

# Role of Volunteer Teachers during the Implementation of Total Literacy Campaign in Imphal West District of Manipur

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**Abstract:** In this paper, the investigator would study profile of Volunteer teachers (VTs) and their roles performed during the implementation of Total Literacy Campaign (TLC) during 2004-2006. Descriptive survey method was employed for the study. The population of the study was 2022 and sample of the study was 100 VTs. The sample was selected through simple random sampling. The major findings of the study were majority of the VTs were from women, matriculate to undergraduate in their educational level ,family monthly income up to Rs.5000 etc. They performed their roles moderately concerned in the roles of VTs role as educator and motivator and as somewhat concerned in the role of VTs as an evaluator.

**Key terms:** Total literacy Campaign, Imphal West District, Volunteer Teachers (VTs), educator, motivator and evaluator

## I. TOTAL LITERACY CAMPAIGN IN IMPHAL WEST DISTRICT OF MANIPUR

Manipur was situated in the Northeastern border of India. A foreign country called Mynmar on the Southeast, and their interstate like Nagaland on the North, Assam on the west and Mizoram on the south and Southwest bordered the state. The state had 16(sixteen) districts namely Imphal East, Imphal West, Bishnupur, Thoubal,Chandel,Churachandpur,Senapati,Tamenglong,Ukhrul,Kakching, Kampong,Noney,Kangpokpi,Jiribam, Pherzawl and Tengnoupal[1] .The total Population of the state according to 2011 census was 2,570,390; out of which 1,290,171 were males and 1,280,219 were females. The literacy rate was 79.9 percent as per 2011 census [2].

Imphal West District of Manipur was the central valley region part of Manipur. According to 2011 Census, the literacy rate of the district was 86.08, of which male literacy rate was 92.24 and female Literacy rate was 80.17[3]. According to the directives of NLM, DLS/I/W was constituted in 2002. Thus, TLC was implemented on 20th October, 2004 and completed on 28th February, 2006. As per DLS/IW survey report in 2003, 30,200 illiterates were identified in the age of 15-35 years and made them enrolled for the TLC programme in different recommended adult education centers. The number of volunteer teachers worked for the programme was 2022. Out of 30,200 adult illiterate, 18,026 were made literate, that is, 59.68 percent

as per report of internal evaluation conducted in March during 2007. As per report of the external evaluation the outcome of the TLC programme in the District was 60.17 percent [4].

## II. TOTAL LITERACY CAMPAIGN (TLC)

India for the first time in its history, has taken up a massive, bold, imaginative and challenging programme of eradication of adult literacy. We have termed it as "Total Literacy Campaign" (Ahmed, n.d., p.5)[5]. When the National Literacy Mission (NLM) was set up in 1988 and the National Literacy Authority (NLMA) was set up in June, 1988. The NLM initiated a three-phase TLC which consisted of Basic or Total Literacy (12 months), Post-Literacy (24 months) and Continuing Education (5 years).

**The TLC model rested on three premises.**

1. Literacy was to be achieved through the campaign mode rather than the earlier centre-based approach;
2. The campaign was to be organized on the lines of a people movement through the mobilization of a large number of volunteer; and
3. The district magistrate or collector was to become the linchpin in the process of mobilization and organization. (Karlekar, 2004, p.24)[6].

**The main features of TLC was-**

- a) The idea of TLC was to make a whole district fully literate within a stipulated period of time by

following the campaign approach. It was an area specific, time bound, action oriented, cost effectiveness and out-come oriented literacy promotion programme based fully on voluntarism and people's participation.

- b) A flexible 5-8 month duration syllabus under the IPCL (Improved Pace Content of Learning) guidelines. These were adapted to the needs of the district. The course was usually divided into 3 primers each covering literacy and numeracy lessons and in-built evaluation tests.
- c) It needed Creation of a suitable environment for learning;
- d) Needed Maximal community participation and involvement of people's movement;
- e) Needed Massive mobilization of volunteers with no payment of honorarium.
- f) The coming together of all forces-governmental and non-governmental – including senior officials, elected representatives, both legislative and panchayat, voluntary organizations, trade union activists, social workers etc., into a single organizational command structure.
- g) Teaching was done on an 'each one teaches ten' basis.
- h) An efficient well-oiled management and information structure or monitoring and evaluation structure was implemented.
- i) A massive training programme for volunteers, etc.

### III. METHODOLOGY OF THE STUDY

In this study, descriptive survey method was employed. Population of the study was 2022 and sample of the study was 100. Interview schedule was administered for VTs. The data were analysed by using frequency, mean and standard deviation. The data on the role of VTs during the implementation of TLC was gathered through a self-rating scale on 5 point scale as "Not at all concerned (NA)", "Slightly concerned (S)", "Somewhat Concerned (SW)", "Moderately concerned (M)", and "highly concerned(H)", with a point value of 1, 2, 3, 4 and 5 respectively. The role of the VTs was examined in relation three variables "Educator", "Motivator" and "Evaluator". The number of items included in each variable were, Educator (22), Motivator (18), and Evaluator (7). Under objective number 2, the result of each item was determined by the mean score as -from 0 to 1 denoted 'not at all concerned'; from 1+ to 2 denoted 'slightly concerned'; 2+ to 3 denoted 'somewhat concerned'; 3+ to 4 denoted 'moderately concerned' and 4+ to 5 denoted 'highly concerned'. The study was carried out during 2008-2013.

#### OBJECTIVES OF THE STUDY

The objectives of the study were: 1) To study the profile of the volunteer teachers during the implementation of TLC in the districts and 2) To study their role in three (3)

variables such as volunteer teachers as educator (specialist in teaching), motivator and evaluator

#### HYPOTHESES OF THE STUDY

Based on the above objectives the following hypotheses were framed as: 1) The majority of VTs were women, educational level between matriculate to undergraduate, monthly family income up to Rs.5000/etc. 2) the performance of VTs' role during the implementation of TLC programme is highly concerned.

#### SCOPE OF THE STUDY

The present study was designed to study role of VTs working in the Total Literacy Campaign (TLC), implemented in Imphal West District, Manipur by DLS/IW during 2004-2006. The present study was limited to study on the role performed by VT under three major roles - educator, motivator and evaluator.

#### NEED OF THE STUDY

Eradication of illiteracy is an indispensable component of human resource development. Hence, Government of India (GOI) established NLM on 5th May, 1988 and adopted literacy programme on Mass Campaign Approach to eradicate and impart functional literacy to the illiterate. Total Literacy Campaign (TLC), Post Literacy Programme (PLP) and Continuing Education Programme (CEP) were implemented on sequential approach by NLM since 1989. The success of Ernakulam District, Kerala led to the expansion of literacy campaign in the country. 'During 1989-2000, the TLC, PLP and CEP were implemented in 597, 485 and 328 districts respectively (Mishra, 2010, pp 20-22)' [7]. So as, GOI had been conducting TLC from 1989 to 2009 throughout the nation and volunteer teachers were the key functionary. As a result, the literacy rate was increased. It gave an impact on the rise of women's literacy, increase in enrollment of children in schools, self confidence of women participants, improved a lot of their participation in group activity resulting women empowerment and social development.

In the context of Total Literacy Campaign, VT was the frontline worker or actual doer of the literacy campaign who volunteer himself to offer time, energy etcetera for providing literacy to the illiterates without expecting any returns for the service rendered by him (Reddy, 2003, pp. 44-45) [8]. However, the success of literacy campaign largely lies in the hands of volunteers who are committed, experienced, trained, motivated and capable of handling the teaching and resources effectively. He performed different roles as a organiser of the adult education centre, organiser of teaching- learning process, recorder of the changes, manager of the centre, maintenance of the records, participating meetings, maintains local contact, organiser of cultural and recreational activities, co-operate with post-literacy and continuing education, disciplinarian, motivator, evaluator, guide, problem solver, etc. Above these, he has to understand difference of teaching children

and teaching adults, difficulty areas of learners, life of adult, techniques of dealing with them, their needs and interest etc., so he must have to train well so that he can equip the teaching-learning process efficiently. Above these, he had to work on the basis of volunteerism within a time-bound. He discharges a numbers of tasks inside and outside the adult education centre. The success or the failure of the whole programme largely depends on the sincere efforts of these volunteers. In this context, we however, have little idea about the performance of the volunteers. The present study is designed to understand the extent of performance of VTs roles in the implementation of TLC, for taking up the appropriate remedial measures for improvement in the successful implementation of the further adult education programme. So, the present study is quite necessary.

#### IV. PROFILE OF VTs

Being VTs was in charge of adult education centres, it was necessary to identify with characteristics, educational background, social status from which he/she worked for adult education and some other question which were like to have a bearing on him/her performance. Hence, it was necessary to study a brief profile of the VT.

**Table 1 Showing the profile of VTs**

Sl. No.	Characteristics	Group	Frequency (N=100)		
			Male	Female	Total
1	Sex		16	84	100
2	Age( in Years)	25-35	5	35	40
		36-45	7	36	43
		46-55	3	12	15
		56-65	1	1	2
3	Marital Status	Married	14	64	78
		Unmarried	2	20	22
4	Educational level	Matriculate-	11	47	58
		Undergraduate Graduate	5	37	42
5	Occupation	Organised	5	20	25
		Unorganised	11	64	75
6	Type of Family	Nuclear	9	55	64
		Joint	7	29	36
7	Monthly family Income in Rupees	Up to 5,000/	12	65	77
		above 5,000	4	19	23
8	No. of Children	0	3	22	25
		1	2	7	9
		2	5	29	34
		3	2	12	14
		4 & more	4	14	18
9	Previous experience before the programme	Nil	16	83	99
		1 year	0	1	1
10	Community participation	Yes	16	78	94
		No	0	6	6

To sum up, the majority of VTs were women, in the age group of 36-45 years having educational background of matriculate to undergraduate, working in unorganized

occupation, having family income up to of Rs.5, 000/- a month, involved in community participation, from nuclear family, having with two children and no previous experience in adult education.

**Objective No.2:** To Study their role in 3 (three) variables such as volunteer teachers as educator, motivator and evaluator

#### V. ROLE AS EDUCATOR

In this role, the VTs took the role of specialist in teaching during teaching- learning process. The investigator made an attempt to study- how they dealt with adult learners, how teaching; teaching-learning process was carried out etc. There consisted of 22 items

**Table 2(a) Showing Mean and Standard Deviation of VTs' Role as Educator**

Item No.	Statement	Mean	Standard Deviation
1	I started teaching by narrating story or doing some decent joke.	3.47	1.45
2	I started teaching warmly receiving the learners.	4.31	1.14
3	I taught learners with understanding the individual difference.	3.78	1.02
4	I taught the learners according to their needs.	3.31	0.61
5	I taught learners after I prepared a well lesson plan.	3.09	0.47
6	I used participatory approach while teaching.	3.75	0.33
7	I considered teaching with IPCL primer was significant.	3.96	0.30
8	I agreed that Traditional method was more appropriate to the adults.	3.28	0.29
9	I used eclectic method for teaching a language.	2.72	0.18
10	I used lines and curves for writing alphabet and numerals in the first lesson.	4.03	0.73
11	I taught learners based on learners' own experience.	3.29	0.65
12	I took more than six days for teaching a lesson.	2.97	0.55
13	I gave the learners the chance of loud reading practice.	3.31	0.36
14	I encouraged the learners to ask the questions.	3.78	0.35
15	I accepted errors made by learners as natural part of learning process.	4.12	0.28
16	I involved myself in organising activities which develop a fellow feeling among the learners.	3.03	0.27
17	I recorded the progress of the learners after each exercise.	1.47	0.25
18	I developed my own teaching technique.	3.25	1.36
19	I used to call the learners from their home if they did not turn up.	3.03	0.73
20	I started learning by writing their names.	4.34	0.56
21	I used zero method for writing 0-10	4.47	0.42
22	In the beginning, I helped the learners by holding their hand at the time of writing.	4.37	0.37
	Total	3.51	0.37

The result indicated that out of 22 items 6 items were in a better position than that of other items as the mean ranging from 4.03 -4.37 with a standard deviation ranging from 0.28- 1.14, which was followed by 13 items (mean ranging from 3.03- 3.96 with a standard deviation 0.27- 1.45), 2 items (mean ranging from 2.72-2.97 with standard deviation of 0.18-0.55) and 1 item mean 1.47 with a standard deviation of 0.25. It may be inferred that the 6 items given above were satisfactory. The total mean score, 3.51, with standard deviation 0.37 indicated that the overall performance of the volunteer as an educator was moderate.

### VI. ROLE AS MOTIVATOR

The present study has an attempt how a volunteer teacher approached for motivation during teaching –learning process. There were different techniques of motivation given by psychologists and educationists – Malcolm Knowles, Elinor Lenz, Mac Dougal, C.L Kundu, Hemantakumar Khandai, Premlata Sharma, Gomathi Mani etcetera and instructions given by Directorate of Adult Education, Government of Manipur, State Resource Centre, Assam etc. After analyzing, the investigator selected only 18 items for the study.

**Table 2(b) Showing mean and standard deviation on motivational aspect rendered by VTs**

Item No.	Statement	Mean	Standard deviation
1	I treated the Learners respectfully.	4.28	1.32
2	I treated the learners equally.	4.21	0.88
3	I showed respect to their views.	4.47	0.55
4	I showed respect for the intelligence of the learners.	4.37	0.30
5	I showed respect for the skills of the learners.	4.11	0.30
6	I showed respect for the experience of the learners.	4.04	0.30
7	I involved myself in developing the habit of fair dealings with the learners.	3.97	0.20
8	I involved myself to develop the ability to seek the opinion of adult learners on different issues.	2.39	0.30
9	I involved myself in providing learners opportunities for self-expression.	2.94	0.21
10	I tried to develop healthy habits among the learners through constant persuasion.	3.19	0.17
11	I involved myself to develop self – confidence among the learners.	3.54	0.12
12	I made the learners to understand about different governmental development programmes.	3.72	0.10
13	I arranged myself for the discussion on day’s lesson and relating it to learner’s real life situation.	3.11	0.10
14	I used different teaching aids to arouse the interest of the learners.	2.64	0.09
15	I organized Cultural-recreational activities regularly.	2.43	0.57
16	I involved myself in convincing the family members of the learner to get support from them.	4.07	0.39

17	You offered refreshment to the learners to come regularly.	4.17	0.26
18	I talked the importance of literacy in different spheres of life.	4.52	0.08
	Total	3.67	0.34

Out of 18 items, the performance of VTs in item number 1,2,3,4,5,6,16,17, and 18 were encouraging as the range of mean was from 4.04 -4.52 with standard deviation ranging from 0.08 to 0.88. In item number 7,10,11,12,13, the mean was ranging from 3.11 to 3.97 with standard deviation ranging from 0.10 to 0.20; item number 8,9,14, 15, the mean was ranging from 2.39 -2.94 with standard deviation 0.12 – 0.57. The overall performance of VTs as motivator seemed to be moderate as the mean was 3.67 with standard deviation 0.34. It may be inferred that VTs’ role seemed to be moderate in motivating the learners.

### VII. ROLE AS EVALUATOR

As evaluator the teacher continuously evaluates the different activities of learners, maintains coordination between his own aspirations and that of his students, to attend regularly and attentively and develops optimistic view about the future. “Evaluation is a process of collecting evidence and using it to judge the degree of goodness or worth of entity being evaluated various types of decision-making (Grover and Chopra, 1998, p.273)”[9]. Since the literacy campaign is a time-bound programme, the investment is high and the targets to be achieved are high, it is logical for the planners and administrators to ensure continuously that optimum returns from the programme are possible to be obtained. In order to know this, it becomes necessary to conceive and work out a systematic plan of evaluation. Role of VT as an evaluator consists the following:

1. Evaluation of the learner’s achievement with their own performance
2. Evaluation of achievement of adult education centre with the participation of learners and community
3. Maintenance of the records of learner’s progress
4. Reporting of progress and stagnation in time
5. ‘Taking follow up action to improve the performance of the centre on the basis of feedback received from learners, co-coordinators and council (Thaimei, Directorate of Adult Education, Government of Manipur)[10].

Hence, VTs’ role as an evaluator was selected by the investigator. From the investigator’s field experience, Visitor’s register was not provided to VTs, but in the attendance registrar of the learners, block coordinator signed in it when he/she visited along with sector

coordinator or master trainer. Their visits were fortnightly or monthly.

**Table 2(c) Showing Mean and Standard Deviation of the VTs' role as an Evaluator**

Item No.	Statement	Mean	Standard Deviation
1	I maintained the enrollment of the learners properly.	3.45	1.32
2	I maintained the record of attendance of the learners.	3.70	0.88
3	I maintained a Visitor's register.	3.79	0.57
4	I maintained the records of learners' progress.	1.96	0.32
5	I performed evaluating AEC with the participation of DLS officials.	2.71	0.28
6	I conducted evaluation of T <sub>1</sub> to T <sub>9</sub> tests timely.	1.92	0.59
7	I sought myself taking assistance from DLS officials to take up follow up action for the improvement of the learners' performance.	2.04	0.37
	Total	2.72	0.62

The overall performance of VTs as an evaluator seemed to be somewhat concerned as the mean was 2.72 with standard deviation of 0.62.

Out of 7 items, item numbers 4 and 6 were in the scale of slightly concerned, i.e., the activity in maintaining the record of learners' progress and conducting evaluation of T<sub>1</sub> to T<sub>9</sub> tests timely was not satisfactory. And VTs concerned somewhat for items number 5 and 17 in seeking assistance of follow up action for the improvement of the learners' performance and performing evaluation of AEC with the participation DLS. Remaining item number 1, 2 and 3 were in the scale of moderately concerned.

Verification of Hypotheses: As per findings of the study, the hypothesis 1 is accepted and hypothesis 2 is rejected as VT performed their role moderately in the role of VTs' role as educator and motivator and somewhat concerned in the performance of their role as evaluator.

### VIII. CONCLUSION

In the profile of the study, the majority of VTs were women, in the age group of 36-45years having educational background of matriculate to undergraduate, working in unorganized occupation, having family income up to of Rs.5, 000/- a month, involved in community participation, from nuclear family, having with two children and no previous experience in adult education The overall performance of the VTs as educator was moderate, as an evaluator seemed to be somewhat concerned as the mean was 2.72 with standard deviation of 0.62.and performance of VTs as evaluator was somewhat concerned. The study shows the role of VTs as an evaluator needs lot of improvement and trainings to upgrade their skill as an evaluator which is essential part of the programme to bring successful assessment of the literacy outcome. The findings

of the study may be useful to rectify further implementation of literacy programmes based on volunteerism. Proper training, timely financial support, regular supervision and inspection and coordination of functionaries are quite suggestible. Any governmental development programme should be correlated with such literacy programme It is better to frame certain policy for government school or college teachers and student communities to involve actively in such programme.VTs should have well adequate knowledge about their roles in such adult literacy programme. Further investigations can be carried regarding other different roles of VTs such as coordinator, guide organisers and others.

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