



**EDUCATION DEPARTMENT  
CHANDIGARH ADMINISTRATION**



**PADHNA  
LIKHNA ABHIYAAN**

**DOCUMENTATION OF ACTIVITIES  
F.Ys 2020-22**

## **MESSAGE FROM DIRECTOR SCHOOL EDUCATION CHANDIGARH ADMINISTRATION**

We are grateful to Honourable Adviser Sir and Worthy Education Secretary Ma'am Chandigarh Administration for facilitating us in implementing the scheme '*Padhna Likhna Abhiyaan*' :F. Y's 2020-22 successfully.

COVID -19 posed unforeseen challenges but we overcame them as we were supported and motivated throughout by the Higher Officials from Directorate of Adult Education, New Delhi .We are grateful to Directorate of Adult Education ,New Delhi .

This scheme has made us learn both from failure and success.The experiences gained will definitely help in devising more engaging pathways ahead for 'New India Literacy Programme' -F.Y's 2022-27.

The collective effort of Director ,SCERT ,Chandigarh, Deputy Director ,Adult Education ,Assistant Deputy Director ,Adult Education ,Principals of Cluster Head Schools, PLA Coordination Team at Adult Education Unit, NSS Programme Officers and Volunteer Teachers is praiseworthy. The team work has helped achieve the targets despite the challenges .

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# 1 Literacy Scenario in Chandigarh so far

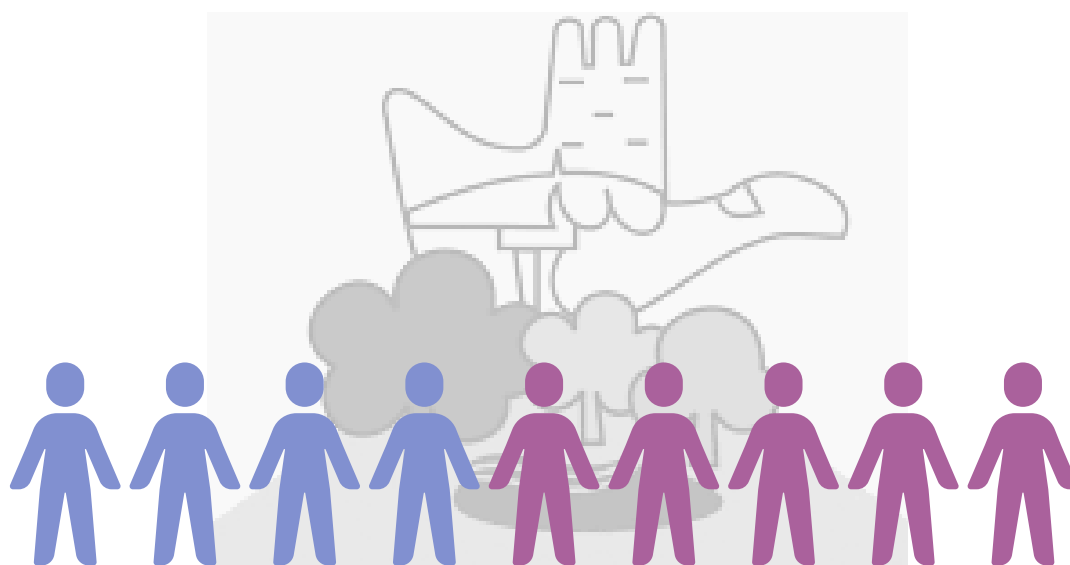
As per the Census 2011, Directorate of Census Operations , Chandigarh Administration there are **1,19,489 Adult Illiterates** with **46,165 Males** and **73,324 Females**. There are **13,449 (SC) Males** and **23,637 (SC) Females**.

**7000 Adult Learners** with **1908 Males** and **5092 Females** have been imparted Basic Literacy and Numeracy Skills under *Padhna Likhna Abhiyan* Scheme . F.Y's 2020-22.

In the category of **Young Adult from 15 - 35** years 2885 Adult Learners were covered with 571 Males 2314 Females .Among **Old Adult Learners from 36 years & above** 4115 Adult Learners were covered with 1337 Males and 2778 Females.

The total number of both Males and Females and Social Classification with category wise details are as below :

MALE						FEMALE						GRAND TOTAL
GENERAL	SC	ST	OBC	MINORITY	TOTAL	GENERAL	SC	ST	OBC	MINORITY	TOTAL	
1571	246	1	62	28	1908	4120	686	17	175	94	5092	7000



## 2 Implementation of Padhna Likhna Abhiyan in Chandigarh

Chandigarh Administration has a Municipal Corporation with 35 Wards as per the Notification No. C -45063.FII-(8)-2020/16415 ,dated 30-12-2020.

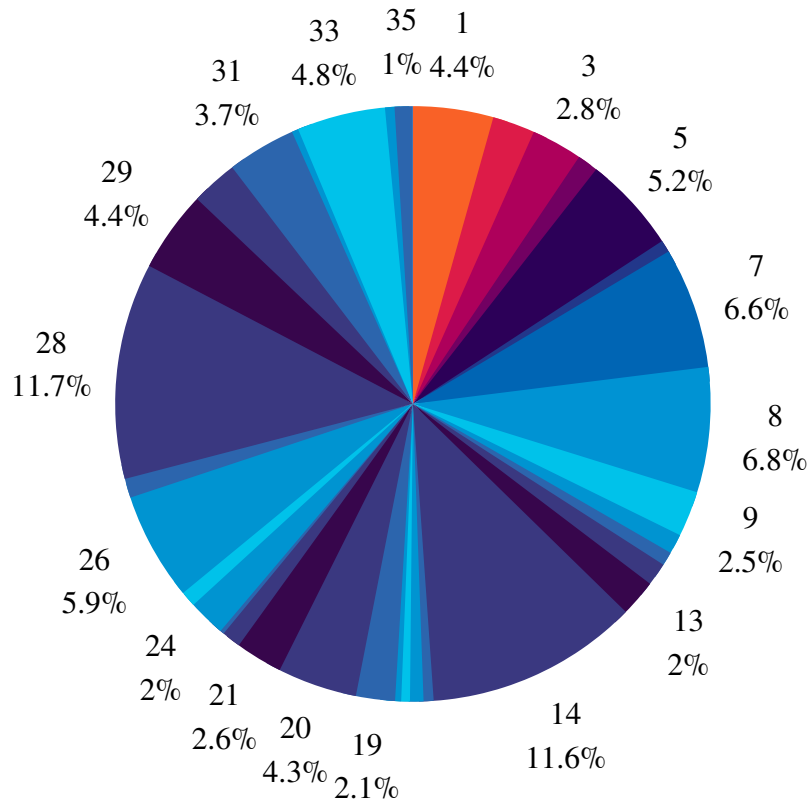
Wards with high density of illiterate population and SC population were identified and were given priority. Within these parameters, the *Padhna Likhna Abhiyan* focused on Women, Schedules Castes (SCs) and Minorities.

The target assigned by Govt. of India to Chandigarh ,UT was 30,000 Adult Illiterates with 7500 Males and 22,500 Females.

With three extensions of periods for its implementation, **1500** Adult Learners in July 2021, **500** Adult Learners in September 2021 and **5000** Adult Learners till March 2022 were covered. successfully. A total of **7000** Adult Learners were covered with **1908** Males and **5092** Females , hence attempting to narrow gender disparity.



**35 Wards with a total of 7000 Adult Learners under Padhna Likhna Abhiyaan F.Ys 2020-22**



**Ward 14 :** Dhanas , L.I.G Colony Dhanas, Milkman Colony , Aman Chaman Ambedkar Colony

**Ward 28 :** Village Maloya, EWS Maloya, Sec 38 West, Gurusagar Bhattal Colony ,Maloya, Gawala and Kumhar Colony, Sukha/Rana & Bansal Farms

**Ward 8:** Mauli Jagran, Raipur Kalan, Makhanmajra and Raipur Khurd

**Ward 7 :** Ambedkar Colony ,Mauli Jagran, Charan Singh Colony Mauli Jagran, Vikas Nagar Mauli Jagran

**Wards with high density of Adult Illiterates were covered under 'Padhna Likhna Abhiyaan'**

### 3 Strategy on Implementation of PLA in Chandigarh

In order to achieve the main objectives of the scheme 'Padhna Likhna Abhiyan' i.e imparting Basic Literacy and Numeracy to Adult Illiterates , a flexible approach and an innovative methodology such as involving NSS Units of Government Schools was adopted. Within this targets, the Abhiyan also focused on women, Schedules Castes (SCs), and Minorities .

NSS Programme Officers designated as Nodal Officers were trained by State Centre of Literacy (SCL),SCERT, Chandigarh as a volunteer ,as a mobiliser, as a trainer and as a teacher who further trained 3000 NSS Volunteers as Volunteer Teachers under their Unit .

The Volunteer Teachers identified the potential adult learners ,made arrangements for these Adult Learners to be accommodated in the nearest *Chetna Kendras*.

At *Chetna Kendras* literacy kits were provided to Adult learners .The trained Volunteer Teachers instructed 1 or 2 Adult learners each within their vicinity . The Volunteer Teachers designed Lesson Plans covering Learning Outcomes prescribed Primer 'Udaan' Part I to IV for 120 hours both in Online and Offline Mode.

NSS Programme Officers kept track of the progress made by each Adult Learner-Volunteer Teacher Group on Whatsapp / Google Meet , ensuring that the momentum of learning is not lost, while simultaneously ensuring that learning takes place at the pace suitable to the learner. The Principals of Cluster Head Schools mobilized ,supervised and monitored all activities during the literacy drive.



#### CHETNA KENDRA



# 4 Details of Activities of PLA organized by Chandigarh

Adults are independent learners who have complex reasons for setting and persisting at learning goals, including self-improvement, supporting their children financially and in school, or obtaining a better job. Due to many competing pressures, they continually adapt their goals over time. To maintain their motivation in learning, addressing authentic scenarios and purposes allows them to see how new information can be used in the real world. They also bring many assets to their learning, including extensive background knowledge, but they may not recognize the value of that knowledge or have a strong self-concept as a learner.

The following activities were undertaken to value their knowledge :

### Content Specific

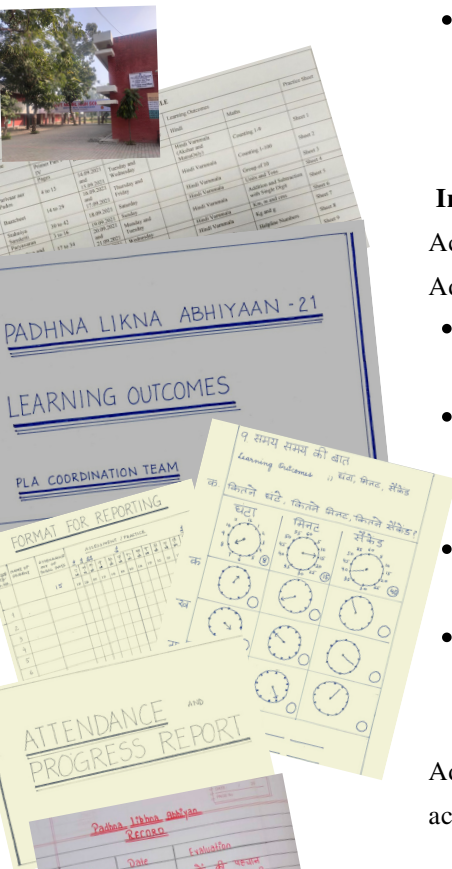
- Teaching Learning Activities: A flexible calendar of activities was prepared by PLA Team and it was modified by Volunteer Teacher to suit the needs of the Adult Learner at Chetna Kendras. Worksheets with Learning Outcomes to be achieved was provided to Volunteer Teacher to prepare the Lesson Plan and teach them according to the time and pace .

### Improving Metacognitive Skills

Activities that could be close to the lived experiences ,mindset and cultural practices of the Adult Learner were selected

- Buzz Group Activity was held to ask a question , solve a problem and agree on a concrete solution
- Brainstorming Session were held to help Adult Learners come up with possible ideas to solve a problem . The ideas given were analysed critically for its feasibility in real life situation
- Role Play was held for improving interpersonal skills . Adult Learners gave feedback , they were getting to know how to handle conflicts and communication Skills
- Visual Prompts were used for Adult Learners who were older. They used pictures from the Primers and discussed similar situation in their real life. Most of the activities were related to Digital Literacy and Financial Literacy.

Adult learners were given motivational incentives.They felt the benefit of learning tasks/ activities that kept them engaged.





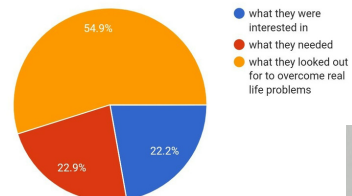
# 5 Promotion/Publicity /Outreach of Padhna Likhna Abhiyan in Chandigarh



## Personal Experience

1. I personally feel that Adult Illiterates whom I attended to got :

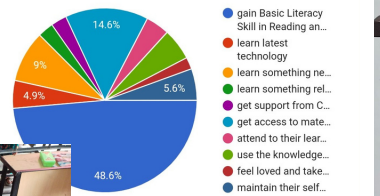
144 responses



## Impact of PLA Scheme on Adult Illiterates

1. Padhna Likhna Abhiyaan Scheme helped Adult Illiterates to :

144 responses



A tableau depicting the significance of teaching Adult Illiterates was presented on Republic Day in the year 2020 and 2022. Under Azadi ka Mahotsav, the Tableau of Adult Education Unit was adjudged at 3rd Position .Apart from this , NSS Unit organized street play and dance at Sukhna Lake, Chandigarh to create awareness among masses.

Posters designed for *Chetna Kendra* were displayed at all Cluster Head Schools. At Adult Education Centres , Rangoli Competition , Skit and Dance was organized on International Literacy Day on September 8,2021. A representative of PLA Team gave lecture on Adult Literacy . A survey form was created to know the impact of PLA Scheme on Adult Illiterates . Volunteer Teachers who participated in the Survey found the Scheme beneficial .

## 6 Innovation / Best Practices/ Success stories in Implementation of PLA in Chandigarh

### Innovative Strategies and Support from Community



Learning in Nursery Classes with Print Rich environment motivated the parents to visit Chetna Kendras with great enthusiasm. They brought their school going children along. It was an initiation of Family Literacy Programme .

Sujit , a fruit seller near Community Centre, Chandigarh aspires to open a Fruit shop of his own .Sujit could not attend the classes at Chetna Kendra. He was provided Learning Kit on site but he was unable to get time to study . The customers who visited Sujit were motivated to teach him one page whenever they visited him. Sujit not only earned more but also learned more .He controlled his time ,pace and has learnt to reflect on his learning .



### Best Practices

Volunteer Teacher at one *Chetna Kendra* in Sec 27 Chandigarh reported to have adapted the learning situation to varying stage of self-directing ability of the Adult Learner. Munni Bai wanted to be in the lead to teach at the centre . She not only mastered her name but from the letters of her name made the other Adult Learners play Antakshari and sing Folk Songs. It was a routine that after the learning , the group discussed various recipes and its ingredients by laying emphasis on the first and the last letter and the price .



### Success Stories

*Chetna Kendras* and Adult Education Centre (AEC) encouraged Vocational Skills which would promote livelihood generating activities in addition of acquiring literacy skills. NSS Programme Officers and Preraks at AEC ( Adult Education Centre) and *Chetna Kendras* under the PLA Scheme helped the Adult Learners to gain employment as Beautician and Anganwadi Worker in Government Institute of Chandigarh. Peons, Ayas of Mid Day Meal , Chowkidars updated their Literacy Skills. This ensured sustainability of the programme.



# 7

## **Budget and Expenditure under PLA Scheme in Chandigarh**

The scheme of Padhna Likhna Abhiyan is a centrally sponsored scheme of Adult Education with the provisions of prescribed central and state shares . For Chandigarh , UT which is without legislature, the Central share was 100%.

Budget allocated for Padhna Likhna Abhiyaan for UT, Chandigarh was Rs.95,00,00/-

Spent Amount is Rs. 27,88,350/- and Un spent Balance including interest is Rs 69,47,806/-.

GFR 12 C Form has been submitted after declaring closure of Padhna Likhna Abhiyaan on 31.03.2022.

## 8 Assessment and Certification of Learners under the Scheme in Chandigarh



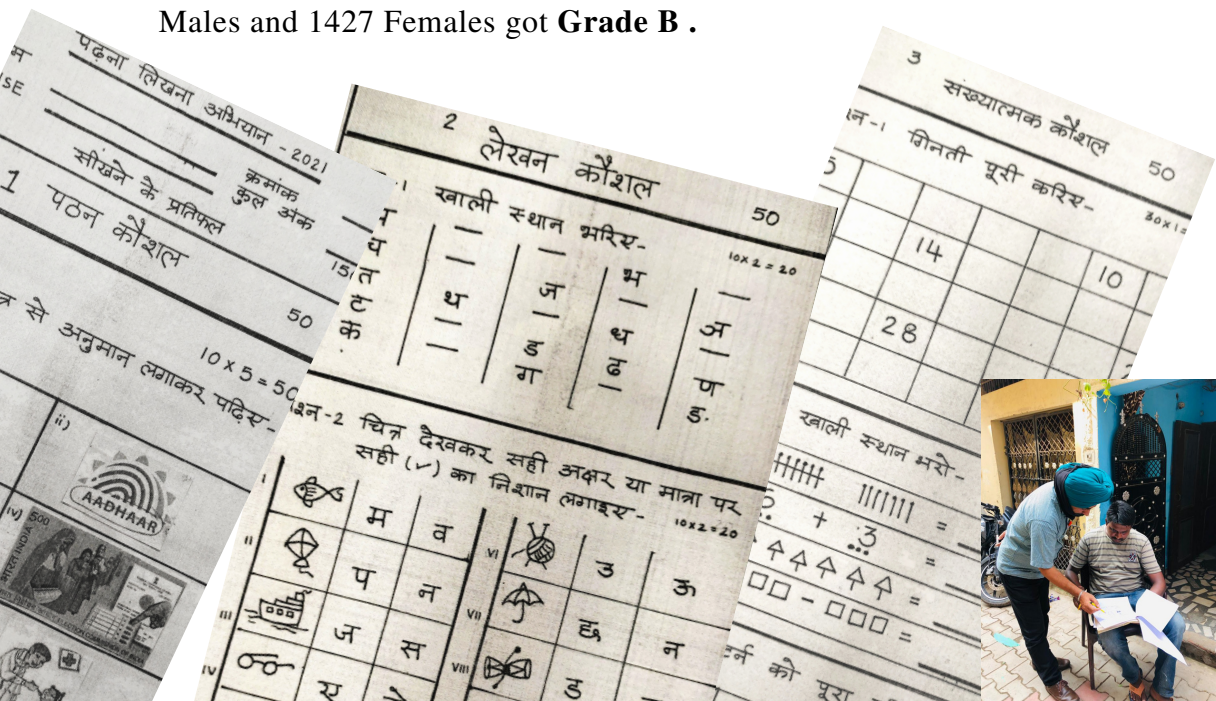
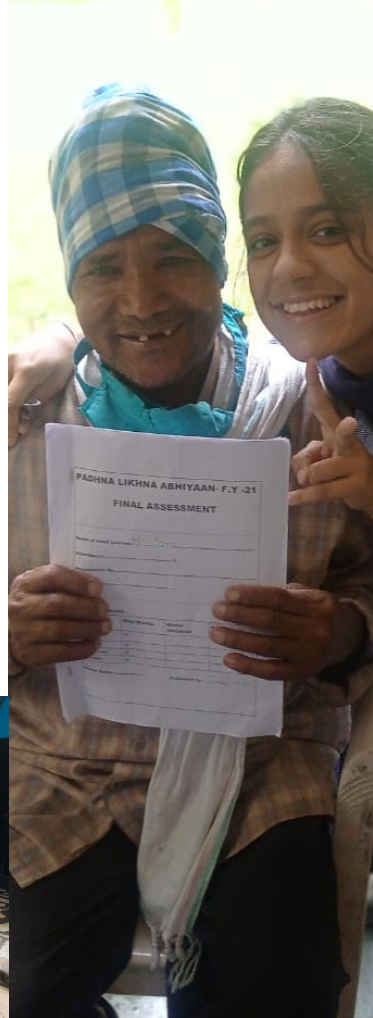
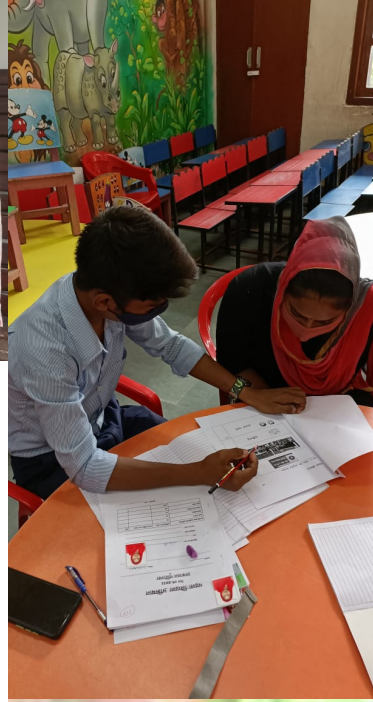
Adult Learners were assessed by formulating the **Promotion Policy** on the basis of the minimum learning outcomes for Functional Literacy Skills under the following 3 Sub -Skills :

1. **Reading Skills:** Under this sub-skill ,Adult learners were assessed for : Read Signboards of Hospital, Bank, Ambulance ,Bus Stop, Digital Apps, Public Banners , Billboards, Price Tags of commercial products ,Political Party Logos /Sign

2. **Writing Skills** : Under this sub -skill Adult Learners were assessed for : Writing own name, name of place where they stay , Akshar and Matraas

3. **Numeracy Skills** : Under this sub -skill ,Adult Learners were assessed for : Recognition of numbers, from 1 -100 , simple addition and subtraction of One digit numbers ,recognize shapes ( Circle ,Square and Rectangle ) ,Patterns

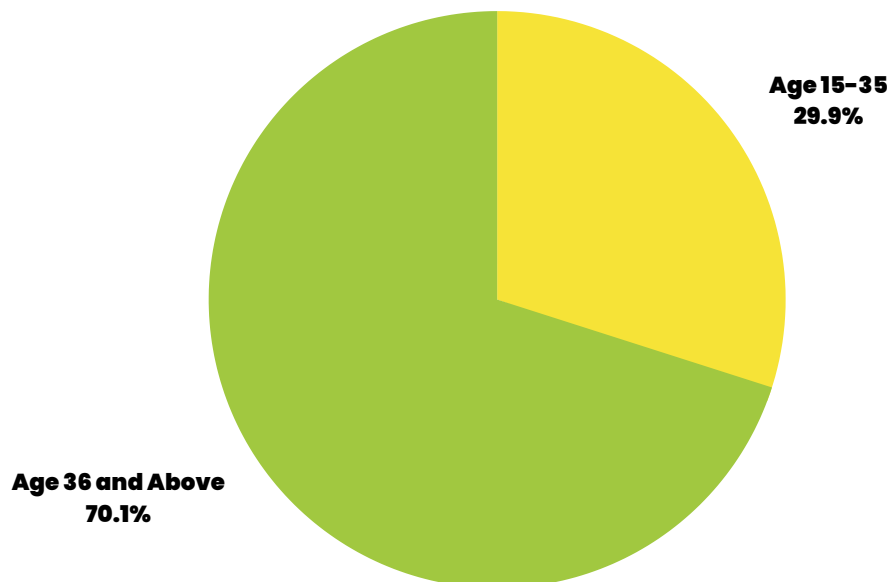
**Grade wise result** : 1225 Males and 3665 Females got **Grade A** and 683 Males and 1427 Females got **Grade B** .



## Details of the Adult Learners submitted to NIOS for Certification

CONSOLIDATED REPORT (PADHNA LIKHNA ABHIYAAN )F.Y 2020-22													
CLUSTER NO.	MALE						FEMALE						GRAND TOTAL
	GENE RAL	SC	ST	OBC	MINORI TY	TOTAL	GENE RAL	SC	ST	OBC	MINORI TY	TOTAL	
1	165	17	0	2	0	184	295	53	2	12	1	363	547
2	11	4	0	3	0	18	37	25	0	9	1	72	90
3	65	1	0	0	0	66	201	1	0	1	0	203	269
4	31	13	0	2	1	47	112	39	5	4	0	160	207
5	15	2	0	1	3	21	186	11	0	2	7	206	227
6	28	2	0	3	0	33	145	9	0	7	3	164	197
7	26	16	0	3	0	45	50	42	0	10	1	103	148
8	53	4	0	3	8	68	75	5	2	1	18	101	169
9	5	2	0	1	0	8	25	29	0	6	6	66	74
10	354	106	0	24	1	485	616	192	1	34	13	856	1341
11	135	11	0	2	3	151	264	37	0	1	9	311	462
12	35	5	0	0	1	41	144	30	0	5	4	183	224
13	28	10	1	5	0	44	155	30	2	29	2	218	262
14	23	16	0	2	0	41	45	30	0	5	0	80	121
15	37	4	0	1	1	43	75	17	3	7	5	107	150
16	115	6	0	3	0	124	324	41	1	12	1	379	503
17	121	4	0	1	3	129	279	37	0	13	3	332	461
18	67	4	0	2	3	76	184	12	0	2	6	204	280
19	11	8	0	2	1	22	28	17	0	8	3	56	78
20	246	11	0	2	3	262	880	29	1	7	11	928	1190
<b>TOTAL</b>	<b>1571</b>	<b>246</b>	<b>1</b>	<b>62</b>	<b>28</b>	<b>1908</b>	<b>4120</b>	<b>686</b>	<b>17</b>	<b>175</b>	<b>94</b>	<b>5092</b>	<b>7000</b>

## Young Adult Learners and Old Adult Learners under Padhna Likhna Abhiyaan Scheme

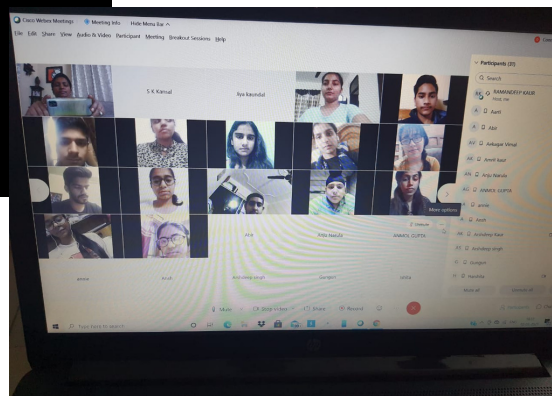
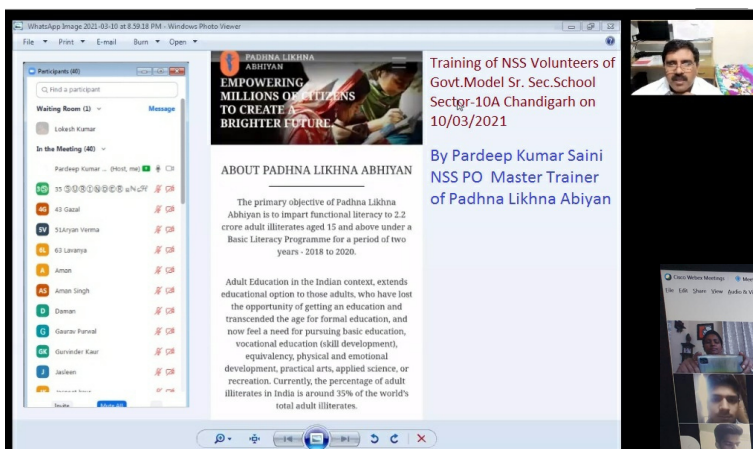


## 9 COVID 19 and Implementation of PLA in Chandigarh

Online Mode was opted during COVID 19. PLA Coordination Team held online meeting with the Volunteer Teachers and discussed some of the barriers that impeded adult learners' ability to persist in learning, including limited time, economic resources, and reliable internet, often exacerbated by the health and economic crises. At the same time, it was discussed how some of the typical logistical barriers to retention and completion, like access to transportation or childcare, had become less burdensome as learners shifted to virtual classes during the pandemic. Some had lost their livelihood and some had fear of being displaced from their location.

It was found that the virtual learning in adult education provided opportunity to connect with adult learners in new ways. The concept of knowing the Adult Learner took an entirely new meaning when instruction took place virtually at kitchen tables, at work place, next to their children who set up an internet hotspot or supported the Adult Learner with online navigation. Older adults used internet to reduce loneliness which elevated their emotional and physical health.

The challenges related to digital literacy, connectivity, and learner confidence to learn new tools were found. But the need to understand each learner's goals, abilities, struggles, and experiences was ever present.



# 10 Conclusion

## Outcomes

'Padhna Likhna Abhiyaan' provided a platform to understand that Adult Learners, much like their younger counterparts, vary greatly in terms of their cognitive abilities, social and emotional considerations, and unique background situations.

The Abhiyaan was more of a Pilot Project. Had the iterative process been followed, many factors impeding Adult Literacy at ground level would have surfaced and the factors could have been investigated further. COVID 19 restrictions posed many challenges. Collating the information from the field observations, discussions during Online meetings, survey and level of learning among Adult Literates post Padhna Likhna Abhiyaan, it is concluded that :

1. Adult Illiterates specially living in colonies who were targeted were not approachable. Factor such as poor housing impacted the ability of the Adult Learner to focus on learning mainly due to poorer sleep quality and nutrition.

2. There were more Old Adult Learners in the age cohort of 36 years & above as compared to Young Adults in the age cohort of 15 to 35 Years. The Young Adults showed unwillingness to learn as the Abhiyan did not have any link livelihood. The older Adult Learners who participated exhibited reduced attention span and which was evident from the repetition which was given through written exercises specially in Numeracy.

3. Young mothers were more motivated to learn Basic Literacy and Numeracy Skills not only for their real world needs but also for their school going children. Older women engaged more through daily routine tasks and participated in discussions.

Reaching out to Adult Illiterates was the main challenge. Leveraging technology can definitely help to deliver instructions.

## Towards New Literacy.....Way ahead



Digital literacy and oral communication skills are critical to pursuing opportunities in the workforce and everyday life. Digital literacy helps adults access and navigate digital resources in their personal and professional lives and can impact their career and job trajectories. These skills also require an understanding of how to interpret multimedia texts in new digital environments.



An NSS Volunteer from Khudda Lahora encouraged Adult learners to use new technology by creating ATM dummy. He demonstrated the use of ATM Machine to build confidence of Adult Learners. His belief is that Adults develop digital literacy skills, particularly if they are motivated and when they see value in digital technology. Starting with ATM demonstration was a good initiative.

Government of India



**MAKE A DIFFERENCE BY TEACHING  
ADULT ILLITERATES**

