

CHAPTER V

ACTIVITIES AND EFFORTS MADE BY RSS AND CONSTRAINTS FACED BY ITS ORGANISERS

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CHAPTER V

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5.0 INTRODUCTION

An educated endeavour in the society cannot be considered and operated in isolation. The other sector of development like social, political and economic under currents in the society becomes powerful determinants in educational enterprise. An attempt has been made to study and understand the impact of literacy programme of Rourkela city of Orissa on the disadvantaged people in general and slum women in particular, keeping in the mind the above forces operating in the society.

In this chapters data collected through the various sources with regard to the efforts and activities made by RSS (Rourkela Saksharata Samiti) and constraints faced by the organisers in organising the programme, are presented.

5.1 ACTIVITIES AND EFFORTS MADE BY THE ORGANISERS OF RSS, AND CONSTRAINTS FACED BY THEM

The literacy programme of Rourkela was conceived as a people's movement with the voluntary efforts of a large number of people and few organisations. The initiators of the programme Sri Asit Tripathy, I.A.S., the then A.D.M. Rourkela, cum Chairman of RSS and D.N. Das, Director of Shramik Vidyapeeth, Rourkela, cum secretary, RSS made the people as instrument and started a number of activities for the successful achievement of the programme. Data with regard to the major activities and efforts made by RSS was collected by the investigator from the documents and activity-list of RSS, records of Chetana Kendras, audio and video cassettes, Photo albums etc. Further, the data was collected from the organisations and institutions involved directly or indirectly with the literacy activities of RSS. A number of interviews were also conducted

from different types of people for the same. The major activities and efforts, made by RSS have been presented below along with constraints faced by the organisers while organising those activities.

5.1.1 ENVIRONMENT BUILDING AND MOTIVATIONAL ACTIVITIES

Environment building activity was one of the most important aspects of the literacy programme to create congenial environment, to draw the attention of people towards the programme and make them aware of the broad objective and philosophy of the literacy programme. The environment building activities started on December 1990 and continued for a long period even after the launching of Post Literacy Programme (P.L. Programme) in June 1992. After the launching of P.L. Programme, except a few important environment -building activities, almost all the activities were organised through 'Chetana Kendras' of the concerned slum. The RSS organised important environment building activities in central level involving all the members of Chetana Kendras and Chetana Samities for participation.

The core members of RSS approached the influential members of different organization, institutions and various socio-cultural groups to initiate the environment building activities. The following organisations came forward and joined in organising the environment building activities.

1. Shramik Vidya Peeth
2. Bethel Cheritable Trust
3. Community Welfare Society (Seva Sadan)
4. Rourkela Municipality
5. Spandan (Socio- cultural organisation)
6. Sankalp – (Socio-cultural organisation)
7. Educational Institutions (All High Schools and Colleges)
8. Youth Hostel Association of India.

Besides, many other organisations also joined the programme in organising the environment building activities. Among all the organizations, the Shramik Vidyapeeth being an implementing agency of NLM, not only initiated the concept of TLC in Rourkela, but also made the institution deeply involved with each and every activity of the Samiti. Its contribution to RSS can never be ignored.

The following Environment building activities have been carried out by RSS during the first phase of Literacy Programme i.e. from December 1990 to May, 1992.

5.1.1.1 Padayatra (Procession on Foot)

As an environment building measure, a number of seven Padayatras were planned, organised and coordinated by the working group from time to time. The participants of the Padayatras traveled through the slum areas and local bodies making a call for literacy, especially on women literacy through street performances and talking to people about the literacy programme, which was to be implemented in the city. Initially people specially the women were not coming forward to join the Padayatras. They were also hesitant to attend the interaction programme of the activists. But when the Chairman, RSS cum ADM Rourkela came forward with the Padayatras as participant with his fellow activists and travelled on his foot in the slums, people got inspiration to come forward and join the procession. Further, the street performances during the Padayatras based on the themes of the essence of women literacy have motivated them a lot. As a result, after follow up interactions were over, a lot many people specially women joined the Padayatras and accompanied the participants from their slum to other slums. It may be noted here that out of seven Padayatras, two were exclusively organised by the women groups and girls students of high schools and college level.

5.1.1.2 Cycle and Bus Rallies

Four cycle rallies and one bus rally were organised between December 1990 to May 1992. The bus rally was organised on the eve of Independence Day

celebration on 15th August 1991 followed by a number of cultural programmes and motivational meetings in different parts of the city. A number of 20 buses were engaged for the purpose of environment building carrying learners, slum-dwellers, volunteers, cultural artists and school students etc. in four different directions of the city. This rally was quite effective in involving different type of people through its interaction programme. One all Orissa tour for Literacy on Cycle was organised by 8 student volunteers of RSS. They spread over the message of Literacy and development throughout Orissa state. Out of the four cycle rallies organised by RSS volunteers, one rally was organised by the women volunteers. These cycle rallies were also followed by motivational meetings and cultural shows based on the themes of literacy in various slums by the participants of the rally.

5.1.1.3 Human Chain

A 10 km. long human chain was organised on 10th January 1991 from Bishra Chowk to Panposh Chowk with the help of more than 10,000 students of different schools, colleges and organisations. Before organising the human chain, the chairman of RSS cum A.D.M. Rourkela contacted different organisations and head of the educational institutions to participate in the activities of the programme for a greater cause and make it successful. The then collector cum District Magistrate and initiator of Literacy Programme of Sundargarh District, Mrs. Anita Agnihotri, I.A.S. had inaugurated the programme of human chain and requested the people of Rourkela to make it a grand success, which boosted the participants of the human chain, specially the women to carry on the programme in a positive direction.

5.1.1.4 Oath Taking Ceremony

The oath taking ceremony took place in a public gathering on 26th January 1991, followed by street plays organised by Shramik Vidyapeeth. In this occasion, the chairman, secretary, members of RSS and other people from different sectors, took oath to make the city "Sakshar Nagari, Bikasita Nagari" (Literate City, Developed City)

5.1.1.5 Wall Writings, Poster, and Sticker Preparation

Wall Writing Campaigns with Literacy message and slogans were organised for three times, by the organisers and volunteers of RSS in each and every sector and slum of Rourkela. Hoardings, Posters (Literacy) and stickers were prepared by the Samiti and distributed among the people especially in the slum and local areas of the city. Students and non-students of Rourkela were encouraged by the organisers to participate in the literacy programme by participating in the preparation and display of literacy. Posters, competition among the students and non-students of Rourkela were organised from time to time (four times) in this regard i.e. preparation and display of Literacy Poster. A very good number of participants participated in those competitions.

5.1.1.6 Mass Contact Programme and Public Motivational Meeting

For the successful implementation of the programme, public enthusiasm had to be sustained through out the campaign. Hence, thirteen mass contact and public motivational meetings followed with street plays, tribal folk dance and songs carrying the message of literacy were organised. In each and every motivational meeting, importance was given to women literacy as a major item of the agenda along with other. The A.D.M Rourkela, who used to be the Chairman of the RSS addressed the people and requested them to join the programme spontaneously as learners and volunteers. He, himself with fellow activists was visiting door to door in the slum to motivate the people. Initially they were not coming to the meetings seriously in large number. But when they saw the Chairman, Secretary and top level people at their doors for their development, they came down and joined in large numbers. Gradually, they, themselves, took initiative in organising slum level meetings and invited the Chairman and others to address the slum people for their educational development. It was observed in Orampara, Sitalpara, Gudiatoli, V.S.S. Nagar, Tumkela and other slums.

5.1.1.7 Literacy Marathon and Mass Run

A Literacy Marathon was organised in the month of August, 1991 in which people from all sectors of life and students of schools and colleges were participated. In the same month, a mass run of women was also organised. Women from all class (Top to Bottom) participated in the run, carrying the message of Literacy to make each and every illiterate woman, literate. Reputed ladies of the society like advocates, lecturers, doctors, teachers, artists, magistrates etc. came forward and motivated others to join the programme on this occasion.

5.1.1.8 Mass Plantation Programme

Mass Plantation Programmes were organised by RSS in various slums, like Bondamunda, PradhanPalli, Gudiatoli and Khariabahal. During the plantation programme, women of the slums were not coming out spontaneously in Khariabahal and Bondamunda. The secretary, Youth Hostel Association of India, Rourkela branch who used to be a volunteer of RSS, took much strain in motivating the women group and ultimately succeeded in involving them with plantation programme. Since then, the women groups of Khariabahal were taking care of the plants as well as the literacy activities. In Bondamunda also, the same problems were found. But the activists of RSS took it as a challenge and established rapport with their family members and at last the women of the slums spontaneously joined the programme. It is note worthy to mention here that the plantation programme of Gudiatoli and Pradhan Palli were followed by other cultural activities organised mainly by the women volunteers and learners of the slums for environment protection.

5.1.1.9 Saksharata Mela (Literacy Fair)

On the eve of International Literacy Day Celebration, a Saksharata Mela of two days i.e. on 7th & 8th Sept., 1991 was organised by RSS in Bhanja Bhawan field. People from each and every sector of life enjoyed the programme wholeheartedly. A very good number of cultural programmes, video shows, competitions

among school and college volunteers and non-school volunteers & learners were organised. The competitions were on letter writing, essay, song, spot painting, alpana, rangoli), folk dance etc. Special competitions among the women learners of the slum areas on cooking, reading books, writing letters, song, folk dance, knitting and awareness on social issues were organised in the mela. A good number of stalls were opened for the learners to exhibit their creativity by displaying literacy materials like posters, paintings, clay models, food items, craft items and handicrafts, cultural activities and so on. The control room staff of RSS, displayed essential literacy materials for the Rourkelites in separate stalls. Blood grouping and donation camps, counseling and information corners and health camps were also organised in the mela. Slum-dwellers from every slum of Rourkela visited the mela with full enthusiasm and participated there actively. The general public of Rourkela city also enjoyed the cultural and other programmes like street plays, video shows, discussion forum etc. This mela was inaugurated by the Honourable minister of industry, Sri Dillip Ray, Govt. of Orissa and validated by Sri C.P. Majhi Hon'ble Minister of School and Mass Education, Govt. of Orissa. Both of the Ministers have addressed the august gathering of Rourkela and requested them to join the literacy programme whole- heartedly as volunteers or learners.

5.1.1.10 Health, First Aid Training, and Malaria Detection Camps

A number of twelve health camps (eye-check-up, and immunisation) were organised by the RSS organisers with the help of Rourkela Govt. Hospital, Ispat General Hospital Lions Club of Rourkela in various slum areas. Special camps on mother and child- care was organised in Phulbari slum of zone-VIII. In this occasion, there was a healthy baby contest among the children health camp. Participation of slum women was not highly satisfactory. But after the door- to-door motivational counseling of the organisers and volunteers, the number of participants increased. Gradually, the health camps became highly successful. Because one First Aid Training Camp and one malaria detection camp were organised by the RSS organisers with the help of Malaria Research Centre, Rourkela Govt. Hospital and Ispat General Hospital to provide training to the RSS volunteers and even to the learners.

5.1.1.11 Basti Safai Karyakram (Cleaning Programme of Slum)

A number of Basti Safai Karyakram have been organised by the organisers of RSS with the help of the grass root level volunteers and learners of Khariapara, Orampara, Khariabahal, Gangadhar Palli, Shantinagar and other slums from time to time to keep the area clean. During the initial stage of cleaning programme, the slum-dwellers of certain slums did not co-operate with the volunteers. But the friendly behaviour and rapport of the volunteers made them join the programme.

5.1.1.12 Women Convention And Focussed Group Discussion, Seminar And Workshops

One women convention and a number of seven focused-group discussion on women's problems and their solutions with special reference to the disadvantaged sections of the society were organised from time to time. Resource persons from various voluntary organisations, social workers, experts and trainers of Shramik Vidyapeeth were invited from the city and other places for these purposes. Slum women, especially the learners were the participants in those discussions. They were given scope to express their own problems by them selves, not through the volunteers. At the beginning, they were hesitant to participate in the focussed group discussion programme. But the motivation of the women volunteers of RSS inspired them to participate and gradually, they actively participated in those programmes. A number of five work- shops and seminars on different social issues related to literacy and its other aspects were organised from time to time and both volunteers and learners participated in the Seminars and work- shops. On the Eve of International Women's Day Celebration, on 8th March,1992 a variety of activities were organized, specially for the women learners of the slum areas. They were, street plays composed on the problems of women and their solutions discussion forum, tribal folk dance, and display of literacy poster and paintings on women issues. An exhibition cum sale on hand made product of food articles, tailoring materials, greeting cards, rakhee, footmats, candles etc. was also organised by the women volunteers and learners of RSS .Slum women as well as others have actively participated in the programme at sector-20 club of Rourkela.

5.1.1.13 Literacy Stalls in Public Gathering

The RSS organisers in the public gathering opened literacy stalls during Vedvyas Mela, Basanti Mela, Ganesh Mela, Durga Puja, State and National Trade Fairs, and in Book Exhibitions etc. Posters, Paintings, Literature, books on various social issues and women's problem were displayed at the stall. Video shows, street plays and interaction programmes were also organised through the stall by the organisers for people's awareness and mobilisation.

5.1.1.14 Video Shows, Audio Cassettes and Telefilm

Video shows on different themes related to Literacy and development programme were organised by the RSS volunteers, very often in each and every literacy zones to motivate the learners as well as illiterates. They have organised the shows for more than 30 times. RSS has prepared two audio-cassettes on Literacy songs in Oriya and Hindi language with the help of the local singers and artists for the motivational purpose. The audio- cassettes were used, very frequently, in the slums along with the video show and other programmes. The members of the cultural organisation "SANKALP" with the help of RSS made a tele-film entitled "Ahuti" based on the theme of Literacy and Development". The Tele- Film was telecasted by the Steel T.V. of Rourkela many times. The cassette of the tele-film was also shown many a times in different slums with the video programme to make the environment alive and sustainable.

5.1.1.15 Cultural Activities

Street plays, women Kala-Yatha, Tribal, folk Dance Drama and Song: In the process of environment building and motivational activities of the Literacy Programme of RSS, five different cultural troops such as street plays, women Kala Yatha, Tribal Folk-dance, drama and songs participated most actively. They performed for more than fifty times in different slums and public places. The

cultural troops were DHOLAK team of Shramik Vidya Peeth, TEANKARU" and "DANDA NACHHA" (Folk dance with stick) of Udit Nagar Govt. High School, "NAWA KADAM (New Steps), the tribal dance and drama in Sadri Language of Gudia toli, "GHASA PHOOLA" of Government High School Jhirpani, and "SUKANNYA" – Women Kala Yatha Team of RSS. Here a mention may be made that the above stated teams were highly appreciated by the slum-dwellers and also the people of Rourkela. The cultural teams presented their performances on themes like literacy, environment, evils of drugs and alcoholism, evils of population explosion, need for small family, essence of women education and on the various problems of women. But the women of Kala Yatha team 'Sukannya' depicted the problems of women specially the disadvantaged and their solutions through their performances. It was conducted in various art forms to mobilise women's participation in the Literacy Programme.

5.1.1.16 Vanita Kalayatha of Kerala

The artists of Kerala Shastra Sahitya Parisad (KSSP) and cultural artists of "Vanita" Women Kala Yatha of Kerala visited Rourkela during the campaign period of Literacy Programme and performed their plays based on various issues of Literacy and women. The themes of the plays were translated in Oriya language and presented before the women learners and volunteers for better communication by the BGVS activists of the local unit who were also the activists of RSS. The performance of "Vanita Kala Yatha" was also highly appreciated by the people of Rourkela specially the slum-dwellers of the city.

5.1.1.17 Eminent Visitors To The Campaign

Many eminent persons were invited to Rourkela during the environment building and motivation campaign to assess the progress of the campaign through its activities. During their stay at RSS, they visited different slums and, thereby, participated in the environment building process. Here a mention may be made of the Pioneers of the literacy movement in Kerala as well as of the country Dr.M.P. Parameswaran, K. Krishna Kumar, and Sundar Raman of Bharat Gyan Vigyan

Samiti (BGVS), New Delhi as well as KSSP. Mr. Satya Narayan from Govt. of India, Dr.L.D. Mishra, I.A.S. Ex. D.G. NLM, Sri Rabi Ray, Hon'ble Ex-speaker of the Lok Sabha, Mr.Dillip Ray, Mr. Sarat Kar, Mr.C.P. Majhi and Dr.(Mrs.) K. Das, Ex. Ministers of the State, who came to Rourkela, during the campaign period and addressed the people of Rourkela to join the literacy programme spontaneously and to contribute their best. The then Hon'ble Governor of Orissa Sri Y.D. Sharma also visited Rourkela in October, 1991. He addressed a large gathering of Literacy activists and learners and visited some slum pockets.

The Chief Secretary, Government of Orissa visited Rourkela in March, 1992 to assess the situation. In the same month, the then Chief Ministers of Orissa, Sri Biju Pattnaik also visited the Literacy camps organised by the volunteers and learners of RSS. He addressed the learners and volunteers and requested the public to extend their co-operation for this great social work. He checked the literacy skills of some of the women learners of Panposh basti (slum) and encouraged them to participate in the programme more actively. In fact, the visit and encouragement of the Chief Minister re-motivated the volunteers and learners (specially the women) to become more active in the programme.

The activists of the State BGVS, ORISSA, visited the campaign very frequently and extended their technical and resource support from time to time. They have also organised many workshops and seminars with the collaboration of RSS through the activists of the local BGVS Unit to strengthen the campaign.

5.1.1.18 TV Coverage

A team of Delhi Doordarsan reached Rourkela to have a complete video coverage of Literacy Programme. The Local correspondents took it up as a challenge and there was a competition among the local and regional news papers for the coverage of Literacy Programme which influenced a lot of people towards the programme. All these environment building activities were continued even after the Launching of P.L. Programme in June, 1992.

During the Post Literacy Phase, the nature of environment- building activities were changed according to the objectives of the Post Literacy Programme. As a "Centre Based Programme", the activities of P.L. Programme were organised mainly in the "Chetana Kendras" at grass-root level for the neo-literates, dropouts, and left outs. Chetana Kendras, their needs and interests were taken into consideration while organising those activities of the P.L. Programme. List of environment building activities and number of times organised were presented below in table 6.

TABLE 6: Environment Building Activities of Rourkela Saksharata Samiti During Post Literacy Phase (From June,1992 to March,2000)

Year	Sr. No.	Types of Environment building activities	Frequency of activities
June, 1992 to May, 2000	1	Launching of Post Literacy Programme	01
	2	Re-Survey: identification of neo-literates, dropout and left out learners.	18 Camps
	3	Publication and distribution of "Saksharata Samachar"	22,000 copies (22 issues)
June, 1992 to May, 1995	4	Video Shows & Tele films	38
	5	Street Plays – "SAMBHAB-92" Performed in different slums & public places (The street Play team Performed their show before the public of Maharaja Circus" on the request of the circus team as guest show on 24.10.92 for people's awareness and motivation).	106
	6	Training Seminar Orientation and Workshops for P.L. activists and resource Persons (It includes KalaYatha and Writer's Workshops).	38
	7	Wall Writing (Slogans and Quotations on P.L. Message)	324 places
	8	Celebration of World Population Day (WPD) Organised by RSS in Central Level at Bondamunda, Ruputola and Sec-20 Pump house colony respectively from 1992 to 1994 on 11 th July of each year.	03

Table 6 continues to next page.

Continuation of table 6.

Year	Sr. No.	Types of Environment building activities	Frequency of activities
	9	Celebration of Breast-Feeding Week (BFW) through Shramik Vidyapeeth: Followed by a number of activities related to healthy mother and childcare in different slums of the city (BFW-93 and BFW-94)	02
	10	Celebration of Independence Day (I.D.) at central level and grass root level i.e. in each Chetana Kendra with a good number of post Literacy activities like Safai Karya Kram, Prabhat Feri, Plantation Programme, Flag Hosting, Cultural activities etc. (1-D-92, ID-93 & 1D-94)	03
June, 1992 to March 2000	11	Celebration of International Literacy Day on 8 th Sept. (ILD) from 1992 to 1994 – Followed by a great variety of activities especially for the neo-literates like meeting, focused group discussion on current social issues, different types of competitions among neo-literates. Special competitions and activities organised for the neo-literate slum women like reading newspapers and books, quiz on health and social awareness debate, Song and Folk dance competition and rangoli and painting competition. The ILD programme of 1994 was followed with an exhibition cum sale of hand made product by the neo literate women.	03
	12	Celebration of Republic Day (RD) – in Central level as well as Chetana Kendra Level with a number of Socio-cultural activities (RD-93, RD-94 and RD-95).	03
	13	Uttar Saksharata Mela (Post Literacy Mela): out of the two Melas, one Mela was specially organised for the neo-literate Muslim slum women of Narla Road through "Saheli Mahila Samiti" and Alfathe club of Narla Road with the help of RSS organisers. The Mela was followed with a great variety of post literacy activities and an exhibition in February, 1993. This was inaugurated by Dillip Ray, Hon'ble minister of Industry, of Orissa and closed down by the ADM Rourkela cum Chairman RSS.	02
	14	Mahila Yagruti Talim Camp: (Women Leadership training Camp) It was started since 1993 especially for the neo-literate, dropout and left out slum women.	14

Table 6 continues to next page.

Continuation of table 6.

Year	Sr. No.	Types of Environment building activities	Frequency of activities
June, 1992 to May, 1995	15	Celebration of International Women's Day (IWD) in different Chetana Kendras and even in Central Level with a good number of activities like discussion forum, debate and allocation competition among the slum women on various issues related to women and their development. Exhibition cum sale on home made product by the neo-literate slum women was organised at Sec.20 club through Shramik Vidyapeeth on IWD-94 (IWD-93, IWD-94 & IWD-95)	03
June, 1995 to March 2000	16	Video shows & films, street plays (CHETANA-95)	38
	17	Performed the cultural shows in different slums and public places for awareness generation and motivation.	
	18	Training, Workshop, Seminar, and Orientation for P.L. activists and Resource persons and Kabi -Sammalen.	61
	19	Celebration of "World Environment Day (WED) on 5 th June in each Chetana Kendra for environment protection by activities like discussion forum, cultural activities based on the theme of environment pollution and its protection etc. (Started from since June,95 to June,99)	05
June, 1995 to March 2000	20	Celebration of World Population Day (WPD) followed by health camps and other activities related to small family norms and family welfare training in different Chetana Kendras special programme organised for the neo-literate slum women on competition on "healthy mother and child" among the slum women in WPD – 1996. WPD-95, WPD-96, WPD-97, WPD-98 and WPD-99.	05
	21	Celebration of Independence Day (ID) in Central level as well as in each Chetana Kendra with a great variety of Socio-cultural activities (ID-95, ID-96, ID-97, ID-98 & ID-99)	05
	22	Celebration of International Literacy Day (ILD) followed with activities like open platform, discussion forum, work-shop, people's parliament, cultural programme, different types of competition specially among neo-literate slum-women and NFE children of different Chetana Kendras (ILD-95, ILD-96, ILD-97, ILD-98, & ILD-99)	05

Table 6 continues to next page.

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Year	Sr. No.	Types of Environment building activities	Frequency of activities
	23	SISHUMELA (On the eve of Children's Day) (SM) started since, 1995 followed with a variety of activities for the NFE children of NFE centres run by the RSS. Parents of the children were specially invited by the RSS to enjoy the activities of their children in the mela. (SM-95, SM-96, SM-97, SM-98 & SM-99)	05
	24	Celebration of World AIDS Day (WAD) (since Dec., 1995) in Central level – followed with Seminar and training programme, Focused group discussions, Health awareness camps, painting and poster competition among the Volunteers and non-volunteers. (WAD-95, WAD-96 , WAD,97, WAD,98 & WAD-99).	05
June, 1995 to March, 2000	25	Celebration of Republic Day (RD) in Central Level as well as in each Chetana Kendras – followed with a good number of activities especially for NFE children and neo-literate women of the slums (RD-96, RD-97, RD-98 & RD-99).	05
	26	Celebration of Utkal Divas (UD) (Started since,1996) followed with activities like, Mass Rally from Literacy control Room, A.D.M. Office to MadhuSudan Statue and BishraMunda Statue (a coverage on foot of about 11 Km.). Literacy Volunteers, NFE instructors, neo-literates (both male and female) and slum-dwellers participated in the Rally and other cultural activities organised at the civic centre. (UD-96, UD-97, UD-98 & UD-99)	04
	27	Celebration of International Women's Day (IWD) followed by a good number of activities especially for the neo-literate slum women and girl children of NFE Centres. Exhibition cum sale was organised on home made product of the neo-literate slum women in collaboration with Shramik Vidyapeeth in Sec-20 club of Rourkela in 1997 and 1998. Besides, different types of cultural activities, women's platform for sharing experiences, and seminars were organised in central level as well as slum level. (IWD-96, IWD-97. IWD-98 IWD-99 & IWD-2000).	05
	28	Mahila Yagruti Talim Camps: Organised for the neo-literate, left out and dropout slum women of different literacy zone in different Chetana Kendras.	23

The above stated data on environment building activities of Rourkela Saksharata Samiti (RSS) was verified and cross checked with the documents of

other concerned agencies and organisations like Shramik Vidyapeeth, Bethel Charitable Trust, Rourkela Municipality, Ispat General Hospital and Rourkela Government Hospital, Community Welfare Society, 'Sankalp' cultural organisation, Rourkela Steel T.V., and the concerned schools and educational institutions. Interviews of concerned functionaries and people from different sectors of life (including slum-dwellers volunteers and the neo-literate slum women) were conducted with this regard. Majority of the interviewees (87.09%) had informed the investigator about their knowledge on environment building activities of RSS for motivation and awareness generation in slum areas as well as the public places since 1990 to 2000.

It was found that during the initial stage of the campaigning, people in the slum areas didn't have full faith in the literacy programme. They thought that it was also like the family planning or other programmes of the government. Therefore, they were not ready to extend their co-operation whole-heartedly. They were not even attending to the activities of the programme in large number. But when they learnt that the involved volunteers and other personnel of the literacy programme were serving selflessly without any remuneration, and observed the immature high school students in survey, teaching-learning and other activities, they started believing in it to some extent. Further, the active involvement and dedication of the A.D.M., S.P., Sub-collector and other top class people of Rourkela, acted as intermediate levers. People who were used to a bureaucratic, indifferent and mechanised culture of Governmental functioning, suddenly discovered to their utter surprise and pleasure that the relatively inaccessible mini-Gods of the government were now walking in the slums amidst slum-dwellers and were chanting slogans, holding banners and creating enough ripples in the slum areas of the city. It highlighted the value of literacy. Specially the frequent visit of the A.D.M., Rourkela to the slums, his friendly behaviour to every body, his deep involvement in each and every literacy activity made the people to cooperate. As a result, they came forward in organising the environment building and other activities whole heartedly

As resident and teaching personnel, the researcher has been involved with the socio-educational activities of Rourkela since the last two decades, and experienced the knowledge about the various environment building and motivational activities of RSS. She has also directly participated in certain activities like street plays, human chain, plantation programme, Saksharata Mela, literacy rallies etc. As a researcher, she has observed the environment building activities of the P.L. Phase since January, 1997 and has felt that RSS has made sincere efforts and adequate number of activities for the educational development for the slum people specially the women of Rourkela with the help of dedicated volunteers and activists and a few organisations like Shramik Vidyapeeth, Rourkela Municipality, Bethel Charitable Trust and community welfare centre etc. She has observed the sincerity and dedication of the volunteers from the grass root level to control room level while organising those environment- building activities for the slum-dwellers. Their way of motivation friendly behaviour and sharing of feelings with the slum-dwellers have made the thing easy to a great extent in organising the environment building activities and mobilisation of the people specially the slum women.

5.1.2 LITERACY SURVEY AND RE-SURVEY

A preliminary household survey for identification of illiterates was conducted at the initial stage of literacy programme with the help of a large number of trained volunteers (about 13,000 high school students and youth). The survey covered all the slums of Rourkela city.

Initially the target illiterate population was estimated at 1,00,000 in the age groups of 10-60 years. But when an intensive resurvey was conducted by matured and trained volunteers in June, 1992, i.e. at the beginning of the post-literacy programme, it revealed that the total illiterate population in the age group 10-60 years was 93,867. Out of which 61,248 were women. The survey also revealed that 65,444 were still in the campaign during the re-survey period.

The investigator found from the organisers of RSS that as the survey was conducted in a hurry adequate training could not be given to all the volunteers. Therefore, about 30% volunteers were not properly trained to conduct the early round of survey in the slums for the identification of illiterates.

The school volunteers, without being aware of expected proficiency in different literacy skills required for treating a person "Literate as per NLM norms", wrongly identified some learners as illiterates and vice-versa. Therefore, the number of illiterates found was more during the initial round of survey than the resurvey. Thus, the survey was conducted again with full preparation, and matured volunteers were involved for this purpose so as to get a concrete picture of the status of illiterates. This information was given by one of the senior activists of the RSS to the investigator. After getting the actual position of illiterates and neo-literates planning was immediately made to cover the left-out illiterates particularly during post-literacy phase.

5.1.3 TRAINING

Unlike environment building activities, training of different types of people participating in Literacy Programme is also very crucial and an important effort for the success of the programme. Since Literacy Programme is a people's movement, each and every participant of the programme should have properly understood its philosophy and objectives. Therefore, the required training for the participants is highly essential and a must. The organisers and activists of RSS reported it and also the records indicated that all the participants in the literacy campaign were provided a basic training of three days in both literacy and post literacy phase. In this regard training was imparted in a three tiers strategies viz. the training of Key Resource Persons (KRP), Master Trainers (MT), and Volunteers. The volunteers were the actual teaching personnel for the learners in the field at grass root level.

A training camp of three days was organised for 169 KRPs consisting mostly of highly qualified persons like Lecturers, Doctors, Journalists, Advocates,

and Head Masters of the High Schools etc. with the resource support of State Resource Centre (SRC), ORISSA, and the Government of India in March, 1991. Similarly, the three day training camps for about 900 MTs were organised with the help of the trained KRPs by the middle of April, 1991. About 13,000 Volunteers (both high school students and young youth) were trained by the middle of May, 1991 with the help of trained KRPs and trained MTs (Mostly the MTs) of RSS.

As a part of the training, all the categories of Literacy activists were introduced to the philosophy behind this particular literacy campaign, some basic adult psychology and other general topics related to the campaign. Later, the primers were introduced to them. The lessons in the Primers explained in details mainly to the teaching volunteers by their trainers, followed by discussion as to how to conduct the classes among the different sections of people specially the slum women. Special instructions guidance and motivational techniques were given to the volunteers both male and females (but mainly to the female) so that they could easily convince the slum women for learning.

Orientation courses and workshops were organised from time to time. The training and orientation programmes were organised and co-ordinated with the help of a core group of activists.

During the post-Literacy Phase of the Literacy Programme, participant volunteers were provided a basic training of three days. Thereafter, two times orientation training of two days duration in a year was given to almost all the volunteers. Each volunteer was imparted training two to three times to manage the library of Chetana Kendra. Besides, they participated in various seminars, workshops, discussion forums and camps organised by RSS on the relevant subjects like population Education, Family Welfare, Community Health, Para Legal and Legal Rights, Leadership Training, Women's Health, Child and Maternity Care, Prevention on AIDS, First Aid Training and various issues related to women's problem and development during the Post-Literacy Programme. The training mentioned above were organised by RSS with active training and resource

support of SRC, BGVS (Bharat Gyan Vigyan Samiti) and Directorate of Mass Education (DME). Though the trainings were organised by RSS centrally, but were held at different places of the city.

The investigator has enquired and cross-checked about the training with the volunteers and senior activists of RSS and learned that majority of them (73.91% volunteers and 75% senior activists) have received training for more 11 times both in Literacy and Post-Literacy Phase. It was also found that they (70% volunteers and 81.25% senior activists) were satisfied and benefited with the training they have received.

While interviewing some of the activists of the training co-ordination committee they reported that they could have imparted much better training to their volunteers and KRPs during the initial stage of Literacy Programme. Since Rourkela was the first of its kind in Orissa along with Sundargarh literacy campaign, no concrete training experience in this regard could be availed from any of the resource persons involved in this training programme. They were also new in certain aspects of the training, which was required in an urban project like Rourkela Cosmopolitan city. It is true that the training initiated by the above mentioned was helpful to the volunteers in the field, but their training expertise was not highly applicable for the slum-dwellers of a cosmopolitan city like Rourkela. However, the Chairman, the secretary and the trainer activists of RSS could enhance their training efficiency, and make them competent by doing the things learned from the constraints and provided field training to the volunteers. Therefore, they could make it up in the later stage.

Here mention may be made that the researcher has attended a good number of training programmes on different subjects like population education and family welfare, NFE training for the instructors and supervisors, Environment Protection Community Health, Women's Health, Child and Maternity Care, Para-Legal Training, etc., organised by RSS during her field observation and data collection. She has experienced some important points out of her observation from the training programme in different places and slums.

- (i) A very good number of participants mainly women have actively participated in the trainings.
- (ii) The Participant volunteers who used to be the grass-root level workers were also equally experienced like the trainers in many aspects of literacy.
- (iii) The participants were highly co-operative in organising the programme with the organisers.
- (iv) Their queries on various aspects of the training in each programme were appreciable.
- (v) The rapport between the trainers group especially of RSS and the participants was cordial which helped the trainers to reach out to the participants easily.
- (vi) Discussion, conversation, demonstration and role- play, etc., were adopted as methods of their training. On the whole, the training programmes were need-based in accordance to the field situation. It can be interpreted from the above reports, information and observations that despite a variation of opinion among the different types of respondents, and training constraints, RSS has provided a very good number of training programmes to its volunteers and activists, The trainings imparted to its volunteers were need-based and satisfactory enough to help them in teaching, monitoring and mobilizing the neo-literate slum people specially women.

5.1.4 PREPARATION AND DISTRIBUTION OF LEARNING MATERIALS

The basic necessity of Literacy Programme was reading and Writing materials. Because without these materials the literacy centres cannot start functioning. Keeping in view the broad objectives of the Literacy Programme and cultural situation and language spoken in the city, it was decided to launch Primers

on two languages i.e. in Oriya and Hindi. The Oriya and Hindi Primers with in built tests designed by SRC, Orissa and SRC, Jamia Milia Islamia, New Delhi, respectively, were adopted by RSS for Literacy Campaign. Each set (consisting of three Primers) was prepared following the method of Improved Pace Content of Learning to be taught in about 200 hours, or six months. It was supplied with a learners' kit containing a red- coloured bag containing a slate, pencil, an exercise book and Primers. The Literacy Volunteers, Master trainers and key Resource Persons were also supplied with the three primers teaching guide book, note book, monitoring form, identity card and pen. Each participant was provided a badge carrying the symbol of literacy.

Two supplementary books "Hitakatha" and "Bapa Maa Nka Payen" in Oriya language were prepared by the RSS and distributed among the learners just before completion of their third primer as pre-post-literacy literature. It may be mentioned here that from the very beginning of the actual teaching learning activities, the RSS in April, 1991 started publishing and distributing "Saksharata Samachar" to the learners, volunteers and others. During the initial stage of the campaign it was published and distributed weekly. When the programme took a momentum, it started publishing fortnightly. But after launching of post-literacy programme it was published and distributed specially for the neo-literates as a monthly newspaper. Provisions were always made for the women learners and neo-literates in regard to their awareness development, sharing experiences, information regarding different skill development, training and different development schemes of the government and non-government department etc. in the Samachar.

During the post literacy phase RSS prepared and distributed its own post-literacy primer "Naba Taranga" and two other supplementary books "Mo-Rourkela" and "Swastya Chetana" (Exclusively for the Women) with the help of the RSS activists and local writers. Besides these books, the books entitled "Police Abom Apna," "Dowry Rules and Our Duty", "Hindu Marriage Law" and "We and our Law" etc. in the form of ten book lets were provided to each neo-literate to read, understand and implement in their practical life. It was further reported by the organisers of RSS that a number of 300 to 400 titles of Oriya books and 150 to

200 books in Hindi language were provided to the library of each Chetana Kendra in a GL box with lock and key for regular issue of the neo-literate and members of Basti Chetana Samiti. Along with the materials mentioned above a sign Board showing the name of the "Chetana Kendra", registers (Enrolment, Stock, Library Books, Library Stock, Meeting etc.). Orissa Map, Dot Pens (both blue and red), File Cover, Slate, Pencil, exercise Books, carban packet, chalk, white paper enrolment form, black-board cloth and duster were also provided to the Chetana Kendras for the use of the neo-literates.

The field activists (grass -root level) have reported that the teaching learning and other material was supplied by RSS to the centres in a very systematic way on the requisition of the area co-ordinator or zone co-ordinator of the concerned area or zone.

Learners of the Zone I, III, IV, and VIII, IX & XII were supplied with the material from the main control room. Where as rest of the zones i.e. Zone II, V, VII, X and XI were supplied from the branch control rooms of the sector township.

After receiving the requisition from the area co-ordinator or Zone co-ordinator or in worst case from the volunteer of the concerned slum material was enlisted and supplied by the control room volunteers through their vehicles to the centre. The material was distributed according to the need of the learners in the centres by the volunteers themselves or by the area or zone co-ordinators. At the initial stage the material was distributed in the centres by the Chairman of the Samiti himself in the gatherings as functions. Even the secretary of RSS, other senior activists and eminent personalities have distributed the teaching materials in festive occasion. But it was not always possible to do so. Therefore, the volunteers, area and zone co-ordinators or the member of monitoring team respectable person of the areas had to perform the modalities reported a senior level activist to the investigator. He further revealed that the materials were mostly supplied phase wise. Just before completion of Primer I, Primer II was given and vice-versa.

It was also reported that slate, pencil and note- books were supplied to the learners more than once according to their requirement. Whereas, Primers were supplied once only. During the Post Literacy Phase they were once again supplied with the notebooks, pencil, pen etc. along with the post literacy primer. Before supplying the P.L. Primer they were given two pre-post Literacy or supplementary book "Hitakatha" and "Bapa Maa Nka Payen" one after another with a gap of about one month.

It was explored by the investigator from the neo-literate slum women about the types of reading materials they were supplied for and she got it confirmed that the following material mentioned below in table-7 have been supplied to them.

TABLE 7:Types of Learning Materials Provided to The Slum Women During Literacy Programme (Including P.L. Phase)

Sr. No.	TYPES OF LITERACY MATERIALS PROVIDED
1.	Literacy Primer: Primer I, II & III
2.	Naba Taranga (P.L. Primer)
3.	Saksharata Samachar
4.	Supplementary books prepared and distributed by RSS like Hitakatha, Bapa Maa Nka Payen, Mo-Rourkela and Swasta Chetana
5.	Other supplementary books like Dowry Rules and our duty, Hindu marriage law and other books
6.	Exercise Book
7.	Pen/Pencil
8.	Slate

Further, while interviewing them (the neo-literate slum women) they informed that all of them have received literacy primers (part-I, II & III), notebook, slate, pen and pencil during the first phase of literacy programme. Even that they have got notebook, pen, slate and pencil twice as per their requirement. Where as during the post Literacy Phase the distribution of P.L. Primer and other Supplementary books were not equal due to shortage of manpower in the field as well as central level for co-ordination. Therefore, about 15% (14.56%) of the respondents have reported that they have not received the P.L. Primer and about 20% (19.42%) have not received the supplementary book prepared by RSS.

Similarly about 24% (23.30%) have not received other supplementary book and about 19% (18.45%) have reported that Saksharata Samachar was not available to them.

It is revealed from the Statement of the slum women that distribution of reading material was adequate and systematic during first phase of the Literacy Programme and each and every learner has received the reading material. But this distribution of the material was not equal and not systematic during P.L. Phase due to shortage of main power in grass root as well as central level for co-ordination. Therefore, some of the potential neo-literates have been deprived of availing the reading materials supplied for post literacy activities.

While enquiring about the unequal distribution of PL Materials among the neo-literate slum women during the P.L. Phase, the organisers and secretary of RSS informed that due to shortage of man power like volunteers, vehicles, monitoring and interaction programme have faced a lot of problems. Therefore, neo-literates could not be given P.L. and other material more systematically. However, majority of them have been supplied with the materials in time.

It was reported by most of the (87%) neo-literate slum women that they were satisfied with the quality and content of the reading material and these were supplied in time.

It has also been reported by a very good number of respondents 81% that they were highly satisfied with the P.L. Primer and Saksharata Samachar than by the T.L. Primers because of their need based and interesting content, bold letters, simple language, picture and conversational cum story type presentation. They have revealed that the supplementary literature provided to them by RSS was very much useful in their day- to-day life.

The investigator has gone for cross validation of the above said reading and other material from the Chetana Kendras and for that the quality of material was good. The writing style, content and language of primers both literacy and post

literacy were satisfactory. But the content of the post literacy primer was highly satisfactory and appreciable due to its suitability to urban background and need-based content especially for the slum-dwellers.

It is important to mention here that since Literacy Programme of Rourkela was the leading Campaign in Orissa with regard to P.L. activities and Primer Writing, no concrete guideline in the form of model was available with the writers of P.L. Primer while its preparation. Therefore, RSS organised a special workshop on writing of P.L. Primer and invited local writers, literacy activists of different types and resource persons from BGVS to discuss on the different aspects of P.L. Primer and its preparation. The literacy activists did share their experiences before the writers and resource persons. On the basis of the experiences which include the needs felt and interests observed, among the neo-literates contents and topic of the Primers selected and the material prepared. It is also note worthy to mention here that most of the writers were found to be RSS activists. The other supplementary literature were prepared by only the activists of Rourkela. The Saksharata Samachar, Bapa Maanka Payen, Hitakatha, Mo Rourkela, and Swasta Chetana prepared by RSS were no doubt beneficial to the neo-literates especially the slum women, but the message passed through Saksharata Samachar and Swasta Chetana were of were potentials for the neo-literates to develop further.

However, despite constraints the efforts sincerely made by RSS in preparing reading material for its learners and neo-literates were quite satisfactory and the way of supply and distribution of the materials were also systematic adequate and satisfactory.

5.1.5 TEACHING LEARNING AMONG THE LEARNERS

The most important aspect in the literacy programme is teaching the learners. Because this is the way and the means for acquiring knowledge by the learners. Learning of the learners is the end result of the whole process of action. After being trained, the volunteers were given the task of educating (teaching) a set of learners in a specific slum area under the operation of Literacy Programme. Care

was taken to ensure that there was no overlapping in the distribution of volunteers. Women volunteers were specially trained and instructed as to how to motivate the housewives and other women of the slums for literacy classes. To get the learners for literacy class volunteers visited the slum areas and contacted the learners mostly the women during their leisure hours in the after noon. The rapport they had earlier developed during survey with the slum-dwellers facilitated them further in teaching learning process.

In April, 1991 teaching in ten slum areas started with an inaugural ceremony attended by 300 illiterates approximately. The ADM Rourkela cum Chairman, RSS inaugurated the ceremony and distributed learning materials to the learners. Gradually more and more number of illiterates and slum areas were covered under the programme. Mention may be made here that out of 300 illiterates covered in ten slums for teaching, more than 60% were women and a very good number of afternoon classes especially for them were opened in various slums. For other category of people evening and night classes were begun. The RSS organisers took special care for the women labourers, rag and iron pickers and other types of working women by opening evening and night classes at their own residences in small groups. Care was taken for the child labourer, rickshaw pullers, wage earners, illiterates hotel boys and rag pickers by starting mid-night literacy centres at Public places like sec.20 NAC market, Laxmi Market, near Ispat General Hospital (IGH) of sector-19 and Sector-2 NAC market near Kariabahal slum. It is pertinent to mention here that special attention was also given to the street children, destitutes and orphans for their education through literacy classes by opening learning centre at Rourkela railway station. The centre was opened by some of the Literacy volunteers under the dynamic leadership of senior literacy activist and Rotarian M.B. Mukharjee where some girl children also attended the literacy class.

The Literacy Volunteers of Schools and youth had tried their level best to make the teaching interesting and effective and organised the literacy classes accordingly. It was reported to the investigator that while organising those teaching

learning activities some major constraint had come as obstacles on the way of the volunteers and organisers and affected the literacy programme badly.

CONSTRAINTS

5.1.5.1 Accommodation for Teaching Learning Activities

It was reported by the organisers that accommodation for teaching-learning centres and Chetana Kendras was one of the major constraints faced by the organisers of RSS. Since most of the slums have come up the Rourkela Steel Plant (RSP) areas or on government land occupied illegally by slum-dwellers, RSP or government allowed no permanent construction. Hence, most of the literacy centres were running in the varandas and living rooms of the learners or local volunteers. Even in some slums literacy classes were running in the local club, UBS Mahila Samiti of Rourkela Municipality or the Chetana Kendras constructed by neo-literates and the members of Basti Chetana Samiti. But they were limited in number (18 only). The non-availability of accommodation even in the form of small room for Chetana Kendra was a great difficulty for the organisers of RSS to organise, interact and mobilise the women of the slums. The investigator enquired from the neo-literate slum women in the regard i.e. place of learning during their interviews. The response of the neo-literate slum women in this regard i.e. places of learning during literacy programme is given below in table-8.

TABLE 8: Response of the Slum Women on their Place of Learning During the Literacy Programme : (N=103)

Sr. No.	Places of Teaching Learning	No. of respondent attended the classes	Percent age
1	Own residence/veranda of the respondents	57	55.34
2	Residence of Volunteers	26	25.24
3	Local club, UBS Mahila Samiti, & Chetana Kendra Constructed by neo-literate, slum-dwellers and members of Chetana Samiti	20	19.42
	Total No. of Respondents	103	100.00

N.B. Due to lack of accommodation most of the Chetana Kendras were running in the Verandas of the Volunteers. Only in 18 slums there had accommodation facilities in the form of UBS Mahila Samiti, Local club and Chetana Kendra (constructed mainly by the neo-literates and the slum-dwellers) for teaching learning and other activities.

During her intensive field visit for data collection the investigator observed and experienced severe problems of accommodation for teaching-learning and other related activities in most of the slums of Rourkela city. The problem becomes more acute during rainy days, when they (the learners and volunteers) don't get place to step their feet in the veranda. Despite interest in teaching and learning activities they had to close down the literacy classes for days together every year.

5.1.5.2 No Common Timing for Teaching Activity

It was reported by the organisers, volunteers and even the respondents that because of the uncommon timing for teaching learning activity, more numbers of women volunteers were required to cover the learners in small groups at different timings in a day in each slum. More than half (53.40%) of the respondents were of earning category, working mainly as maid servants both on part-time and full-time basis and as labourers, working under certain contractors outside and inside the steel plant. The timing of the literacy centres for most of the women (67%) was in the afternoon and were run by the girls volunteers different high schools and women's colleges. The teaching timing during after noon as not suitable for the

contract labourers and full-time maid-servants who were of 33%. Even many of the housewives and part-time maid-servants did not feel comfortable with these teaching timings in the afternoon as it was time for collecting drinking water from the distant water connection of the municipality. During the evening hours girl's volunteers were normally not allowed by their parents and guardians to go to the slums. Especially the maid servants of certain slums like Narayani Palli, Narla Road, Shantinagar (Orampara) and Laltanki were not ready to learn with the male volunteers who were teaching in those slums during evening hours. It created problems for the volunteers and organisers to organise teaching activities.

Information gathered from the organisers and field volunteers with regard to arrangement of teaching timing according to the suitability of the slum women were cross checked from the neo-literates in the field. Their responses in this regard are presented below in the table 9.

TABLE 9 Response of the Neo-Literate Slum Women on Arrangement of Teaching Timing : (N=103)

Sr. No	Timing of Teaching	No. of Slum Women attended the classes	Percentage
1	Morning	--	--
2	Afternoon	69	66.99
3	Evening	29	28.16
4	After 7.00 p.m.	05	04.85
	Total Nos. of Neo-literate slum women	103	100.00

It became evident from the above stated table that organisers of RSS had tried to organise teaching classes according to the leisure hours and suitability of the slum women in the afternoon, evening and late evening classes after 7 p.m. Many of them (67%) attended the afternoon class. Whereas, about one-third of the respondents were rag and iron-pickers, contract-labourers and full-time maid-servant type have attended the evening and late evening classes (can be seen from table-9).

5.1.5.3 Dropping out of School Volunteers

A good number of girls volunteers of high schools and women's colleges who participated in the literacy programme as follow-up of SUPW Scheme and NSS work dropped themselves out from the programme during the pick period i.e. in the Summer Vacation after their examination. Since participation in Literacy Programme made compulsory was a part of the curriculum was taken as a burden rather than a missionary work.

While examining the facts reported by the organisers of RSS from the ex-student volunteers of some high schools they stated their feelings on their participation in the literacy programme before the investigator, which is presented below:

- (a) The ex-volunteer of Udit Nagar, Govt. Girls High School informed that her parents didn't want that she go to the slum and teach the women. She also didn't like it. But since it was a part of SUPW scheme, there was no way out. Therefore, just before the examination she stopped going for literacy work and after examination question didn't arise to go for the same.
- (b) A student volunteer of Town High School, Daily Market, Rourkela stated that she was really enjoying the company of the slum girls of her age. They were very much concerned about the student volunteers with regard to her teaching. But her parents were afraid of the slum environment as well as the academic career of their daughter. They didn't want that their daughter should waste her time in such type of activities rather than her own study. Therefore, just before the examination they refuse for the said work. After examination although she was interested for further literacy work, she was not allowed by her parents to go to the slum alone. Otherwise, she would have definitely continued her teaching.
- (c) Another volunteer who was from Nayabazar N.A.C. High School, Sector-21 stated that there was no problem or objection from her parent's side. Since she

herself lives nearer to the slum areas of Nayabazar, there was no problem of going alone to the centre. But her health did not permit her to go for literacy work due to frequent attack of asthma. Otherwise, she was also interested to do such social activity for a great cause.

Further, It is also important to note that the motivated girls volunteers went to the field for a short period in a day, and many times their stay at the field became un-productive due to the timely non-availability of their learners. They used to lose half of their time for getting the learners assembled at a place. An activist of RSS who has rejoined the programme after a gap of six years reported this. This problem of timely non-availability of learners (in case of the researcher neo-literates) was also collection. She has observed that after fixing up time with the neo-literate slum women they were not available in the slum at the fixed time due to their struggle for livelihood and other problems. Therefore, the researcher could better realise the situation of the volunteers in this regard.

However, from the statement of the reporters, it can be interpreted that pressure of the parents, lack of proper motivation, burden of examination, illness of the volunteers, prolong time duration of the literacy programme and non-availability of learners were the factors played their due roles for dropping out of the volunteers (girls) during the peak period of the teaching learning process which affected badly and de-motivated to the women learners of the concerned slums.

5.1.5.4 Caste Hierarchy and Group Conflicts

It was reported by the teaching volunteers in the slums that the intra-slum interaction of women learners remained restricted with regard to caste hierarchy and group conflicts. Though RSS tried to increase intra-slum interaction by organising different types of intra-slum activities along the limitations persisted as the tribals, the non-tribals and muslims were hesitant in mixing with each other. Therefore, non-tribal learners were not ready to go for learning and vice-versa. Even women from the same caste/religion were hesitant to go to another's house due to group conflicts and community feelings. This feeling of caste hierarchy and

group conflicts were found during the 1st phase of literacy programme in some slums like OramPara, Dhipatoli, GangadharPalli, Narla Road etc. But these feelings were substantially lowered down in the Post-Literacy Phase.

While interviewing the volunteers and neo-literates of Oram Para and GangadharPalli stated that during the initial stage of teaching and learning activities some caste and religion hierarchy and group conflict. They were even able to insist and motivate the guardians of the slum learners to raise voice against intra slum caste/religion assimilation. But the situations were boldly handled by the grass-root level women volunteers with the help of RSS organisers and other social workers in concerned slums.

While interviewing the neo-literate slum women of Dhipatoli and Narlaroad they revealed that 'since they were guided by their guardians in the families they didn't dare to go against their will'. Further, they revealed that they were not much aware about the evils of castism and group conflicts in the long run. So they were hesitant to mix with each other. But after joining this programme and participating in various literacy activities this feeling is lower down and now they are working in the group despite caste, religion, age and economic status. The investigator has also found it by observing their activities and behaviour in various situations in the slums.

5.1.5.5 Frequent Migration (In flow and out flow of population from the slum)

The floating population of Rourkela city is about 20% which has found to have the tendency of relapsing into illiteracy. Due to frequent migration of the slum-dwellers from the city to another place for livelihood, a very good number of women had to leave their learning in between. It was also reported that in many slums new illiterate women have placed those who were in the process of learning, which caused serious constraints to the RSS organisers in organising the teaching classes once again for them.

The situation of migration became precarious during the completion of RSP modernization in 1995, when most of the temporary workers migrated from Rourkela city between 1995-1998.

This was reported by the organisers and activists of RMS (Rourkela Majdoor Sangha), Labour Organisations and some of the Union Leaders and workers. She found the information gathered from RSS was cent per cent true and learned that not only the labourers (both male and female) but also the people involved in small business of RSP and other sister organisations have left the city during this period of modernization, which affected badly the teaching-learning process of literacy programme.

5.1.5.6 Temptation and Expectations of Volunteers

A good number of volunteers started becoming critical about the campaign when the teaching-learning activities were halfway through. They went to the extent of campaigning against the literacy programme. Because they were under the impression that their involvement in the process especially in teaching the illiterates might bring some benefit (financial and job opportunity) in future. Since it is a purely voluntary and dedicated service, the literacy volunteers (both male and female) didn't find it alluring for future prospects. Their temptation and expectation did not materialise. Thereby the literacy volunteers and activists showed dissatisfaction and discouraged others. A few of them even started writing anonymous letters to the parents of the students volunteers stating the negative aspects of the active involvement of their girls in the campaign. As a result, parents of the students specially the girls started persuading their daughters to withdraw themselves from the campaign. This was informed by some sincere MTs of the concerned High schools where the students were reading. This information was also cross-checked from the organisers of RSS. Further, the recorded documents of the parents in this regard verified and found this as a fact. After a careful study of the records and interviewing the organisers and volunteers of RSS, it was felt by the investigator that such volunteers or activists without being properly self-motivated joined the campaign out of expectation or pressure from their authorities

or administration. They become the constraints of the Literacy Programme that too in the peak period of teaching-learning process. So more attention should have been given by the RSS organisers to motivate the volunteers/ activists in a better way so as to make their participation meaningful.

5.1.6. LIGHTING FACILITIES

While enquiring about the light arrangement in the literacy centres for teaching, it was reported by the organisers and volunteers that they have not faced any major constraints for the light arrangement in the learning centres, as there was no need of light for the afternoon centres. And for the evening and late evening classes arrangements were made in the form of lanterns and electric wire and bulbs to the centres. But it was clearly told by the RSS organisers to the learners from the beginning that they would not be provided kerosene. Therefore, kerosene was to be arranged by the learners with the help of slum-dwellers or by contributing something of their own. This was informed by the volunteers of the respective slum areas and even the neo-literate slum women. The organisers of RSS reported before the investigator that arrangement of kerosene could have been made by RSS for a certain period. But this was only a temporary arrangement. Since the active involvement of people and the community with the process (literacy movement) was equally important, RSS provided an opportunity to the people to contribute their best for their own development.

It was also reported by some of the organisers and the neo-literates that the evening centres, which were especially running in the residences of the working slum women were mostly managed by themselves. Some of them even denied receiving lantern or electric wire and bulb. Information with regard to light arrangement for teaching was cross-checked with the neo-literate slum women in the field. Their responses regarding the above stated light arrangement is presented below in table-10.

TABLE 10: Response of the Neo-literate Slum Women on Arrangement of Light in Their Centres for Teaching Learning Activities . (No=34)

Sr. No	Types of light facilities provided by RSS to the Literacy Centre	Nos. of respondents availed	Percentage
1	Electric wire, bulb etc.	12	35.29
2	Lantern	13	38.24
3	Managed by their own	09	26.47
	Total Nos. of Slum Women in the evening and night classes	34	100.00

It can be interpreted from the above stated table that majority of the slum women (73.53%) have availed of the light facilities provided by RSS to the evening and night centres during literacy programme in the form of lantern, electric wire and bulb. Where as a meagre percentage (26.47%) of respondents have not availed the facilities as the teaching learning centres were functioning at their own residences, which proves that the statement of the organisers and volunteers regarding light arrangement of RSS was true.

5.1.7 MONITORING OF LITERACY CENTRES AND EVALUATION OF LEARNING

The level of literacy visualised through the Literacy Programme was made known to all participants and volunteers during training. Accordingly, a neo-literate person should have acquired the expected proficiency in reading, writing and numeracy skills. Along with this he should have developed his/her level of awareness concerning the various aspects of life and social issues of the society. At the same time, qualitative changes in behaviour and positive attitude towards life were also expected

Keeping in view the above things in operation, the RSS organised a systematic monitoring, information and supervision net-working through its interaction programme by the central and zonal level monitoring team consisting of KRPs, M.Ts, members of the G.B. and working group, etc. MTs. and area coordinators visited and supervised the literacy classes under their own areas and made systematic report of each literacy centre. The zone co-ordinators were

monitoring the over all literacy activities of their respective zones and supervising the work of area co-ordinators. They were also taking care of different types of environment building and other developmental activities under their zones.

The central monitoring team visited and supervised literacy classes, monitored environment building and other developmental activities, interacted with the learners and the slum-dwellers. The central monitoring team prepared detailed report and presented before the weekly meeting of the core group for discussion and necessary remedial measures of the literacy programme.

During the post-literacy phase the system of monitoring and information services extended. Along with monitoring and supervision of the literacy activities, intensive interaction with the slum-dwellers especially the women and neo-literates was given priority. During this P.L. Phase, the concept of area-co-ordinator and zone-co-ordinator was also changed and the concept of Sevak, Sevika and co-ordinator of Chetana Kendra were introduced. The zone-co-ordinators and other senior activists (mainly the KRPs and resource persons) those who have sustained in the campaign were turned into core group members of RSS.

The core group had to monitor the activities of the Chetana Kendras, interact with the neo-literates and slum-dwellers through group discussion, and to understand their educational needs and areas of interest for further development. Accordingly, they were given guidelines to the co-ordinators and members of Chetana Kendras in planning and executing programmes especially for the sustainable development of women, neo-literates and children.

During the first phase of Literacy Programme internal evaluation work (mid term) was entrusted mainly with the volunteers and area co-ordinators. They were to conduct the evaluation only in the presence of external examiners like MTs, KRPs or member of monitoring team etc. The volunteers were given training to evaluate learners. The evaluation of learning standard was made through T-1 to T-9 included in the literacy primers. A good number of women volunteers, MTs, and KRPs were entrusted to monitor the evaluation of women learners especially in the

Muslim and Bihari Slums like Narla Road and Hasanpur, and also for the housewives of conservative families.

The area co-ordinators were not only helping their best to the volunteers in evaluating the performances of the learners, but also in assisting the monitoring work of the monitoring team.

While enquiring about the mid-term evaluation of the P.L. Phase of the Literacy Programme, it was reported by the organisers of RSS (Mainly the Secretary, controller and some of the Senior activists) that the mid-term evaluation of the P.L. Phase was not undertaken by RSS because of its non-receipt of any guide line either from the NLM or from the Director of Mass Education, Government of Orissa for the same.

They informed that without waiting for the government order, the RSS has initiated several remedial and corrective measures of its own from time to time on the basis of the MIS reports. The major corrective measures were:

- (i) Emphasis on vocational training and income generation activities for the neo-literate girls and women.
- (ii) Provision of education (NFE) for the children of the neo-literates and the slum-dwellers.
- (iii) Organising different training programme for the neo-literate and slum women like Mahila Yagruti Talim, Safe Motherhood training, family counselling, training on legal rights of the women in the families and society etc.
- (iv) Interaction and group discussion with the slum-dwellers especially women and emphasis was given on girls' education and on their economic development.

The senior volunteers and organisers of RSS reported that they would have done much more extensive work during the P.L. Phase. But due to some major constraints MIS networking of RSS was badly affected.

CONSTRAINTS

5.1.7.1 Inadequate Number of Volunteers

It was reported by the organisers of RSS and also observed by the investigator in the field that the volunteers associated with RSS were found to be inadequate in number to monitor the P.L. activities due to long span since 1992 to 2000. Therefore, it has become a serious problem to RSS in monitoring the activities of Chetana Kendras very frequently. The large number of volunteers (about 13,000) involved from the outset of literacy programme to work in 196 slum areas of Rourkela, could not sustain over the years. Only about 400 volunteers of all types have sustained in the campaign and are looking after 102 Chetana Kendras and P.L. Centres. Out of 400 volunteers, only about 40 senior level activists of RSS could monitor each Chetana Kendra after a gap of one or one-and-half month only. As a result Literacy Programme during P.L. Phase faced a shortage of sincere volunteers and this is responsible for the inactiveness of some of the Chetana Kendras of concerned slums.

It was also found that many of the volunteers gave up because of their feeling of neglected by the RSS organisers and thereby left the campaign. However, the limited volunteers and activists sustained in the RSS, were found to be working with a missionary zeal.

5.1.7.2 Problems of Vehicles

It was reported by the organisers of RSS that vehicle problem has become one of the major constraints for monitoring and interaction work of RSS during P.L. Phase. In the first phase of Literacy Programme monitoring work was smoothly done due to availability of vehicles. Two jeeps, two auto-rickshaws and one moped were especially meant for literacy work. But since there was no provision (financial) to hire more vehicles for literacy work during P.L. Phase, RSS was handicapped in providing adequate vehicles to its volunteers for the said purpose. It (RSS) could hire and afford only one vehicle. Therefore, it was not

possible on the part of RSS volunteers to go to each slum every day for monitoring and interaction. The data related to the nos. of vehicles provided by organisers of RSS were cross-validated from the records and documents of RSS. It was also cross checked from the grass-root level volunteers, neo-literates and other slum-dwellers with regard to the frequent use of vehicle for monitoring purpose during first phase of literacy programme.

With regard to the monitoring and supervision of literacy activities and Chetana Kendras during Total literacy and post Literacy Phase, the investigator examined the stated information from the slum women that now often the team visited their slums to monitor the literacy activities of Chetana Kendras. Their responses in this regard have been presented in table 11.

TABLE 11: Response of the Neo-Literate Slum Women Regarding Monitoring Network of RSS. (N=103)

Sr. No.	Frequency of Monitoring	No. of respondents	Per centage
1	Frequently monitored (both in T.L. and P.L. Phase)	18	17.48
2	Not at all monitored (Both in T.L. & P.L. Phase)	--	--
3	Negligibly monitored (Both in T.L. & P.L. Phase)	27	26.21
4	Frequently monitored at T.L. Phase, but negligible at P.L. Phase	49	47.57
5	Frequently monitored during P.L. Phase, but negligible at T.L. Phase	09	08.74
	Total No. of Respondents	103	100.00

It is evident from the above table that monitoring was systematically done during T.L. Phase but was negligible to a great extent during P.L. Phase. Despite proper monitoring in T.L. Phase some of the slum areas were not properly monitored. Further, despite negligible monitoring during P.L. Phase, the post literacy activities of certain Chetana Kendras were properly monitored. It might have happened due to the special attention of some of the sincere volunteers in their respective slums.

The activities of monitoring and interaction team as reported by the organisers were cross-checked in the field from the slum women by the investigator during interview. Their response in this regard is presented below in table 12.

TABLE 12: Response of the Neo-Literate Slum-Women about the Activities of Monitoring Team. (N=103)

Sr. No.	Activities of Monitoring Team	Nos. of Respondents	Per centage
1	Just coming and seeing the teaching-learning activities of the centre	26	25.24
2	Supervise the activities of the volunteers	24	23.30
3	See the teaching learning activities, discuss with the volunteers and other members of Chetana Samities regarding the over all development of Chetana Kendras and neo-literates specially the women and the children.	53	51.46
	Total Nos. of respondents	103	100.00

It is evident from the above table that the monitoring team laid much emphasis on discussions with the volunteers and members of Chetana Samities for the development of Chetana Kendras and the neo-literates, especially the slum women and children than only to supervise the teaching classes or to monitor and supervise the activities of the volunteers.

The investigator during her field visit has observed and participated in the discussions made by the members of monitoring team with the volunteers and the slum people i.e. the members of Chetana Kendras and the neo-literates. It is experienced by her that their level of discussions were not confined to teaching learning and related activities, rather, they have discussed on different social issues, developmental schemes, schooling for children, skill development and income generation and so on. The participants specially the women took part in those discussions quite actively. The role of monitoring team in breaking the culture of silence among the slum-dwellers specially the women were really appreciable.

5 1.8 PROVISION OF NON-FORMAL EDUCATION

It was informed by the Chairman, Secretary and some of the Senior activists of RSS during interview that they have faced critical problems when neo-literate parents especially the women continued pressing and demanding education for their children (5-14 years) in formal schools. On their demand more than 700 children were accommodated into different Primary Schools during 1992, more than 400 in 1993 and about 400 during 1994 by the efforts of RSS. Despite the enrolment of a very good number of slum children in different formal schools, an attractive number of children were deprived from schooling. Because the RSP (Rourkela Steel Plant) schools did not allow the admission of non RSP children despite the fact that seats in RSP schools remained vacant and that the municipality schools have limited seats and already over enrolled from the very beginning of the academic session. The RSS tried its best to cope with the problems by requesting the state government to open at least 5 primary schools for these educationally deprived slum children but could not succeed. Therefore, as a preventive measure of becoming adult illiterates, on the demand of the neo-literate slum-dwellers, specially the women, RSS made efforts in opening 50 Non-Formal Education Centres through its Chetana Kendras as a Part of Post Literacy programme in different slums which were sanctioned by Government of India during April, 1995. These 50 NFE Centres took care of 1260 children who were deprived of Primary education. These children were mostly working children, and 60% of them were girls.

It is important to mention here that these 50 NFE centres were also found to be insufficient for the children of neo-literates, as there were 102 Chetana Kendras covering 196 slums under 12 Literacy Zones. However, after opening of the NFE centres by RSS, many a children of the slum-dwellers enrolled in NFE centres of the concerned Chetana Kendras. While, some others enrolled in Formal Schools through RSS. Despite this effort some good number of children of various slums remained deprived from their basic educational rights. As a result, the slum-dwellers especially the women showed dissatisfaction and discouraged others,

which had a negative affect in organising people for further activities in the concerned slums.

The investigator verified the reports RSS^{of} organisers with regard to their trial for the opening of Primary Schools, from the correspondence records of the Chairman, RSS cum ADM Rourkela and got confirmed.

She further cross-checked their statements from the neo-literate slum women in the field. While interviewing to a neo-literate mother, of a school deprived child, she (the mother) stated:

"Every body is talking about the schooling of our children. As if there are mushroom growth of schools in Ambagan Market (Famour Market in sector township of Rourkela city). Despite my hardship, I was ready to send my daughter for her schooling. But where should I send ? HSL School, or NAC school ?"

Replied the frustrated mother. She further stated that,

"I had already purchased a new frock for my daughter to send her to the school. When we went to the ILS school (Ispat Lower Secondary) the master told us that only the children of Steel Plant Employees will be enrolled there. While going to the NAC school it was already filled up. Where should have I gone for the admission of my child ? There is no NFE centre in our basti (slum). The existing one (NFE Centre) located in another basti is far from this place. I made my child understand a lot and despite distance send her to the centre. But after some days she stopped going, because the centre was not a school of her choice. I thought, that my daughter will not be a Reja (woman labourer) like me. At least she will receive education and will do something better than me. But it did not happen".

After collecting information through interviewing the dissatisfied mother the investigator visited the said NAC school of Rourkela and enquired about the student – position of the school. It was stated by the Head Master of the school that due to shortage of resources they were facing a lot many problems in the school. So they can not extend another sections He informed that already there were more than seventy students (over-enrolled) in the class. So further additional admission in the middle of the session would not be possible. The investigator has also carefully observed the student's position and infrastructure facilities of municipality schools. She had the experiences of other municipality schools of Rourkela in the same line and understood the limitations of the Head Master. At the same time she could feel and understand the genuine frustration of the neo-literate mother who visualised a better quality of life for her child through education, which is the basic social right of each and every child as human being.

5.1.8.1 Activities in the NFE Centre

During her field visit, the investigator personally visited all the NFE centres and interacted with the children and instructors. She observed the teaching and other activities of some NFE centres minutely along with the other activities of the Chetana Kendras. The teaching learning process that she has observed was found to be satisfactory to a great extent. The other activities of the centre like organising sports, and games, organising cultural programme Bal Sabha (children's meeting), different types of competitions among the children like drawing and spot painting, song, fancy dress, debate competition and Bal Mela (children's fair) at slum level, children exchange programme etc. were really note worthy. It could be undoubtedly said that the NFE classes of RSS were based on "Joy of Learning" Principle and highly appreciable.

5.1.8.2 Constraints Faced by NFE Instructors

While interviewing to a literacy volunteer-cum-NFE instructor with regard to the problems faced by her in managing NFE class, she revealed that initially (during 1995) there was less co-operation from the people's side. Many of them

were not coming forward for the enrolment of their children in the NFE centre, because they were in demand of schooling of their children in Formal Schools. Since NFE Centres were mainly functioning in the verandas or living rooms of the instructor or in the Mahila Samitis of UBS and Chetana Kendras due to shortage of accommodation, they thought (some of them) that NFE centres were inferior to formal schools, and teaching-learning activities were also not up to the mark like the teaching-learning of formal schools. But after some days when they observed the teaching-learning activities of the centres which were interesting and even better in certain aspect than the municipality schools, they started sending their children to the centres. Even the children who went to the formal schools were also send to the centres in evening hours. Hence, the slum-dwellers themselves started extending their co-operation to the volunteers in organising the children, arranging accommodation during rainy season, assisting the instructors in celebrating different national days as well as puja, functions etc.

Despite their satisfaction on teaching-learning activities of NFE centres, they felt dissatisfied and frustrated due to lack of basic amenities like schooling (formal), Medical facilities, ration card, BPL Card, drinking water, electricity, etc., which created a feeling of negligence and inferiority among them that since they were slum-dwellers with low socio-economic status they were being looked down by the high level officers, and even the government. Otherwise, schooling facilities for children would have definitely been provided to them by starting schools in their slums.

5.1.9 SKILL DEVELOPMENT AND INCOME-GENERATION TRAINING FOR NEO-LITERATE SLUM WOMEN

Mere literacy may not provide bread to the neo-literates. To make literacy functional, the RSS has organised several training programmes on Vocational Skills and income generation especially for the women during post Literacy Phase through the Shramik Vidyapeeth of Rourkela, which has been extending Pivotal Support to RSS from its very inception. The following training programmes mentioned below in table-13 have been conducted during the post literacy phase for the neo-literate women of the slum areas of Rourkela:

TABLE 13: Number of Skill Development and Income generation Training Programmes of RSS through Shramik Vidyapeeth (SVP) :

Year	Sr.No.	Types of Training Programme	No. of Times
July, 1992 to March 2000	1	Tailoring	15
	2	Applique Work	04
	3	Embroidary (both hand and machine)	08
	4	Hand wool Knitting	04
	5	Fabric Painting	04
	6	Door mat making	03
	7	Rakhi Making	17
	8	Greetings Card Making	11
	9	Fruits and Vegetables Preservation	18
	10	Squash and Sauce making	08
	11	Pickle and Papad making	08
	12	Cake and Biscuit making	13
	13	Mushroom cultivation	08
	14	Candle making	04
	15	Mehandi application	04
	16	Safe Motherhood training (Since,1998)	02
	17	Health and Nutrition (Since 1998)	02
	18	Hygiene and Sanitation (Since 1998)	02
	19	Mobile library service	08
	20	Family Counselling and legal rights (since,1997)	03

It is seen from the table 13 that a good number of training on skill development and income generation has been undertaken by RSS with the help of SVP during P.L. Phase to make the neo-literate slum women trained and skilled to add to their family income as well as save some expenditure.

The above stated skill development and income generation training programme as reported by the organisers of RSS, was cross-validated by the investigator from the neo-literate slum women as to what extent they participated in these training programmes. The responses of the neo-literate slum women revealed that most of them (about 80% i.e. 82 out of 103) did participate in the said training programme of different types

5.1.9.1 Constraints Faced by Neo-Literates and Organisers

It was reported by the organisers of RSS and the slum women to the investigator that after receiving income generation and skill development training from SVP, the slum women of various areas have formed groups of 10-15 neo-literates to produce the items in which they had received training. They also earned some amount by making Rakhi, greeting cards, food articles, doormats, applique and wall-hangings, mehendi application, etc. In spite of their production of good quality items, they were unable to market properly due to financial crisis, lack of marketing experience and exposure and advertisement in the competition market like other organised professional groups (such as, Gruhasti and Gruha Laxmi etc.) Therefore, they market their items in the exhibitions, fairs and door-to-door pushing, which has become very difficult on their part to do. As a result some of the women groups have become de-motivated to continue their income generation activities further. They have also reported that regarding these marketing facilities and financial supports in the form of incentives, loans, support of materials like sewing-machine, etc., RSS has never provided the things to the neo-literates. Even the Government or NGO sectors never come forward to help these poor and neglected women. It was noticed by the investigator that if prompt action in this regard is not taken from any quarter for the neo-literate slum women, the entire effort of RSS for the skill development will be rendered meaningless and a waste.

5.1.9.2 Other constraints faced by RSS organisers

During the course of discussion with the RSS chairman, Secretary, Controller and other senior activists of RSS they informed to the investigator that the campaign would have touched the peak of success. But due to certain major constraints other than the ones mentioned above under different headings, it could not touch the peak as they expected. The constraints became so severe that it affected to the success of the campaign in its peak period. The constraints were mainly the over ambition of the neo-literates and lack of developmental schemes of Government and NGO support for the slum-dwellers.

5.1.9.2.1 Over Ambition of the Neo-literates

(i) Gap between Expectation and Hard Realities

The most serious problem of Literacy Programme faced by the RSS organisers was when a huge gap between the expectation of the neo-literates and the hard realities they encountered emerging. There is no doubt of the fact that literacy programme has brought about many far reaching changes in the life of the neo-literates. But it is also a fact that they have become over ambitious and more demanding after becoming literate, which was not possible to fulfill by the organisers or even by the Chairman RSS cum A.D.M. Rourkela due to his own limitations. They were also not ready to understand the limitations of the organisers of RSS. Because they were under the impression that their involvement in the literacy Programme as learner would help them in availing their basic civic rights (basic amenities) through the local administrator, who is also the RSS Chairman. Therefore, they joined the programme in large number as learners. It caused serious problems when the women learners in particularly started reaching govt. offices in organised groups and started demanding civic facilities like ration card, drinking water, medical facilities, electricity and schools for their children, etc. But when these basic amenities remained out of their reach, only because of their unauthorised occupancy in the Govt. Land/RSP Land as slum, the neo-literate who visualised better quality of Life through participation in Literacy Programme and its development activities became frustrated. Some of them even started non-co-operation with the organisers while organising activities. They also tried to demotivate the others who were left out, dropout learners to participate in the programme further. This frustration of the slum women put the organisers in severe troubles.

(ii) Assurance of the High Level Government Officials

Further, it is a fact that RSS organised various income-generation and skill development training programme which raised the expectations of the neo-literate slum women. But the types of incentives and supports such as loan and marketing

facilities, support of materials like sewing-machines, etc. They expected from the RSS and government which could not be provided to them. They expected those things because some of the high level govt. officials of the state and national level during their visit to Rourkela literacy campaign declared to provide incentives like sewing-machines, and some other facilities to those who have participated very actively and have achieved outstanding performance in both literacy and awareness. These types of incentives and supports were out of reach for the RSS to provide to the neo-literate women. Hence, a sense of demotivation and depression generated among the women learners and they lost their enthusiasm for further participation in the literacy programme.

While examining the above information of the RSS organisers from two demotivated neo-literate slum women they stated: "before joining this literacy programme they were happy with their ignorance and misery. They thought that after being literate their conditions would change and they would be treated well by others, but, it was not so. Before joining this programme they were ignorant. Therefore, they know nothing about the rights and facilities made available to the people in the society. But when they came to know about their rights and facilities they were ignored by others, especially the government and government officers. Their problems and sufferings were not heard by the leaders and administrators". These were expressed by the demotivated respondents of RSS with regard to fulfillment of their basic amenities before the investigator.

The investigator could feel and understand the emotional turbulence of the slum women. But at the same time she could also realise the limitations of the RSS organisers and the Chairman. However, who ever may be the officials, at no point of time should have assured to provide such incentive and supports to those socio-economically dejected slum women. Un-necessarily it created problems for the organisers to mobilise and organise the work further.

5.1.9.2.2 Lack of Developmental Schemes of Government and NGO Support for the Slum-Dwellers in Rourkela

It was informed by the RSS organisers to the investigator that most of the development programmes and schemes of Govt. were meant for the people of rural and tribal areas. Only limited socio-economic development programmes were for the poor people of urban areas. The local administration was therefore handicapped in providing such facilities to the majority of neo-literates, specially the women.

The Chairman of RSS in this regard also clearly showed his limitations in providing such facilities like loan, subsidy, etc., as an administrator. He stated that despite his limitations he had tried his level best to help the neo-literates in many ways. Since there were not many developmental schemes from the government for them, he could not introduce any scheme of his own. In fact, without policy decision at government level schemes cannot be implemented for urban poor.

While discussing with the secretary of RSS with regard to the implementation of developmental schemes of the non-governmental organisations (NGOs) for the poor people he stated that theirs is an important role of NGOs in providing supportive services to the people under developmental programme like literacy, etc. But, unfortunately this was lacking in Rourkela City. He further stated that the NGOs which existed in Rourkela were not in a position to provide supportive services due to their rural or tribal-based objectives and activities which were not appropriate and applicable for the slum-dwellers of Rourkela city. Hence, RSS could not involve the NGOs in the literacy programme and managed it largely by it self.

5.2 CONCLUSION

From the above discussion and analysis of a varieties of data mentioned in each heading of this chapter with regard to the activities and efforts made by RSS and constraints faced by its organisers it can be concluded that,

- (I) Rourkela Saksharata Samiti has made sincere efforts and organised adequate number of activities for the educational development of the slum women with the help of a group of dedicated volunteers and activists, and organisations like Shramik Vidyapeeth etc.

The efforts and activities were:

- (i) Environment building and motivational
- (ii) Literacy survey and re-survey,
- (iii) Preparation and distribution of learning materials,
- (iv) Training Programmes for volunteers and participants,
- (v) Teaching Learning among the learners ,
- (vi) Lighting facilities,
- (vii) Monitoring of the Literacy Centres and evaluation of the learners.
- (viii) Provision of Non-formal Education for the children of the neo-literate,
- (ix) Skill development and income generation training programme for neo-literate slum women.

(II) While organising those activities, the organisers and functionaries of RSS have faced a lot many constraints as follows.

- (i) Lack of accommodation for teaching learning activities and Chetana Kendra,
- (ii) No common timing for teaching learning activities,
- (iii) Dropping out of school volunteers,
- (iv) Caste hierarchy and group conflicts,
- (v) Frequent Migration of slum-dwellers
- (vi) Temptation and expectation of volunteers,
- (vii) Problems of vehicles for monitoring and interaction
- (viii) Shortage of volunteers for monitoring,
- (ix) Over ambition of the neo-literate slum women
- (x) Lack of developmental schemes of Government and NGO support for the slum-dwellers.

(III) Despite a number of serious constraints due to considerable negligence of government in implementing different types of development programmes and schemes for urban poor in general and slum women in particular, a group of dedicated activists of RSS have tried their best to carry forward the activities of the literacy Programme so as to achieve the success.

The success of the literacy programme through its level of impact expected from the neo-literate slum women has been analysed and interpreted in chapter VI.