UT government with legislature, for schools established in the territory of that State/UT.
  - The appropriate government or the local authority (meaning a municipal corporation or municipal council or equivalent body in urban areas or a Panchayati Raj Institution – PRI – in rural areas) has to provide
    - o A school within 1 km walking distance for children in classes I to V and
    - o Within 3 kms for those in classes VI to VIII.
    - o In densely populated areas, depending on the number of children between the ages of 6 to 12, more than one school may be necessary.
    - o For remote areas, where distances are more than the prescribed kms, facility should be provided for free transportation or residence as required.
  - Such a school is termed as ‘neighbourhood school’.
  - The appropriate government or local authority has to undertake school mapping to determine the locations of neighborhood schools.
  - The location of each school has to be made known to the community it is meant to serve.
  - All private schools (those that do not seek any government grants to impart education) in a neighbourhood are required to enroll 25% students from the weaker and disadvantaged sections of society and provide free education to them. These schools can then claim reimbursement from the government for the expenditure incurred, provided that, per child expenditure does not exceed the amount a government school spends to educate a child.
  - The Central and State governments have concurrent responsibility to provide funds for execution of the RTE Act.



- The Central government, apart from carrying out the mandated functions of the appropriate government in respect of schools owned/controlled by it, is also responsible for
  - o preparation of the National Academic Curriculum,
  - o developing and enforcing standards for teachers' training, and
  - o providing technical support to the State governments for promoting innovations, research, planning and capacity building.
- The State government or local authority has to
  - o prescribe curriculum and courses for study for elementary education,
  - o ensure admission, attendance and completion of elementary education of the children and maintain records of children up to the age of 14 years,
  - o provide infrastructure including school buildings, teaching staff and learning equipment,
  - o see that children from the weaker and marginalized sections of the society are not discriminated against in school,
  - o provide special training facility for children not admitted to any school or those who have not completed elementary education,
  - o provide training to teachers and ensure each school follows the academic calendar,
  - o ensure good quality elementary education according to the specified standards and norms (see Heading 5 below) and
  - o ensure that no new school is either started or allowed to function without obtaining a certificate of recognition from a designated authority and schools, already existing before the RTE Act came into effect, obtain such certificate within 3 years of the Act's commencement
- It is the duty of every parent to admit their children or ward to school and ensure that they receive elementary education.
- The government has to make necessary arrangements to provide one year of free pre-school training for children.

### **3. School Management Committees**

- Each government and government-aided school is mandated to set up a School Management Committee (SMC).
- 75% of the SMC members have to be from among parents and guardians of the students of the school.
- Proportionate representation has to be given to parents/guardians of



disadvantaged students or students from weaker sections of society.

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

#### **4. Duties of Teachers**

They have to:

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

#### **5. School Norms and Facilities**

- There should be one teacher for every 30 students for class I to V and one teacher for every thirty five students for class VI to VIII.
- For upper primary section (Classes VI to VIII), there should be one teacher each for teaching (i) Science & Mathematics (ii) Social Sciences and (iii) Languages.
- A full-time Head Teacher is recommended for a school with more than 100 students.





- Classes I to V should have 200 working days & Classes VI to VIII 220 working days per academic year, with a 45 hour work week.
- Each school should have
  - o an all-weather building with one classroom for every teacher,
  - o an office cum store cum Head Teacher's room,
  - o separate toilets for boys and girls,
  - o safe and hygienic drinking water facility,
  - o a kitchen to prepare mid-day meals,
  - o playground,
  - o fencing for the premises,
  - o a library, and
  - o teaching learning equipment & play & sports equipment.
- All schools owned or aided by the government need to obtain a certificate of recognition.

## 6. Completion of Curriculum and Learning Outcome

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

## KEY FEATURES OF RTE (AMENDMENT) ACT 2019

- There shall be a regular examination in the fifth class and eighth class at the end of every academic year.
- If a child fails in the examination, s/he shall be given additional instructions and granted opportunity for re-examination within a period of two months from the date of declaration of the results.



- The appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, in such manner and subject to such conditions as may be prescribed, if she fails in the re-examination.
- No child shall be expelled from a school till the completion of elementary education.

ANNEXURE 2

State Wise Literacy Rates						
Rank	India/State/ Union Territory	Literacy Rate (%) - 2011 Census	Male Literacy Rate (%) - 2011 Census	Female Lit- eracy Rate (%) - 2011 Census	Literacy Rate (%) - 2001 Census	Decadal Difference (%)
1	Kerala	93.91	96.02	91.98	90.86	3.05
2	Lakshadweep	92.28	96.11	88.25	86.66	5.62
3	Mizoram	91.58	93.72	89.40	88.80	2.78
4	Tripura	87.75	92.18	83.15	73.19	14.56
5	Goa	87.40	92.81	81.84	82.01	5.39
6	Daman & Diu	87.07	91.48	79.59	78.18	8.89
7	Puducherry	86.55	92.12	81.22	81.24	5.31
8	Chandigarh	86.43	90.54	81.38	81.94	4.49
9	Delhi	86.34	91.03	80.93	81.67	4.67
10	Andaman & Nicobar	86.27	90.11	81.84	81.30	4.97
11	Himachal Pradesh	83.78	90.83	76.60	76.48	7.30
12	Maharashtra	82.91	89.82	75.48	76.88	6.03
13	Sikkim	82.20	87.29	76.43	68.81	13.39
14	Tamil Nadu	80.33	86.81	73.86	73.45	6.88
15	Nagaland	80.11	83.29	76.89	66.59	13.52
16	Manipur	79.85	86.49	73.17	69.93	9.92
17	Uttarakhand	79.63	88.33	70.70	71.62	8.01



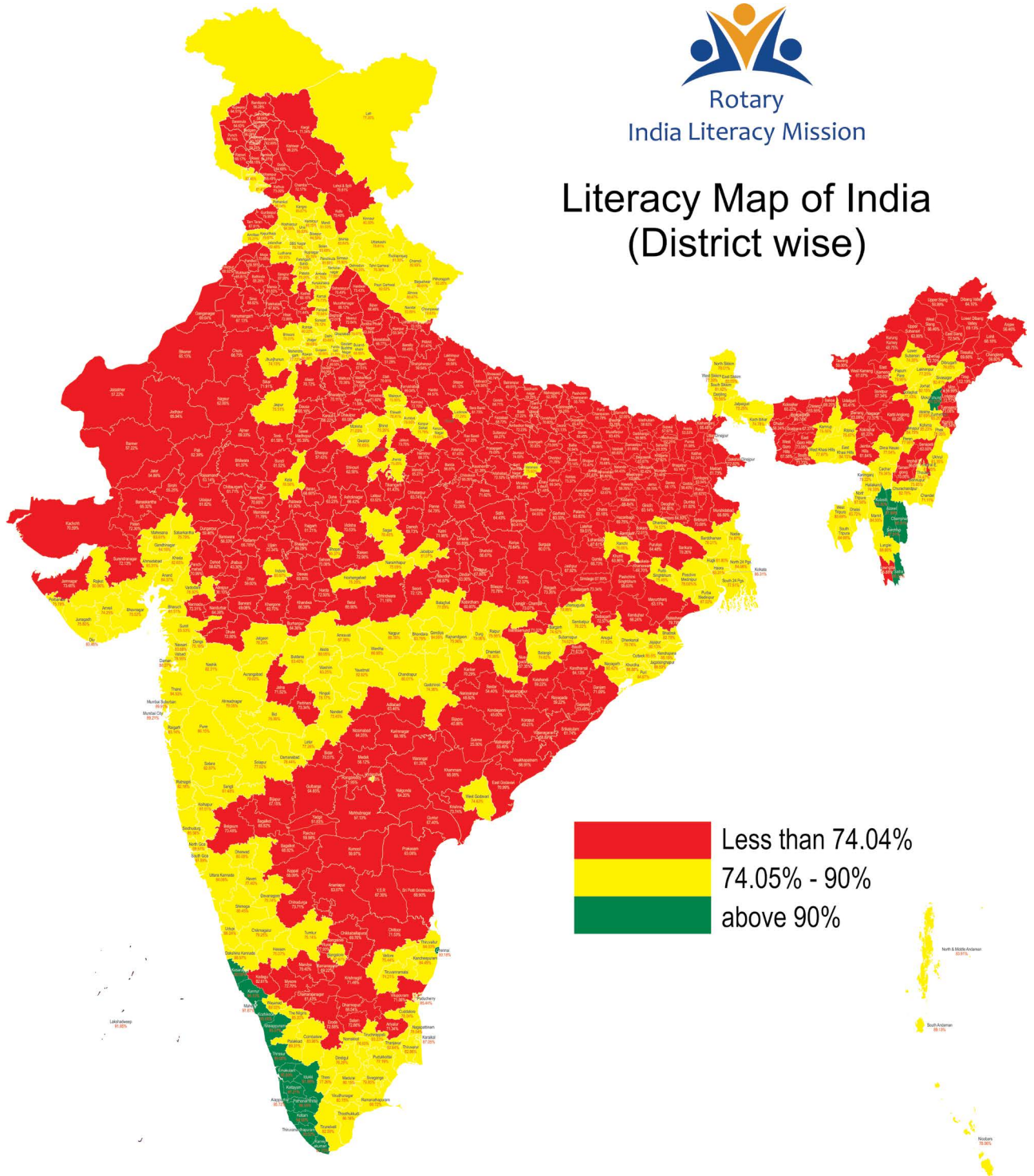
State Wise Literacy Rates						
Rank	India/State/ Union Territory	Literacy Rate (%) - 2011 Census	Male Literacy Rate (%) - 2011 Census	Female Lit- eracy Rate (%) - 2011 Census	Literacy Rate (%) - 2001 Census	Decadal Difference (%)
18	Gujarat	79.31	87.23	70.73	69.14	10.17
19	Dadra & Nagar Haveli	77.65	86.46	65.93	57.63	20.02
20	West Bengal	77.08	82.67	71.16	68.64	8.44
21	Punjab	76.68	81.48	71.34	69.65	7.03
22	Haryana	76.64	85.38	66.77	67.91	8.73
23	Karnataka	75.60	82.85	68.13	66.64	8.96
24	Meghalaya	75.48	77.17	73.78	62.56	12.92
	<b>India</b>	<b>74.04</b>	<b>82.14</b>	<b>65.46</b>	<b>64.83</b>	<b>9.21</b>
25	Odisha	73.45	82.40	64.36	63.08	10.37
26	Assam	73.18	78.81	67.27	63.25	9.93
27	Chhattisgarh	71.04	81.45	60.59	64.66	6.38
28	Madhya Pradesh	70.63	80.53	60.02	63.74	6.89
29	Uttar Pradesh	69.72	79.24	59.26	56.27	13.45
30	Jammu & Kashmir	68.74	78.26	58.01	55.52	13.22
31	Jharkhand	67.63	78.45	56.21	53.56	14.07
32	Andhra Pradesh	67.40	75.56	59.74	--	--
33	Rajasthan	67.06	80.51	52.66	60.41	6.65
34	Arunachal Pradesh	66.95	73.69	59.57	54.34	12.61
35	Telangana	66.50	--	--	--	--
36	Bihar	63.82	73.39	53.33	47.00	16.82





Rotary  
India Literacy Mission

## Literacy Map of India (District wise)





# Training



Training is an essential component for ensuring success of any large program. To have uniform training at all levels, we have designed this Manual. It has been designed keeping in view, How to achieve the Mission of RILM of “Total Literacy & Quality Education” by year 2027? It has the details of 3 levels of training cycle, agenda, time schedule along with details of participants.



## Training Cycle with Agenda

### Level I Training Program

- Conducted by – RILM
- Participants
  - a. District Governor 2022-23
  - b. District Governor 2023-24
  - c. District Governor 2024-25
  - d. District Literacy Committee Chair 2022-23 (DLCC)
  - e. District Literacy Team Members 2022-23
- This event is to be organized for each RI District separately or in conjunction with District Training Assembly
- Agenda - (Annexure 1)

### Level II Training Program

- Conducted by – District Governor 2022-23 & DLCC 2022-23
- Participants
  - a. District Governor 2023-24
  - b. District Governor 2024-25
  - c. District Literacy Team 2022-23
  - d. Club Presidents 2022-23
  - f. Club Literacy Committee Chairs 2022-23
- Agenda - (Annexure 2)

### Level III Training Program (District Literacy Seminar)

- Conducted by - DG 2022-23, DLCC 2022-23 and District T-E-A-C-H Committee Members 2022-23
- Participants – All Rotarians of the District
- Format – like a Seminar
- Agenda - (Annexure 3)



## AGENDA for LEVEL I TRAINING PROGRAM

1. **Participants**
  - a. District Governor 2022-23
  - b. District Governor 2023-24
  - c. District Governor 2024-25
  - c. District Literacy Committee Chair 2022-23 (DLCC)
  - d. District Literacy Team Members 2022-23
  
2. **Duration** – 2 hrs
  
3. **Format** – Workshop either through online platform (Example : Zoom, Google Hangout) or physical presence.
  
4. **Agenda** –
  - i. Organization Structure with
    - a. Role & Responsibilities
    - b. Communication Channels
  - ii. Website & Social Media Tools
  - iii. Teacher Support
  - iv. E-learning
  - v. Adult Literacy
  - vi. Child Development
  - vii. Happy School
  - viii. Goal Setting
  - ix. Project upload



## **AGENDA for LEVEL II TRAINING PROGRAM**

1. **Participants**
  - a. District Governor 2023-24
  - b. District Governor 2024-25
  - c. District Literacy Team 2022-23
  - d. Club Presidents 2022-23
  - e. Club Literacy Committee Chairs 2022-23
  
2. **Duration** – 1 hr 30 minutes - 2 hrs
  
3. **Format** – Seminar cum Workshop either through online platform (Example : Zoom, Google Hangout) or physical presence.
  
4. **Agenda** –
  - i. Organization Structure with
    - a. Role & Responsibilities
    - b. Communication Channels
  - ii. Website & Social Media Tools
  - iii. Teacher Support
  - iv. E-learning
  - v. Adult Literacy
  - vi. Child Development
  - vii. Happy School
  - viii. Goal Setting
  - ix. Project Upload





## AGENDA for LEVEL III TRAINING PROGRAM

### DISTRICT LITERACY SEMINAR

1. **Participants**

All Rotarians of the District

2. **Duration** – 3 hrs

3. **Format** – Like a Seminar

4. **Agenda** –

- i. Organization Structure of District Literacy Team with
  - a. Role & Responsibilities
  - b. District Communication Channels
- ii. Website & Social Media Tools

**Key note speakers (from the pool of speakers) to speak in the sessions for T-E-A-C-H**

- iii. Teacher Support
- iv. E-learning
- v. Adult Literacy
- vi. Child Development
- vii. Happy Schools
- viii. Goal Sharing
- ix. Forms & Resources

**Note:** Training content to be downloaded from RILM website  
[www.rotaryteach.org/Resources](http://www.rotaryteach.org/Resources)



# Donation

## DONATION FOR TOTAL LITERACY IN INDIA

Your donation will help us to bring out of school children back to mainstream. Donation for sponsoring Asha Kiran children can be made by any of the following three modes.

### 1. Our website:

Donation can be made through our website, by visiting the following link:  
<https://www.rotaryteach.org/donate>

### 2. Direct transfer to our bank account:

Donation can be made by RTGS/ NEFT / Cheque/ DD, etc. directly to our bank account. Bank details of our organization are as follows:

Name : **Rotary India Literacy Mission**  
Account Number : **037201003120**  
Bank : **ICICI Bank**  
IFSC : **ICIC0000372**  
Branch : **95, Sarat Bose Road, Kolkata 700026**

Once donation is made provide the following information to us by sending mail to [admin@rotaryteach.org](mailto:admin@rotaryteach.org):

#### A. Payment details: with supporting payment document.

- I. Transaction ID:
- II. Date of Donation:
- III. Amount of Donation:

#### B. Donor details required:

- I. Name:
- II. Address:
- III. PAN / Aadhaar No: with a copy of the PAN / Aadhaar Card.

### 3. Sending donation to our office by post:

Cheque or DD can be sent to our office with a covering letter having the following details of the donor:

- I. Name:
- II. Address:
- III. PAN / Aadhaar No: with a copy of the PAN / Aadhaar Card.

#### To send donation by post, the mailing address is:

Rotary India Literacy Mission, Skyline House, 145 Sarat Bose Road, Kolkata – 700 026. Phone : +91-33-2486 3434 / 3435

All donations to RILM are eligible for Income Tax Deduction u/s 80G of Income Tax Act.

**Note:** RILM needs to file donor details to Income Tax Department and on that basis only donors will get 80G benefit for the donation. In this regard, detail information of any donation is needed to file for tax deduction to Income Tax Department, otherwise the donor will not get benefit of 80G deduction for their donation made.





# Teacher Support



## A. What is the Teacher Support Program?

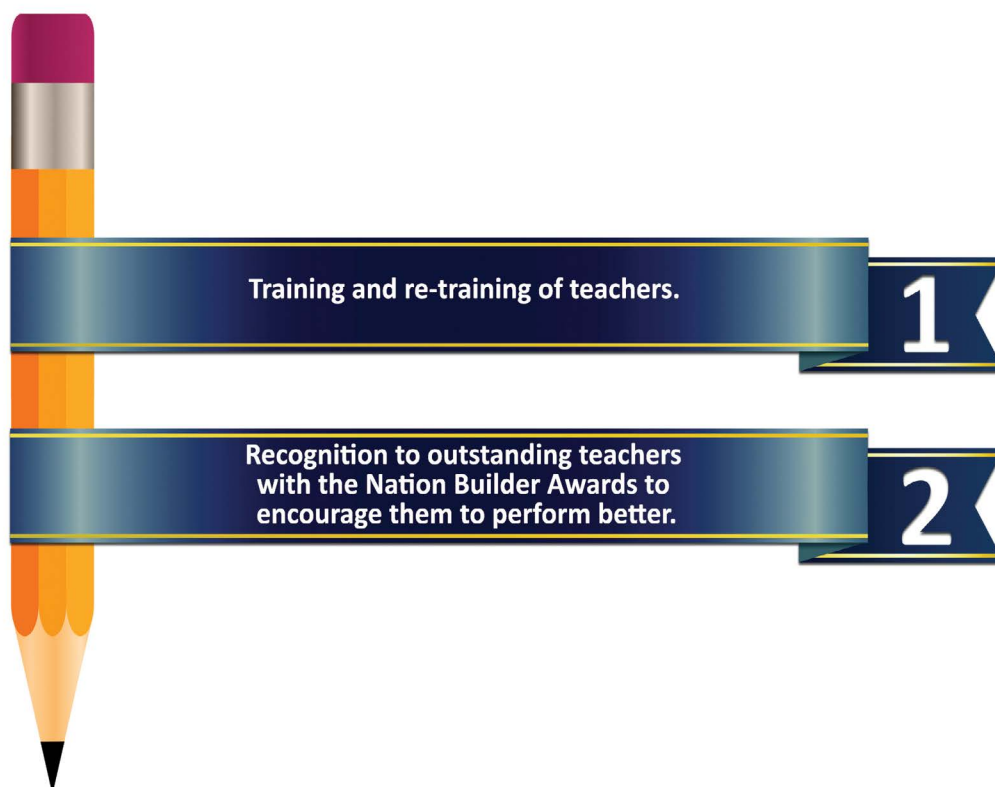
The aim of the Teacher Support program is to improve the professional skills and performance of teachers through training, retraining and recognition to outstanding teachers.

## B. What are the objectives of the Teacher Support Program ?

- Improve the scholastic and professional skills and performance of Government and Government- aided school teachers
- Make them more confident in their everyday classroom performance
- TPD (Teacher Professional Development) reinforces teachers' content knowledge and improves their teaching practices.
- To upgrade the teaching skill with changing time



## C. What are the Activities included in the Teacher Support Program?



## D. Why should a Club undertake Teacher Training?

**Teacher Training**, the most vital element of Teacher Support aims to improve the professional skills of the teachers, make them confident in their approach which will have a positive impact on the learning outcomes of the students. Teacher training is the main focus of the entire Teacher Support vertical and the teachers needed to be tech savvy to take online classes as the pandemic demanded. The role of teachers in shaping the minds of the youth is undeniable. Teachers from government schools undergo pre-service as well as in-service training during their career. However, apart from this, regular workshops, seminars and training should be encouraged to enhance the capabilities of a teacher. There are various institutions that specialize in training teachers. Rotary India Literacy Mission's Teacher Training program focuses on providing such facility to the teachers of government schools and government aided schools across India by collaborating with institutions that specialize in this.

The Government of India visions to trained 56 lakh school teachers through the National Initiative for School Heads and Teachers for Holistic Advancement (NISHTHA). NISHTHA is a national mission to improve learning outcomes at the elementary level, and has been launched by The Union Human Resource Development Minister.

NISHTHA is the largest teachers' training programme of its kind in the world. The objective



is to motivate and equip teachers to encourage and foster critical thinking in students. The Teachers will get awareness and develop their skills on various aspects related to

- o Learning Outcomes,
- o Competency-Based learning and Testing,
- o Learner-centered Pedagogy,
- o School Safety and Security,
- o Personal-social qualities,
- o Inclusive Education,
- o ICT in teaching-learning including Artificial Intelligence,
- o Health and well-being including yoga,
- o Initiatives in School Education including library, eco-club, youth club, kitchen garden,
- o School Leadership qualities,
- o Environmental Concerns,
- o Pre-school, Pre-vocational Education and School-Based assessment.

The Training will be conducted directly by 33,120 Key Resource Persons (KRPs) and State Resource Persons (SRP) identified by the State and UTs, who will in turn be trained by 120 National Resource Persons identified from National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), etc.

A Mobile App and Learning Management System (LMS) based on MOODLE (Modular Object-Oriented Dynamic Learning Environment) have been developed by NCERT.

## E. Methods of Teacher Training :

### 1. In Person Training

Teachers can be trained through regular workshops, seminars to enhance the capabilities of a teacher. Rotary Clubs and districts may choose to undertake teacher training in collaboration with local self-governments. These teachers are from government schools and government aided schools and often look forward to such training to enhance their performance.

Rotary India Literacy Mission encourages the clubs to undertake such project with the training partners on board with RILM.

### How will a Club undertake physical Teacher Training?

A teacher training program taken up independently by a Club maybe as follows:

- Basic Training: 1 day training (RILM certification not available)



- Intermediate Training: 2 days training
- Advanced Training: More than 2 days training with a follow up.

However, to get recognized by RILM, a club should follow the RILM prescribed training structure which is the intermediate and advanced training. If it is not feasible to conduct training for 2 or more consecutive days, then the training with the same batch of teachers can be spread over a few months depending on the number of training days.

To implement Teacher Training, clubs may seek corporate support or may apply for Global Grants in collaboration with other Rotary Clubs.

## 2. Online Teacher Training

Teaching is a very dynamic field with regular innovations in pedagogy and technology, and this renders professional development an ongoing, life-long process. **Online Teacher Training** seeks to provide rigorous personal and professional training to teachers in the most effective way possible, with a user-friendly platform where they can access the training materials at their convenience. With the unprecedented crisis due to the spread of the pandemic, learning has been impacted in multiple ways. However, it has also provided an opportunity for leveraging technology to ensure continuity of learning and development of our students and teachers.

To meet up the need of the day, Rotary India Literacy Mission has designed a robust platform to cater to the Blended Learning Approach for Online Teacher Training. Under the Rotary India Literacy Mission; the Online Teacher Training program aims to improve the professional abilities and performance of the teachers in an endeavor for their continued learning and development.

Teacher Training is a priority vertical of the T-E-A-C-H program, under Total Literacy and Quality Education in India. Teachers are the building blocks of a nation. They shape the future of the children and youth of the country.

### Guidelines of the Online Teacher Training Program

Please send an email to Rotary India Literacy Mission at [teachersupport@rotaryteach.org](mailto:teachersupport@rotaryteach.org). You will get connected to a training partner accordingly.

### Expected Outcome of Online Teacher Training

The Teacher Training aims to promote experiential and joyful learning across various departments of learning. Improvement in learning outcomes of the students. It will result in the creation of an enabling and enriching inclusive classroom environment, where teachers trained able to handle the social, emotional and psychological needs of the students. The Learning Design and Methodology will help to inculcate innovation and creativity in pedagogy. Integration of ICT skills is the need of the day. The mantra will be competency-based learning and stress-free School based assessments. These initiatives will nudge our students towards 21st Century skills.



## F. Topics of Teacher Training

Teacher training topics include:

- Scholastic - Languages , Math, Sciences
- Non Scholastic - Life skills, Socio-economic learning, Soft skills, Current affairs ,
- Gender equality, Financial literacy and others
- Professional Development

### **Suggest Topics for Professional Development in Teacher Training**

- Creative Pedagogy
- Assessment in the class and Evaluation studies
- Simple lesson plan methodologies to impart advanced life and work skills
- Integration of ICT in Teaching-Learning and Assessment
- Teaching Pedagogy
- Using differentiated teaching techniques
- Subject Enrichment with emphasis on Mathematics and Science
- Language Skills
- Classroom Management
- Classroom Transaction
- To maintain a safe, respectful culture in the classroom
- Hygiene and Sanitation
- 21st Century Life Skills
- Learning Skills-Critical Thinking, Collaboration, Communication
- Literacy Skills- Information, Media, Technology
- Life Skills- Flexibility, Leadership, Initiative, Productivity, Social
- Perception & Attitude Building
- Strength based life coaching techniques
- Gender Sensitivity
- Supporting and mentoring teachers
- Monitoring teacher potential and performance Researching and contributing to the profession
- Non Violent Discipline (Curbing Corporal Punishment)
- Human Rights
- Team Building
- Motivation
- Time Management
- Leadership
- Child and Adolescent Development
- Diversified Teacher Training
- Awareness about children with disabilities
- Inclusive Education
- Understanding the teaching context
- Understanding how teachers learn – planning, managing and moderating teacher learning
- Knowing the subject, understanding the teaching context
- Openness
- Conscientiousness
- Interactive Communication
- Empathy
- Resilience
- Communicating effectively
- Teambuilding skills
- Building relationships
- Demonstrating effective teaching behavior
- Demonstrating effective teaching behavior
- IT Skills for Smart Teaching
- Cyber Safety and Security



## G. What are the RILM Recognitions for a Club/District Performance in the Teacher Support Program?

A Club / District opting for an intermediate / advanced Training will be eligible for RILM recognition. These recognitions are also subject to successful completion of project upload on [www.rotaryteach.org](http://www.rotaryteach.org)

<b>INPERSON TEACHER TRAINING RECOGNITION FOR CLUBS &amp; DISTRICTS</b>		
<b>Level</b>	<b>Club</b>	<b>District</b>
Star	300 Teachers Trained	1,500 Teachers Trained
Super Star	600 Teachers Trained	3,000 Teachers Trained
Mega Star	900 Teachers Trained	4,500 Teachers Trained
Supreme Star	1,500 Teachers Trained	7,500 Teachers Trained
Sovereign Star	2,000 Teachers Trained	10,000 Teachers Trained

<b>ONLINE TEACHER TRAINING RECOGNITION FOR CLUBS &amp; DISTRICTS</b>		
<b>Level</b>	<b>Club</b>	<b>District</b>
Star	1,500 Teachers Trained	7,500 Teachers Trained
Super Star	3,000 Teachers Trained	15,000 Teachers Trained
Mega Star	4,500 Teachers Trained	22,500 Teachers Trained
Supreme Star	7,500 Teachers Trained	37,500 Teachers Trained
Sovereign Star	10,000 Teachers Trained	50,000 Teachers Trained





## H. How to Implement Nation Builder Award ?



**How will a Club undertake Nation Builder Award**

Understand the Evaluation Process by a thorough study of the three forms: NB 1.2, NB 2.2 and NB 3.2

Identify Government or Government aided primary or elementary schools and take due consent from the school authority to undertake evaluation of the teachers.

Speak to the principal to identify 10 students who will participate in the evaluation process by filling up the NB 1.2 form. The Clubs should facilitate the same.

Coordinate with the Principal to fill up the NB 2.2 form. Use NB 3.2 compilation sheet to Compile and analyze the data from NB 1.2 and NB 2.2

Visit [www.rotaryteach.org](http://www.rotaryteach.org) and login to project upload using a username & password. Download the soft copy of NBA Certificate and Cover Letter after uploading NB 3.2 online. The certificate is to be printed in 250 GSM paper.

The appropriate time of distributing NBA certificate is on 5th September, Teachers' Day. However, clubs can evaluate teachers and distribute NBA certificates at any time of the year.

Upload Nation Builder Award ceremony pictures using same user ID & Password which you are using to upload NB 3.2 to be eligible for recognition certificates

Engage the teachers, who have scored less in the evaluations, in Teacher Training sessions.

The Nation Builder Awards provides recognition to outstanding teachers of Government and Government-aided schools through a participatory evaluation process with students and head teacher of the schools, facilitated by Clubs. The evaluation also reveals the low ranking teachers who can later be assisted through teacher training sessions.



## I. NATION BUILDER AWARD : GUIDELINES

One major component of the Teacher Support program of Rotary India Literacy Mission (RILM) is recognizing outstanding teachers through the “**Nation Builder Award**”. Over the last five years nearly 28,000 teachers were felicitated for their enormous contribution towards the enhancement of quality education.

This awards aims to award an outstanding teacher after a detailed evaluation process and also find out the low performing teachers of a school and later support them through teacher training workshops.

### CHIEF PURPOSE OF THIS AWARD

- Felicitate outstanding teachers
- Have a data of the low performing teachers through the evaluation process and involve them in training to increase their capabilities.
- Establish a liaison with the school and the teachers and later all or most of the teachers could be involved in teacher training workshops.

This exercise of evaluation is vital and mandatory before giving the award to the outstanding teacher.

### CLUBS AND DISTRICT CAN IMPLEMENT NBA IN THE FOLLOWING WAYS :

#### A. Evaluation Based System

#### B. Recommendation Based System

#### A. Evaluation Based System

### HOW TO DOWNLOAD THE EVALUATION SHEETS?

Download, print and familiarize yourself with the Evaluation Sheets for the “**Nation Builder Award**”. The evaluation sheets are available in the “**Resources Section**” of the Member Zone of RILM website, [www.rotaryteach.org](http://www.rotaryteach.org). To download the Evaluation Sheets follow the steps mentioned below:

- Visit the RILM website,
- Click on the Member Zone Tab,
- Then go to the Resources Tab and then click on ‘Forms’,
- Download and print NB 1.2, NB 2.2 and NB 3.2 forms

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

**The Evaluation Sheets consist of 3 forms:** NB 1.2, NB 2.2 and NB 3.2.

- **FORM NO. NB 1.2 (STUDENT EVALUATION SHEET):** This sheet is to be filled out by the students in order to evaluate their teachers in terms of some key performance indicators. The form is in English and if the student has difficulty with the language then the Club Member can either translate the form or help the student in filling up the form.



Please note that the process of evaluation should be anonymous. The teacher should not know which 10 students are participating in the evaluation.

- **FORM NO. NB 2.2 (PRINCIPAL/HEAD TEACHER EVALUATION SHEET):** This sheet is to be filled in by the Principal or the Head Teacher to evaluate the performance of the teachers.

Please note that in the previous version of this form (NB 2.1), there were 10 questions allotted to the Principal/Head Teacher. In the latest version, the number of questions has been reduced to 7. In the previous version, the principal/head teacher's marks had to be multiplied by 5 but to ensure parity in the opinion of both the students and the head teacher this has been removed. In the current form, the principal's mark is not to be multiplied by anything.

- **FORM NO. NB 3.2 (COMPILATION SHEET):** This sheet will help the Clubs to compile into a single page, the marks awarded by the students in Form No. NB 1.2 and the Principal/Head Teacher in Form No. NB 2.2.

There should be one award for one school.

### WHICH CATEGORY OF SCHOOLS SHOULD BE SELECTED?

Having understood the basic logic of the forms, Clubs will have to identify schools for evaluation of the teachers. The Nation Builder Award is for Teachers of **Government/ Government Aided/ Zilla Parishad/ Municipal** or similar schools, teaching from Class I to Class X.

### WHAT IS THE EVALUATION PROCESS?

To undertake the evaluation process the following steps are necessary:

#### EVALUATION BY HEAD TEACHER

- The Principal/Head Teacher will fill up Form No. NB 2.2.
- Then the club member will have to add up the marks given by the Principal/Head Teacher to each teacher in Form No. NB 2.2 and arrive at **TOTAL B**.
- **This TOTAL B will have to be carried forward to Form No. NB 3.2.**

#### COMPILATION AND ANALYSIS

A member of the participating club will now have to fill up Form No. NB 3.2.

- The total marks given by each student to all the 15 teachers (more or less) will have to be carried forward to the compilation sheet.
- All the figures for a given teacher will have to be summed up and arrive at TOTAL A.
- AVERAGE A will have to be calculated by dividing TOTAL A with the number of students for each teacher. This step is required because not all students will be taught by all teachers.
- Average A and Total B will have to be summed up to arrive at the final marks of a Teacher. The one with the maximum marks will be selected for the "Nation Builder Award".
- The principal should sign this form and the signature of the Rotarians should also be there.



- After this has been done, Clubs should mandatorily upload the project details on the website. Once this is done, Nation Builder Award certificates are to be distributed to the schools preferably on 5th September Teachers’ Day or 8th September International Literacy Day.

### **HOW WILL THE ROTARY CLUBS RECEIVE THE NATION BUILDER CERTIFICATE?**

- RILM would request the Rotary District Governor 2021-22 to send their scanned copy of signatures.
- As soon as the signatures are received, RILM shall incorporate them in the certificate.
- After uploading project and NB 3.2 form online in RILM website the Clubs can download the certificate for printing. The Club Presidents will then have to take a print out of the certificate in 250 GSM A4 size paper.
- The certificate will be digitally pre-signed by Chair, RILM, Chair, Teacher Support Committee RILM and the District Governor
- The clubs can also download the sample covering letter which goes with the certificate from RILM website. It can be printed in the Club’s Letterhead with Club President Signature.
- After the completion of this procedure, the Club can hand it over to the teacher who has won the “Nation Builder Award”.

### **B. Recommendation Based System:**

Since the Schools are closed due to the Pandemic, evaluating teachers by students and principal is nearly impossible. RILM has introduced a simple Recommendation based system on [www.rotaryteach.org](http://www.rotaryteach.org) :

- Where Clubs will just have to upload details of a recommended Teacher
- Uploading details of the Teacher and Recommender
- Download auto-generated NBA certificate from the system

**Details of the Recommendation based system is mentioned below :**

### **How to upload details under Recommendation Based System?**

- Visit [www.rotaryteach.org](http://www.rotaryteach.org)
- Go to the Member Zone and click on Project Upload
- Click on NBA 2021-22 option to access the Recommendation based system



### **What Details are needed to fill the Recommendation Based System?**

- Name of the School
- Details of the Recommended Teacher – Name, Email & Contact No.
- Who have Recommended
- Details of the Recommender – Name, Designation, Email & Contact No.

### **Who can recommend a Teacher?**

- Clubs can take recommendation from the following:
- Head of the School
- School Management Committee
- Education Department
- Zilla Parishad
- Any other Government Body

### **What is the process of Certification?**

After uploading data of the Teacher and recommender, Clubs will be able to download an auto-generated certificate from the [www.rotaryteach.org](http://www.rotaryteach.org) website. The certificate will have signature of the District Governor, Zonal Literacy Coordinator and RILM Executive Committee Member – Teacher Support.

Please Note: The Recommendation system will be available until the Schools are functioning normally; one teacher from one school can be felicitated in this system.

### **WHAT AWARD TO BE GIVEN? WHEN AND WHERE?**

- Pre-designed and signed Nation Builder Award certificates will be available online after successful completion of the project upload.
- If the club wants to add any gift, cash prize, etc. with the Award Certificate, it may do so.
- Each club can cover one or more schools and thus give one or more awards.
- **All Awards can be distributed on 5th September. However, clubs can evaluate teachers and distribute Nation Builder Award certificates at any time of the year.**
- The Award can be given at the school during the assembly in front of all students and Teachers by members of the club.
- Alternatively, the Award can be given at the club meeting or at a district function. It can also be a combination of all.

**Note:** The club/ district can organize an event during distribution of the certificates also can invite media and share the publication with RILM.



### WHAT IS TO BE DONE BEFORE THE DISTRIBUTION OF THE AWARD?

The appropriate time for distributing Nation Builder Award is on 5th September, Teachers' Day and 8th September, Literacy Day. However, **clubs can evaluate teachers and distribute Nation Builder Award certificates at any time of the year.** Each club will have to preserve the evaluation sheets. While uploading the project report on the website, a club will have to fill up the NB 3.2 sheet online.

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

By November, the teachers who have scored less in the evaluation or the teachers who are nominated by the principal/head teachers are to be involved in teacher training workshops.

## J. What are the RILM Recognitions for a Club Performance in the Nation Builder Award Program?

A Club can become a Star Club for Nation Builder Award only when they follow the RILM guideline & successfully upload project details on [www.rotaryteach.org](http://www.rotaryteach.org)

A Club can become a Star Club if they achieve the following for Nation Builder Award.

## K. What are the responsibilities of Dist./Club Functionaries?

NATION BUILDER AWARD RECOGNITION OF CLUBS	
Level	Nation Builder Award
Star Club	5 schools- 5 teachers
Super Star Club	10 Schools- 10 teachers
Mega Star Club	15 Schools- 15 teachers
Supreme Star Club	25 Schools - 25 teachers
Sovereign Star Club	50 Schools- 50 teachers





# E-learning



## A. What is RILM E-learning Program?

RILM's E-learning program, "E-Shiksha", aims at improving the teaching-learning experience through the use of curriculum based offline audio-visual educational content mapped as per NCERT Syllabus. E-content is available in both the vernacular mediums i.e. Hindi and English. The content has been closely reviewed & vetted by NCERT.

### Benefits of E-Shiksha:

- a. Audio-visual representation makes learning a joyful process for students, thus ensuring greater attendance in school and increased attentiveness in class.
- b. Concepts are clarified with greater ease and clarity, thus having an impact on learning outcome of the students in terms of improved retention, sharpened capacities for critical visual thinking, improved language abilities and better comprehension etc.
- c. Advanced teaching and learning experiences for teachers & students in schools.

**RILM E-Shiksha is an integrated solution consisting of few combinations.**

- Software content can be offline entrenched in a pen drive/Hard disk.



- Can be online rooted to any educational application depending upon the requirement of the project.
- Software content can be uploaded with License activation key provided there is internet in the schools.
- Software content can be uploaded on computers hard drive for desktop view provided software is installed in the computer.
- The programme also focusses on Software content that can be played on a smart Television like LED TV that has single classroom installation) which will be loaded with educational audio-visual software mapped with NCERT syllabus. School must have the time table to ensure that every class gets the turn to use the E-learning facility installed in the school. This ensures that all children in the school are able to benefit from it.
- Software content can be uploaded on normal televisions and played along with external stick.

RILM E-Shiksha is an integrated solution consisting of two combinations. Firstly, a projector with the audio-visual educational content (offline/online); secondly, smart/normal television with an Android/windows stick/box along with (offline/online) multimedia content. It is a single classroom installation. School must have the time table to ensure that every class gets the turn to use the E-learning facility installed in the school. This ensures that all children in the school are able to benefit from it.

## B. E-Shiksha with National Vidyadaan Program

In an era where Corona Pandemic compelled governments to look for virtual/electronic mediums to ensure India's children stay connected to their curriculum, Rotary India Literacy Mission initiated novel and innovative ways to engage children with eLearning.

Due to the Covid Pandemic, Learners, teachers, parents and the entire education community have been gravely affected. Rotary India literacy Mission worked tirelessly to develop the best education system ie rooted with technology and innovation as strong pillars.

With an aims to work towards Total literacy and Quality Education in India RILM joined hands with NCERT to empower and provide underprivileged children across geographies with equal learning opportunities and promote digital inclusiveness.

This initiative was part of a national programme named National E-Vidya Program that was launched by Prime Minister of India to address the learning needs of Out of School Children. His clarion call was to create a bank of school level audio visual content which would be telecasted in government television channels. Rotary India Literacy Mission gave its sincere effort in contributing to the national program **“Vidyadaan”**.





## Collaboration with NCERT

To make E-learning more constructive for out of school children, a big breakthrough was witnessed when Rotary India Literacy Mission entered into a MOU with NCERT, in the presence of HRD Minister and the Secretary for School Education & Literacy on 9th June, 2020.

RILM in collaboration with NCERT created software digital content for all subjects from Grade 1 to 10 in a video format for TV telecasts. The content and coursework is not only structured but is curated by some of the most experienced educationists which is fully mapped with national curriculum. This content developed by RILM is available in Hindi and English language that ensures inclusivity. This content has been closely reviewed and vetted by NCERT.

The content has been designed in video format and is available on various platforms: e-Vidya classes through national and D2H television channels (Sun Direct, Dish TV, Videocon, Airtel Digital TV, DD Free Dish, Tata Sky)

Certainly this would ensure finest and enjoyable mode of learning to 250 million students and would support 8.5 million teachers in teaching.

## DIKSHA PORTAL

It is Rotary India Literacy Mission years of research and hard-graft that has created content using the latest pedagogical techniques to ensure that every student benefit from holistic learning. The video contents are available online in DIKSHA portal which is a joint initiative of NCERT, RILM & Jio mobile TV App. This portal is making learning very easy for children especially enrolled in Govt. schools across the nation.

Rotary India Literacy Mission collaboration with Diksha portal served the purpose of providing a parallel mode of learning to children and is definitely a supplement to classroom teaching

## C. Role of District/Club

- Liasoning with State Govt. for initiating possibilities on usage of the software in Govt. schools
- Facilitate signing of MoU with State Govt. in consultation with RILM
- Accelerating the initiative with possible Govt./private stakeholders
- Popularize “Rotary TEACH” YouTube channel in order to make tranquil accessibility amongst students and teachers



## D. How to monitor the use of the E-learning facility and measure impact?

1. Please provide an introductory brief to the students, teachers and parents in the local language about the objective of the feedback forms, that is, to improve the e-learning experience for the students. Ensure to clarify that such information will not be used against them and confidentiality will be maintained, if desired.
2. During the monthly monitoring visit, the Rotary members should ask for the school's time table or schedule for the E-learning classes and observe some of these classes. Also, Rotary members should take pictures or hard copy of the time table. If it is not available ask school to prepare the same and share within 7 days. Download and familiarize yourself with the follow-up visit form before your visit.
3. For quarterly visits for feedback
  - a. 5 students from each class will fill up the Feedback form for students. For students of the lower classes, the Cadre or Rotarians may fill the forms on behalf of students.
  - b. At least 5-10 subject teachers from each school, depending on the subjects available in the software should fill in the form.
  - c. For seeking feedback from parents, find out from the school during the follow-up visit, which classes are using E-learning and accordingly identify at least 5-10 parents of the students attending the class.

Continuous monitoring in this way for at least a year will assist your Club to understand the efficacy of the E-learning facility in improving the teaching-learning experience. You may resolve any issues that arise during regular monitoring.



## G. What are the responsibilities of Dist. / Club Functionaries?

<b>E-LEARNING RECOGNITION OF CLUBS &amp; DISTRICTS (for both Hardware and Software installation in schools)</b>		
<b>Level</b>	<b>Club</b>	<b>District</b>
Star	10 Schools	100 Schools
Super Star	20 Schools	200 Schools
Mega Star	50 Schools	400 Schools
Supreme Star	150 Schools	750 Schools
Sovereign Star	250 Schools	1,250 Schools

<b>E-LEARNING RECOGNITION OF CLUBS &amp; DISTRICTS (for Software installation in schools)</b>		
<b>Level</b>	<b>Club</b>	<b>District</b>
Star	10 Schools	100 Schools
Super Star	20 Schools	200 Schools
Mega Star	50 Schools	500 Schools
Supreme Star	150 Schools	1,500 Schools
Sovereign Star	250 Schools	2,500 Schools







# Adult Literacy



## A. What is the Adult Literacy Program?

RILM's Adult Literacy Program seeks to:

- i. Impart functional literacy to non-literate adults (15+ age) across India.
- ii. Impart skill development training to literate/neo-literate adults.

## B. Who is a Literate Adult?

According to the National Literacy Mission Authority, Government of India, a literate adult is one who can:

1. Read aloud at a speed of 30 words per minute
2. Read and understand road signs, posters and news papers
3. Understand and copy 7 words per minute
4. Take dictation at the speed of 7 words per minute
5. Read and write numbers from 1 to 100
6. Perform simple calculations - addition, subtraction, multiplication and division



## C. What are the approaches under the Adult Literacy Program?

### 1. VIDYA – through partnership with large organizations

- Organizations that have large membership or followers (Example Brahma Kumaries, Association of Muslim Professionals, The Bharat Scouts & Guides and Gayatri Pariwar etc) tie up with RILM and engage their members in Adult Literacy program.
- RILM enters into a MoU with such organizations to provide training to their volunteers who act as 1st level Master Trainers (either their members or followers). These master trainers will provide training to their volunteer teachers, who are spread in length and width across India.
- One volunteer teacher makes an adult literate by using the adult literacy primers developed by RILM.
- On completion of the course, an examination of basic literacy assessment is conducted internally or through NIOS. Once adult learner clears the examination, s/he will get the certificate, which will be available online for download.

### 2. DIKSHA

- In this approach student-volunteers from Universities are engaged in teaching functional literacy to non-literate adults (15+ age) over a period of 45-60 days. The student-volunteers use Adult Literacy primer which is especially designed for teaching adults to teach numeracy and literacy to the adults.
- The learners are advised to appear for the Basic Literacy Assessment Examination at the end of the project. On clearing the examination the learners receive a certificate stating that they have achieved basic literacy level.
- It is suggested that the ideal time to implement DIKSHA is during vacations (session break/summer vacation) as the students would have spare time to engage in co-curricular activities. However it can be implemented at other times of the year as well, depending on the willingness of the school / college / university authorities.

## D. What teaching materials are available for the Adult Literacy Program and how can a Club get the same?

For imparting the functional literacy course to the non-literate adults, a Club can use any of the following resources.

1. **Primer developed by RILM** - It is a primer set of 2 books & additional learning materials, is available in Hindi and other regional languages to teach literacy and numeracy to the adult learners. It has simple teaching instructions and is very user-friendly. It can be used by a 12 year old child to teach a non-literate adult. Primers can be ordered by writing an email to [adulthoodliteracy@rotaryteach.org](mailto:adulthoodliteracy@rotaryteach.org).



2. **Any other primer that is existing in the State/District/Area** - If any Rotary Club/ District knows about the primers other than RILM, available in any language, can use those if found better. In such circumstances, please do share the primer and contact details to obtain the same with RILM office so that it can be made available for others too.

## E. How can a Club implement DIKSHA?

The program aims to impart functional literacy and numeracy to non-literate adults above the age of 15 years in rural as well as urban areas. The project will be implemented by Rotary Clubs directly through members.

- Rotarian visits the school, takes consent to conduct the program in the school, motivates students to make an adult literate, school students from class 7 onwards volunteer to identify one or more non-literate adult.
- With the help of school authorities, Rotarian ensures that the data of adult learner and student volunteer is uploaded on RILM adult literacy portal <https://adultliteracy.rotaryteach.org>.
- Student volunteer teaches her/him for about 45-60 days using the adult literacy primer developed by RILM. Course emphasizes on functional literacy to bring the reading, writing and arithmetic skills of the adult to a level where she will be able to perform these activities more effectively.
- At the end of the literacy course, the learners appear for the Basic Literacy Assessment Examination for which Question & Answers Booklets are provided by the RILM.
- After conducting the examination, Q&A Booklets to be checked and result to be prepared and uploaded on adult literacy portal.
- Certificates of the adult learners who will pass the Basic Literacy Assessment Examination and student volunteer will be available for download from Adult literacy portal.
- Rotary Club/District to organize certificate distribution event either at the respective school or at one common place for more than 1 school.
- Rotarians can implement the project through centre based approach as well where basic functional literacy is imparted to non-literate adults through trained community teachers in a center.

## F. What is the significance of adult literacy portal?

- It brings together a range of literacy resources, activities and programs, related to the programme.
- It is helping volunteers, organization, clubs and RILM to access the information they need quickly and easily.



- To keep data of the wonderful work being done across India
- Good data helps in advocating efforts with the government
- To access Adult Literacy portal link: <https://rotaryteach.org/adult-literacy>
- Project Upload : [www.rotaryindia.org](http://www.rotaryindia.org)

## G. How to conduct examination for adult learners?

1. Universities/Organizations internally to keep the Question-Answer booklets confidential and take all measures to ensure that it is not leaked to the candidates or their representatives.
2. Universities or organizations internally can conduct examination at the University examination centers for all candidates.
3. Universities/Organization can conduct examination or evaluate the answer sheets and upload the scores of all registered adult learners on <https://adulteracy.rotaryteach.org>. The Q&A booklets are to be kept carefully for the next 12 months after the learners get their certificates.
4. Rotary Clubs/Universities can organize a small event and distribute the certificates.

## H. How Club can motivate adult non-literates to enroll for Adult Literacy Programme?

1. Explain how being literate can help them in their day to day life, viz., reading road signs while travelling, reading newspaper to know about the world around them, form filling at banks or for any governmental scheme, calculating while doing business, protecting themselves from fraudulent people, such as money-lenders, teach children at home, etc.
2. Explain how literacy can improve their current livelihood standards by enabling them to think about ways to develop new means of work and improve the existing one.
3. Explain how each person's literacy contributes to the progress of the entire country and that every individual matters and can contribute in their own capacities to take India forward globally.
4. Inform them that upon clearing the Basic Literacy Assessment Examination, the RILM will certify them as literate individuals.

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





## I. What are the RILM Recognitions for a Club/District Performance in the Adult Literacy Program?

ADULT LITERACY RECOGNITION OF CLUBS & DISTRICTS		
Level	Club	District
Star	500 adults	10,000 adults
Super Star	1,000 adults	20,000 adults
Mega Star	2,000 adults	50,000 adults
Supreme Star	3,000 adults	1,00,000 adults
Sovereign Star	5,000 adults	1,50,000 adults

## J. What is the Skill Development project of RILM?

The Skill Development initiative focuses on leveraging available government schemes and building partnerships with various governmental and non-governmental organizations to impart training on new skills or enhance existing skills of neo-literate/literate adults in rural and urban settings; in order to ensure their socio-economic empowerment and sustainable development.

### Project Dignity

Rotary India Literacy Mission (RILM)'s skill development initiative named "Project Dignity for working towards betterment and empowerment of widows and children of widows. The beneficiaries of this intervention are:

- Widows
- Unmarried daughters and sons of widows
- Single mothers

The age group for women beneficiaries is from 18 to 45 years and for unmarried sons of widows the age group is of 18 to 25 years. For training of beneficiaries these are some of the proposed trades for skill training:

- Apparel, Beauty and Wellness, BFSI (Banking, Financial Services and Insurance), Customer care, Gems and Jewelry, General Duty Assistant, Geriatric Aide, Healthcare, Hospitality, Retail, Tailoring, Domestic Duty Assistant, Back Office Assistant, Food Processing, Home Health Aide, Data Entry Operator, Housekeeping and Handicrafts.
- The list of trades will keep on adding on the basis of the needs / request of the beneficiaries.



It is a pioneer project in the field of women empowerment in India. Project Dignity is currently being implemented through Global Grants (GG) of The Rotary Foundation (TRF) in the focus area of Community and Economic Development.

Project Dignity is currently being implemented through Global Grants (GG) of The Rotary Foundation (TRF) in the focus area of Community and Economic Development. The states are Delhi, Madhya Pradesh, Maharashtra and West Bengal. The Host Rotary Clubs are implementing the program by taking up this project. The implementation partner is Loomba Foundation, UK.

It is aligned to economic and community development area of focus of Rotary. It is also seeking to create sustainable employment opportunities for the beneficiaries to empower them to attain a sustainable mean of livelihood for themselves and their dependent children.

**The entire project cycle has 5 steps:**





# Child Development



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

Child Development program of RILM aims to bring/send back out-of-school children to schools. Under this program children from socially and economically disadvantaged and vulnerable communities, who have never been enrolled at any school or have dropped out from school (or irregular in school), or laggard children are mainstreamed ensuring their retention in schools after required grooming. The objective is to facilitate these children's access to mainstream state funded primary/ elementary schools.



## B. What is Asha Kiran... a ray of hope?

ASHA KIRAN – A ray of hope is the name given to the Child Development initiative to send 1,50,000 out of school children back to school. Under Child development program children from vulnerable communities who have never been enrolled to any School or have been dropped out of school, are send back to school after required brushing up. The objective is to facilitate these children's access to mainstream state funded primary / elementary schools.

## C. Who are the Asha Kiran children?

Children between age group 7 to 14 years, who

- ▲ have never been to school
- ▲ Are not attending school but nominally enrolled, irregular, laggard

## D. How is the Asha Kiran program implemented?

Asha Kiran Program is being implemented in the following ways:

1. Proposals are invited from NGOs who are working in the field of child education and back-to-school program for out-of-school children by placing an advertisement on social development sector websites or through references from Rotarians or network partners.
2. NGOs are shortlisted after completion of the RILM desk appraisal of the proposals submitted by them.
3. Field Appraisal of shortlisted NGOs is coordinated by the RILM Executive Committee. The presence of Rotarian is desirable. The presence of the RILM Officer is mandatory. During Coronavirus Pandemic RILM has introduced an online field appraisal process. Accordingly, RILM is following both online and offline visit processes for conducting field appraisals of NGOs.
4. The selected NGOs are requested to prepare profiles of the children in stipulated format.
5. RILM Office & NGO together organize a child screening process where eligible children are screened and approval is given for enrolling them in Asha Kiran Program.. During Coronavirus Pandemic RILM has designed online Asha Kiran child screening guideline. As of now, RILM is following the online child screening and approval process.
6. Partner NGOs need to upload the data of approved children on the Rotary India Literacy Mission website. RILM staff validates and approves the uploaded children's data before disbursement of funds.



## E. Role of NGO in the Asha Kiran program?

1. Identifying out-of-school children as per RILM Asha Kiran project criteria.
2. Preparing child profiles and uploading child profiles on the RILM website.
3. Organizing the child screening process.
4. Develop work plan and budget of the project.
4. After completion of the MOU signing process and all formalities, the NGO start an intermediary center called the 'Asha Kiran Centre'.
  - NGOs will conduct regular classes for the children, enrolled in the Asha Kiran centers. Throughout the entire project period they will play the following roles:
    - i. Identify teachers/facilitators locally and trained them to conduct classes.
    - ii. Motivate children at the centers to attend Asha Kiran centers regularly.
    - iii. Motivating and mobilizing parents/ community people and other stakeholders to send their children to Asha Kiran centers and also in formal schools regularly.
    - iv. Using innovative and attractive methodology at the Asha Kiran Centres during teaching.
    - v. Try to ensure children are achieving learning levels at per of near to their age- appropriate learning level.
    - vi. Maintain a progress report of each and every child in a pre-determined format suggested by RILM and uploading on the RILM website.
    - vii. Submission of the quarterly program accomplishment & financial report to the RILM office.
    - viii. Admission / Enrollment of the children into government/government-aided schools and motivate them for regular attendance in schools. After getting them enrolled / re-enrolled in school doing follow-up of children's attendance up to 3- 6 months.
    - ix. Getting mainstreamed certificates from government schools, uploading on the RILM website and original certificates need to submit to the RILM office.
    - x. Submission of project completion report and audited fund utilization certificate to RILM office.



## What is the role of Rotary Club in ASHA KIRAN project?

A Rotary Club can

- Sponsor as many Children they want @ Rs 2,500/-.
- Supporting RILM in finding the right NGOs to work in ASHA KIRAN.
- Attending the Ngo's field appraisal process.
- Attending the Asha Kiran child screening event.

## F. Donation for Asha Kiran:

Your donation will help us to bring out of school children back to mainstream Donation for sponsoring Asha Kiran children can be made by any of the following three modes.

### 1. Our website:

Donation can be made through our website, by visiting the following link: <https://www.rotaryteach.org/donate>

### 2. Direct transfer to our bank account:

Donation can be made by RTGS/ NEFT / Cheque/ DD, etc. directly to our bank account. Bank details of our organization are as follows:

Name : **Rotary India Literacy Mission**  
Account Number : **037201003120**  
Bank : **ICICI Bank**  
IFSC : **ICIC0000372**  
Branch : **95, Sarat Bose Road, Kolkata 700026**

Once donation is made provide the following information to us by sending mail to [admin@rotaryteach.org](mailto:admin@rotaryteach.org):

#### A. Payment details: with supporting payment document.

- I. Transaction ID:
- II. Date of Donation:
- III. Amount of Donation:

#### B. Donor details required:

- I. Name:
- II. Address:
- III. PAN / Aadhaar No: with a copy of the PAN / Aadhaar Card.

### 3. Sending donation to our office by post:

Cheque or DD can be sent to our office with a covering letter having the following details of the donor:

- I. Name:
- II. Address:
- III. PAN / Aadhaar No: with a copy of the PAN / Aadhaar Card.



**To send donation by post, the mailing address is:**

Rotary India Literacy Mission, Skyline House, 145 Sarat Bose Road, Kolkata – 700 026

Phone : +91-33-2486 3434 / 3435

All donations to RILM are eligible for Income Tax Deduction u/s 80G of Income Tax Act.

**Note:** RILM needs to file donor details to Income Tax Department and on that basis only donors will get 80G benefit for the donation. In this regard, detail information of any donation is needed to file for tax deduction to Income Tax Department, otherwise the donor will not get benefit of 80G deduction for their donation made.

## H. What are the RILM Recognitions for a Club/District Performance in the Child Development Program?

**Note:** Recognition for Child Development is considered on cumulative basis, not year wise.

CHILD DEVELOPMENT RECOGNITION OF CLUBS & DISTRICTS		
Level	Club	District
Star	No. of children sponsored <b>equal</b> to club membership	750 children sponsored
Super Star	No. of children sponsored <b>three</b> times to club membership	1,000 children sponsored
Mega Star	No. of children sponsored <b>five</b> times to club membership	1,250 children sponsored
Supreme Star	No. of children sponsored <b>ten</b> times to club membership	1,500 children sponsored
Sovereign Star	No. of children sponsored <b>fifteen</b> times to club membership	1,750 children sponsored
Majestic Star	No. of children sponsored <b>twenty</b> times to club membership	
Star of the Constellation	No. of children sponsored <b>thirty</b> times to club membership	
Celestial Star	No. of children sponsored <b>forty</b> times to club membership	
Star of the Galaxy	No. of children sponsored <b>fifty</b> times to club membership	









# Happy School



Before



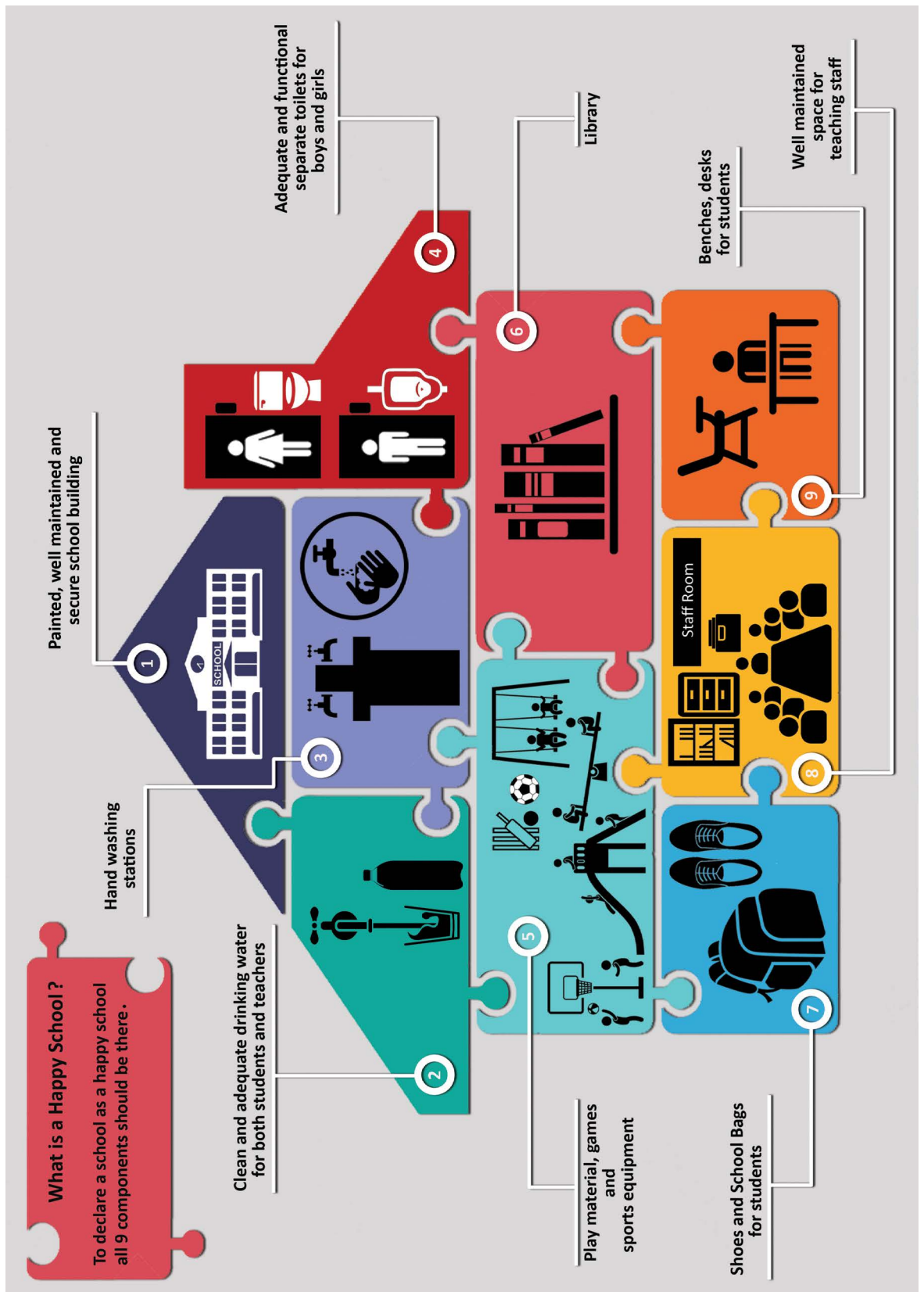
After

## A. What is Happy School Program?

The objective of the Happy School Program is to provide/upgrade the infrastructural and co-scholastic facilities in government/government aided schools, to make them secure, attractive and happy learning places for students and teachers.



## B. What are the Components included in the Happy School Program?



## C. RILM's parameters for Happy School

- **Painted, well maintained and secure school building:** A school building with exterior and classroom properly painted along with proper security measures.
- **Adequate and functional separate toilets for boys and girls:** Separate toilets are needed for boys and girls. One unit generally having one toilet (WC) plus 3 urinals. The ratio is preferably one unit for every 30 to 50 students. Menstrual Hygiene Management Facilities should be in school. It includes soap and private space for changing, water for cloth washing and disposal facilities for menstrual waste and incinerator and dust bins.
- **Hand-washing stations:** This facility allows groups of 10-12 students (on an average) to wash hands at the same time. The hand-washing station should be simple (be within reach of the students-scalable and ensuring on usage of minimum water) Soaps in a soap box should be at the station. Demo sessions on hand-washing may be conducted by the Club and used as an opportunity for delivering hygiene messages, especially the message that hands should be washed at two critical times: before eating and after using the toilet.
- **Clean and adequate drinking water for both students and teachers:** D Daily provision of clean drinking water should be ensured. Safe handling and storage of drinking water should be practiced by all at the school and Clubs can demonstrate ways to do so during provision of this facility.
- **Library:** There are two ways of setting up Libraries: School Level & Classroom Level. Refer to the following sections for more details.
- **Play material, games and sports equipment:** Indoor and Outdoor play material is much needed for students for involving them in physical and mental activity.
- **Benches, desks for students:** These are basic facilities in classrooms. It should be ensured that the desk and bench/chair height is appropriate for the students according to their class and age, and desk top is at a proper slant so as to make it easy to write on the desk, and maintain good posture.
- **Well maintained space for teaching staff:** Chairs, Tables, Fans, Cupboards or racks should be in teachers room so as to ensure that the staff room is well-equipped for teacher's work.
- **Footwear and School Bags for students:** All students should have school bags and footwear.

In the event of the pandemic in 2020-21, Rotary India Literacy Mission is emphasizing on socially distanced seating, handwash stations, clean toilets and refreshed standards of sanitation, well lit classrooms, masks for all, awareness signboards on personal pandemic prevention and facilities for blended learning as some of the key requirements for a safe Happy School.



## D. How will a Club undertake Happy School Program?

1. For selecting a Happy School a Club surveys multiple Government / Government aided primary / elementary / secondary / higher secondary school, using the Comprehensive School Survey Form (Form No R1.1) and Application Form for Happy School (HS 3.1). Each surveyor will have to undertake a physical inspection of the school, take pictures of the existing condition of each facility/service and speak to the head teacher, SMC members, teachers and students to ascertain the condition of the facilities in the school.
2. It is preferred that 6 or more items among the 9 are covered in each Happy school.
3. Map the location and number of schools to be converted into Happy School by looking at a rough budget estimate after considering the discounted offers available with RILM. A community assessment is really helpful at this stage because it helps build a bottom to top approach of identifying needs and facilities as per the need of the place. Any communication and documentation from state and center level authorities is a good starting point to give credibility to the data and need.
4. Make a category of the schools based on budget needed for each.
  - For the high budget schools, (say Category A for INR 7.5 lakhs and above for each) clubs can go for Global grants with budget of US\$ 30,000 and clubs can secure DDF and an international partner. Teacher Training and E-learning can be added to this model for a holistic approach as it adds sustainability to the program.
5. Finalize the facilities to be provided in the School from the survey and ensure you have good quality pictures of these facilities. Prepare a detailed budget with timeline of project, identify vendors and prepare detailed BOQ from these vendors. It is advisable to get an audit done by certified engineers based on the submitted BOQ and budget. Consider up to 10% admin cost based on the actual needs of the project.
6. 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 budget allocations planned or will soon provide for the remaining item in its School Development Plan. Thus, clubs are advised to coordinate with School Management Committee throughout the process.
7. Maintain separate books of accounts.
8. Continue quarterly reporting and report change of scope and periodical approval in case of shift of timeline. Yearend report with audited financials to be provided.
9. Create project report including financial audit and impact assessment report on completion.
10. Upload project details on website online (along with good quality pictures at [www.rotaryindia.org](http://www.rotaryindia.org))



## E. How to monitor the facilities installed in Happy School?

1. It is suggested to provide an introductory brief to the students, teachers and parents in the local language about the necessity of giving feedback. The Rotarians should ask minimum 10 students about facility they are using in schools (like using of toilets, hand washing station etc.) and observe student's participation to use the facility. The students and staff members must be trained to use and maintain the newly installed facilities.
2. For seeking feedback from parents, it is also suggested to interact with 8-10 parents, 5 teachers including head teacher and at least 2 school committee members other than head teacher.

## F. What are the RILM Recognitions for a Club/District Performance in the Happy School Program?

HAPPY SCHOOL RECOGNITION OF CLUBS & DISTRICTS		
Level	Club	District
Star	1 School	15 Schools
Super Star	3 Schools	30 Schools
Mega Star	5 Schools	75 Schools
Supreme Star	10 Schools	125 Schools
Sovereign Star	15 Schools	150 Schools

Clubs and District will receive certificates only after online upload of projects. After completion of Rotary Year, clubs will be given a buffer month for project upload completion and certificates will be available by September.

## G. How to set up a Padho Bharat School Library?

- RILM is giving books as per availability to Districts for the purpose of creating School Libraries in Govt. and Govt. aided schools. 100 English books will be provided by RILM/ Ratna Nidhi/ any other vendor. The Rotary Club has to add 100 more in local language to create a Padho Bharat Library in a government or aided schools.
- Books should be ordered in a minimum no. of 100 books or multiples of 100 books.
- These are English Learning Reference Books / English Story Books etc. ideal for a School Library.



- A primary/secondary school will get 100 primary/secondary level books. If the school has both secondary and primary classes, 50 books will be available for each primary and secondary levels.
- The requisition of books to be done in RILM library portal by uploading on the link <https://rotaryteach.org/padho-bharat-new/login/club-login.php>
- The Club will have to match it with 100 Hindi/ Other Vernacular Books
- These 200 Books will be arranged in an Almirah/ Book Cabinet provided by the School or the Club as an initial step to create a School Library as part of PADHO BHARAT LIBRARY PROJECT under T-E-A-C-H Program of Rotary India Literacy Mission. The images of the library to be uploaded in RILM portal to get the appreciation certificate.
- For branding, please download design of plaque from Library portal vide
- District will set a timeline for sending the information along-with the Library Creation Form to RILM. Certificates will be issued only when project upload is complete with photo upload.
- All duly filled Library Creation Google Forms to Ratna Nidhi. DG / DLCC will follow up with all Clubs for Online Project Upload. Library creation pictures have to be uploaded in website within one month of book collection. The google form link for Ratna Nidhi books procurement is <https://forms.gle/9V6uKw8D5DQTtSkj8>
- Club / District needs to pay handling charges of books to Ratna Nidhi .
- District will have to bear the cost of books to be sent to them by transporter in case there is no coverage by a transporting partner who has agreed to transfer the books free of cost in India
- There-after the Clubs will upload the Project Photos & Report on the RILM website on the Padho Bharat Portal. The details are mentioned in the final step.

#### **USEFUL LINKS:**

<https://rotaryteach.org/happy-schoolotaryIndia>

#### **UPLOAD PROJECT ON PORTAL –**

[rotaryIndia.org](https://rotaryIndia.org)



## H. What are Padho Bharat Library Creation Recognition Criteria?

PADHO BHARAT RECOGNITION CRITERIA		
Level	Club	District
Star	10 libraries	50 libraries
Super Star	20 libraries	100 libraries
Mega Star	30 libraries	150 libraries
Supreme Star	50 libraries	250 libraries
Sovereign Star	75 libraries	300 libraries

## K. How can a Club set up Classroom Libraries using GROWBY methodology?

For classroom libraries, sort books as per age and class appropriate levels using GROWBY methodology (as given below) and put segregated books in separate book-jackets for each class.

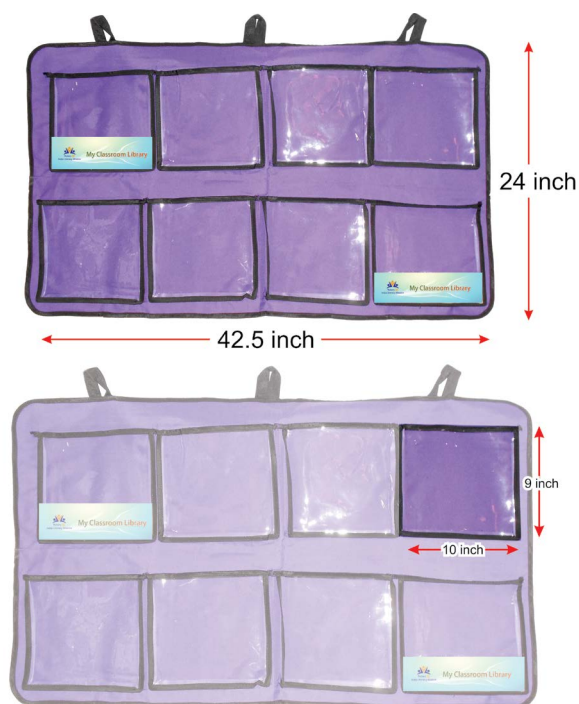
GROWBY Methodology			
	Colour	Standard	Nature of Books
<b>Y</b>	Yellow	Class VII	Books meant for good readers. This will include books with scientific explanation of natural phenomena like solar eclipse.
<b>B</b>	Blue	Class VI	Books with 6-7 sentences per page using more complex structure and difficult words than in the previous label.
<b>W</b>	White	Class V	Books with 5-6 sentences per page with construction more complex than in previous levels.
<b>O</b>	Orange	Class IV	Pictorial books with 3-4 sentences per page and more complex words.
<b>R</b>	Red	Class III	Pictorial books with 1-3 sentences per page and more difficult words than in Green coded books.
<b>G</b>	Green	Class II	Pictorial books with 1-2 sentences per page with very simple, understandable words for children.



## L. What are the responsibilities of Dist./Club Functionaries?



Picture : A student finding a book in classroom library



## L. What is rilm food program and how can it be implemented?

With the launch of 'Annapurna', Rotary India Literacy Mission (RILM) aims to eradicate hunger among children, ensure better school attendance and improve nutrition and health indicators of children in the country. It envisions doing so by providing 1 Million meals to the underprivileged children in collaboration with Indian Food Banking Network.

**“add HOPE™”** is KFC’s global initiative that is creating awareness and raising funds to provide meals for underprivileged children and KFC has also partnered with credible organizations like the **India Food Banking Network (IFBN)**.

Secondly, because of the ongoing pandemic, dry nutritious ration needs to be distributed with all nutrients such as Carbohydrates, Protein and Fats amongst the school children.

### **Annapurna**

#### **IFBN Surplus Food Distribution Program (Ad Hoc Distribution)**

Food businesses have surplus packaged food products and grains on their shelves and in their warehouses either due to excess production, introduction of new products, labeling errors, or due to shorter remaining shelf life. IFBN aggregates such good quality surplus food and distributes it efficiently and timely to the people in need.

Currently, RILM has received 2.5 tons of food from Mondelez, a partner of IFBN. Approximate value of Food stock- INR 8.5 lakhs







# Vision 2027 of RILM



To achieve our objective of Total Literacy and Quality Education, it is necessary to have a Vision and 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 Level 1 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. After a lot of brainstorming, Rotary India Literacy Mission has come up with Vision 2027 targets to achieve **“Total Literacy & Quality Education”** in India by December 2027. Given below is the year-wise Goals for T-E-A-C-H:





## CLUB GOALS FOR ROTARY YEAR 2022 - 23

NAME OF CLUB PRESIDENT 2022 - 23 :
NAME OF CLUB :
RI DISTRICT NO : <span style="float: right;">TOTAL NO. OF ROTARIANS:</span>

Sl. No.	Project / Scheme Description	GOALS
<b>A</b>	<b>TEACHER SUPPORT</b>	
1	Number of teachers to be trained	
2	Number of teachers to be recognized with Nation Builder Award	
<b>B</b>	<b>E-LEARNING</b>	
1	Number of schools to be provided with E-learning facility (Hardware and Software both)	
2	Number of schools to be provided with E-learning facility (only software)	
<b>C</b>	<b>ADULT LITERACY</b>	
1	Number of adults to be made literate	
<b>D</b>	<b>CHILD DEVELOPMENT</b>	
1	Number of Asha Kiran Children to be sponsored (@Rs. 2,500/- per child)	
<b>E</b>	<b>HAPPY SCHOOL</b>	
1	Number of schools to be adopted under Happy Schools Project	
2	Number of Libraries to be Created in Govt. & Govt. Aided Schools	

\_\_\_\_\_  
Signature of Club President 2022 - 23

\_\_\_\_\_  
Date





## DISTRICT GOALS FOR ROTARY YEAR 2022 - 23

NAME OF DISTRICT GOVERNOR 2022 - 23 :		
RI DISTRICT NO :	TOTAL NO. OF CLUBS:	TOTAL NO. OF ROTARIANS:

Sl. No.	Project / Scheme Description	GOALS
<b>A</b>	<b>TEACHER SUPPORT</b>	
1	Number of teachers to be trained	
2	Number of teachers to be recognized with Nation Builder Award	
<b>B</b>	<b>E-LEARNING</b>	
1	Number of schools to be provided with E-learning facility (Hardware and Software both)	
2	Number of schools to be provided with E-learning facility (only software)	
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\_\_\_\_\_  
Signature of District Governor 2022 - 23

\_\_\_\_\_  
Date



## NOTES (OPPORTUNITIES)

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## NOTES (OPPORTUNITES)

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# NOTES (OPPORTUNITES)

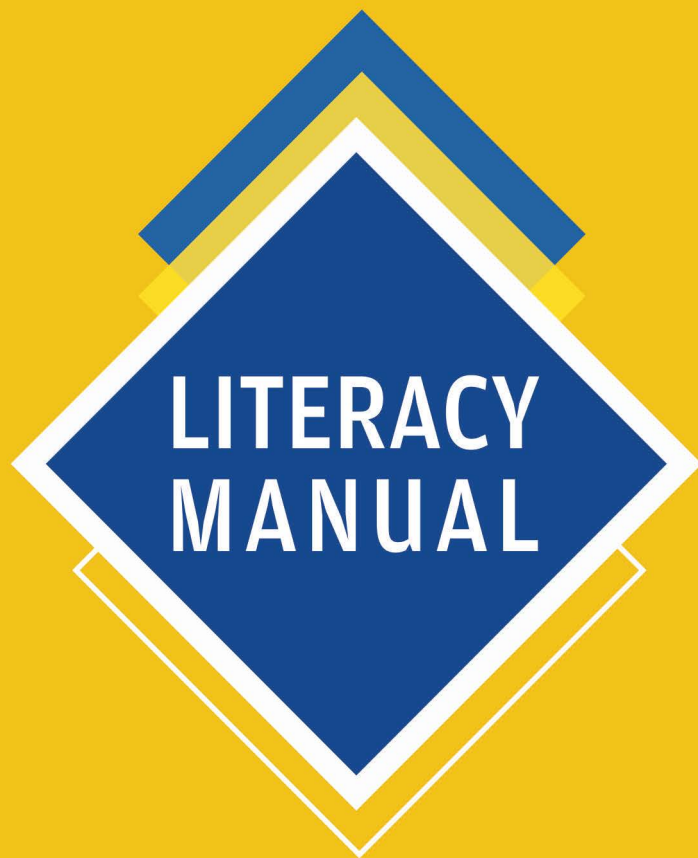
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# NOTES

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 [www.rotaryteach.org](http://www.rotaryteach.org)

 [RotaryIndiaLiteracyMission](https://www.facebook.com/RotaryIndiaLiteracyMission)

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 [TEACH Info](https://www.youtube.com/TEACHInfo)