
EVALUATION OF LITERACY CAMPAIGNS

Summary Reports

Volume - I

NIEPA DC



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**NATIONAL LITERACY MISSION
DIRECTORATE OF ADULT EDUCATION**

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FOREWORD

At the time of conceptualisation of National Literacy Mission, the need for continuous feedback on the implementation process as well as the outcomes of learning and the need to evaluate them were emphasised. After the launching of literacy campaigns, the need to systematise the strategy of evaluation and to operationalise the evaluation process, several external evaluation agencies were assigned the task of conducting evaluation of the literacy campaigns, especially to determine the learning outcomes and study the manner in which the campaigns were getting organised and conducted. In some places, External Evaluation Teams (EETs), were also constituted to ensure that the reports were available quickly and in time for finding out the achievements of the campaigns.

The Directorate of Adult Education, which has the responsibility of coordinating the efforts relating to evaluation and monitoring, took upon itself the work of studying the evaluation reports in-depth and preparing summaries for use of planners and policy makers and by the Zilla Saksharta Samiti so that they get requisite feedback for possible remedial action and also understand the achievement levels reached by them.

By the end of December 1993, more than 80 evaluation studies had been conducted either by evaluation agencies or by External Evaluation Teams. In order to disseminate the findings of these evaluation reports, brief summaries have been prepared for larger use by other evaluators, trainers and programme organisers. In this Volume 25 summaries pertaining to evaluation studies in Goa (1), Haryana(2) M.P.(4) Maharashtra(6) Rajasthan(2), U.P.(2) and West Bengal(6) have been compiled and the other reports are being further studied for similar action. Volume-II will contain such summaries of some other evaluation reports. It is intended that the series will continue till all the evaluation reports have been abridged and larger goal of dissemination is achieved.

While summarising the Evaluation Reports the emphasis has been to highlight the background against which the campaign was taken up, the objectives of evaluation, methodology followed and the findings etc. A perusal of these summaries will show that there is a need for greater degree of rigour in the conduct of evaluation and for this purpose DAE has already organised two workshops in collaboration with the Tata Institute of Social Sciences (TISS), Bombay, The Indian Statistical Institute (ISI), Calcutta and the Indian Institute of Management (IIM), Calcutta, Evaluating agencies, selected resource persons and programme implementors and others.

The credit for bringing out this volume is due entirely to Dr. S.P. Sharma, Consultant in the Directorate. He has put in sincere efforts to study the reports and has brought out this Volume in the short period of time. His contribution is immensely appreciated. Km. Asha Sharma, Research Investigator has typed the drafts and prepared the computer prints. Shri Sushil K. Sharma, DTP Operator has prepared the final layout. Shri R.S. Mathur, Additional Director and Head of Evaluation has supervised and overseen the process.

We hope that these summaries will be found useful.

New Delhi
February 1, 1995

A.K. Basu
Director

Abbreviations

B.Ed	-	Bachelor in Education
CMS	-	Centre for Media Studies
DLC	-	District Literacy Campaign
EE	-	External Evaluation
EEA	-	External Evaluation Agency
EET	-	External Evaluation Team
IPCL	-	Improved Pace and Content of Learning
ISI	-	Indian Statistical Institute
LC	-	Literacy Campaign
MCH	-	Mother and Child Care
MTs	-	Master Trainers
NLM	-	National Literacy Mission
NLMA	-	National Literacy Mission Authority
NAC	-	Notified Area Committee
NSS	-	National Service Scheme
PLC	-	Post Literacy Campaign
RPs	-	Resource Persons
T3,6,9	-	Test 3,6,9
TAs	-	Test Administrators
ZSS	-	Zilla Saksharta Samiti

GOA

EVALUATION OF LITERACY CAMPAIGN

GOA: 1993

Goa state occupies an area of 3,702 sq. kms with 10.32 lakh population. The literacy rate of this state in 1991 as per census was 75.5% (males 83.6% and females 67.1%). The State is divided into 2 Districts, 11 Blocks, 13 Municipal Councils and 374 Villages.

Literacy project for this State was sanctioned by NLMA in Dec. 1992. The target of the project was to provide functional literacy to 1,00, 627 illiterates in the age-group 15-60, out of which the campaign was able to enrol 79, 288 learners. Out of these, 21,417 (27.0%) were males and 57,871 (73.0%) females. Instructions were provided to the learners in various languages, i.e. Marathi, Konkani (Devnagri), Konkani (Roman), Kannada, Hindi, Urdu and Telugu. However, majority of the learners i.e. 81.6% were learning Marathi followed by 8.1% in Konkani (Devnagri script), 5.4% Konkani (Roman script) and 4.9% in Kannada, Hindi, Urdu and Telugu. Thus majority of the learners i.e. 90% were studying through a language that was not their mother tongue. IPCL Primers for Konkani was prepared by the State Department of Adult Education, while for other languages were procured from the SRCs concerned.

External Evaluation

External evaluation of this campaign was conducted by Tata Institute of Social Sciences, Bombay in October, 1993.

The Sample

The sample for external evaluation covered 19 randomly selected Gram Panchayat villages out of the total of 179 campaign villages in the rural areas of the state in 11 taluks/blocks. In addition, 2 municipal councils out of the total of 13 were randomly selected (one each from the 2 districts). The sample thus derived constitute 6969 learners; however only 2036 learners (18.5% males and 81.5% females) or 3% of the enrolled learners could be tested with best efforts and repeated attempts by the external evaluation agency.

The sample profile revealed that it contained 37.8% housewives, 36.1% agricultural labourers, 9.7% cultivators and the rest belonging to various other categories of employment. 50.3% of the learners belonged to backward classes and other disadvantaged groups and minority communities; 65% were being taught by female learners and 44.9% by school students and primary school teachers: 60% of the sample learners reported not having completed primer-III. 64% of the learners reported having five months of instructions or less and others for 6 months or more.

The Evaluation Tools

Literacy test, individual interviews and group discussions were the evaluation tools adopted by the evaluation agency to evaluate this literacy campaign. Several versions of equal standards of difficulty tests in Marathi, Konkani (Devnagri) and Konkani(Roman) were prepared on the basis of the recommendations of Dave Committee with the help of SRC, Pune. Apart from the learners achievement test, discussions with organisers, instructors and some of the learners were organised separately which enabled the EET to critically evaluate their experiences in a participatory manner. In addition, secondary data was collected from each of the villages and at the level of the state.

The Adult Literacy Outcomes

1. Only 18.2% of the sample learners were able to attain NLM norms of literacy scoring 70% marks in aggregate and 50% marks each in reading, writing and numeracy abilities.
2. Only 32% of the learners scored 50% or more marks, in the literacy test. Among the scorers of more than 50% marks, 46% were the males and 28.7% were the females. Mean marks in respect of males and females were 41.5 and 27.8 respectively.
3. As regards comparative achievement in different literacy abilities, the learners had special difficulties in writing.
4. As regards the age-groups, the success rate of age- group 15-35 was higher i.e. 22.3% as compared to the age-group 36-60, whose success rate was only 13.6%.
5. Sample evaluation as projected to the whole universe revealed that only 13,643 learners reached the NLM expected norms in Goa. Thus success rate of literacy campaign was estimated as 13.6% only.

Learners, Instructional and contextual outcomes

1. The mean scores suggest that minority religious groups (Neo- Buddhists and the Christian Muslims) and the backward castes from among the Hindus have gained proportionately greater from the literacy campaign.
2. In terms of occupation, the self-employed learners belonging to fishing, cultivation etc. faired better in the test as compared to agricultural labourers.
3. The sex of the instructors does not appear to have an impact on the performance of female learners.
4. Generally older instructors have brought their learners to higher level of mean performance as compared to the school teachers.

5. Those learners who had undergone instructions for a longer period of time performed better in the literacy test.

Other Observations

1. The campaign was unable to elicit higher level of popular participation due to ineffective functioning of the village literacy committees. A crucial ingredient to a little success of literacy campaign in some rural areas may be due to decentralised social accountability and a degree of participation felt by the literacy committees and where these aspects were lacking due to inadequate efforts of the organisers and the teaching community, the campaign generally faltered.
2. The motivation of both learners and instructors/organisers was generally low.
3. There was a low level of participation of voluntary agencies and the people's elected representatives.
4. The campaign, indeed served to enhance the self confidence in women who provided high degree of participation in the campaign as instructors, especially the girls.
5. The post literacy phase of the campaign needs to be visualised as a cultural movement with widespread popular participation embracing several educational spheres, formal, non- formal and even informal. To provide momentum to this movement, the system of libraries, cultural centres, social clubs etc. should be strengthened.
6. A District Resource Unit should be set up in Goa to enhance local human resources and to provide indigenous material and facilities for preparation of teaching-learning material in Konkani, which forms the mother tongue of the majority of the people in Goa.
7. Stimulating voluntarism, strengthening the decentralized infrastructure of social accountability of the education system, effective functioning of village literacy/education committees, providing post literacy facilities and securing popular participation are the main measures that should be adopted for organising a successful literacy campaign.

HARYANA

EVALUATION OF LITERACY CAMPAIGN PANIPAT (HARYANA): 1994

According to 1991 census, total population of Panipat district in Haryana was 8.3 lakh out of which 73% is spread over 225 villages of the district. Literacy rate of the district in 1991 was 54.04%. Its economy rests primarily on agriculture although, there are some small scale industries also. Panipat has a rich cultural heritage and a historical past being the land of Pandavas demanded from Kaurvas and the famous battle of Panipat fought between Babar and Ibrahim Lodhi.

Literacy Campaign

Literacy Campaign for Panipat was approved by NLMA in 1991 to cover 2.00 lakh illiterates in the age group 15-45. However, according to the survey conducted by BGVS in April, 1991, 1.60 lakh illiterates (90,000 females and 70,000 males) in the age group 15-45 were identified. LC in Panipat was implemented by BGVS, Panipat, with district Collector as its Chairman. The project was completed in December, 1993.

External Evaluation

The External Evaluation of this campaign was conducted by 'Centre for Media Studies', Delhi, in March 1994 as a Pilot study for the Expert Group on Evaluation of Literacy Campaigns, appointed by Department of Education, MHRD, New Delhi.

The Sample

The CMS prepared a detailed list of volunteers and learners in the villages through a survey that was conducted by them. The list of volunteers was obtained from village level Coordinators. Volunteers were approached for procuring data concerning enrolment and achievements of the learners completing different IPCL Primers. In their sample, 10 to 20% of learners were selected who had completed at least one primer. This survey revealed that 88,000 learners were actually enrolled, as against, 1,13,120 learners claimed by the literacy campaign. Moreover, the number of learners completing primer I, II and III was also found less than that claimed by the literacy campaign.

Test Design

The test was designed in a manner to measure the 3 R's of literacy not only of primer III level of competencies but also at Primer-I and II. The test paper was divided into 3 sections 'A','B','C', equivalent to IPCL T3, T6, and T9. This

was done with a view to assess the performance of learners completing the various primers. The other tools that were adopted by CMS were the unstructured interviews, discussions, workshops, field observations and tracer studies to evaluate the impact of the programme. Selection of sample learners was done randomly on different strata, i.e., gender, age and social groups.

Learners Outcome

As per the NLM norms, slightly over one third of the learners completing primer-III can be said to have become literate while only 5.2% of the learners participating or 2.8% of the target group of illiterates have been made fully literate as per NLM norms.

As per performance of the sample learners completing Book III, 34.4% (15.4% male and 50% female) attained the marks above 70%. Performance of female learners was found better than the males. The mean achievement of SCs/STs learners is at par with that of the general category. The achievement of the adults was better than the children of the age group 9-14. As regards the achievements in reading, writing and numeracy 43.3%, 20.9% and 43.3% of learners respectively attained 70% or more marks while 31.0%, 23.9% and 23.9% of the learners attained 50 to 70 per cent marks respectively in Reading, Writing and Numeracy.

CMS converted raw scores obtained from the evaluation data into 'Learners Conversion Ratio' (LCR) and the literacy index and concluded that LCR for Panipat is estimated to be 3 for 100 literates. The mean scores that Panipat has achieved through literacy campaign is 12.1% of the total literacy task.

Impact Assessment

CMS studied the impact of LC with regard to awareness, usefulness of literacy, attitudes and the community impact. Awareness of development aspects was assessed to be high among the learners completing primer-III. The test results show that 65% of the female learners and 75% of the male learners scored more than 75% marks.

Usefulness of Literacy

LC has added to the self-esteem of the participants and inculcated a sense of pride in them. The learners narrated their experiences of newly acquired skills and literacy status. They were able to put literacy skills for good use in their day-to-day life and were able to understand road signs, posters and handle simple financial transactions.

Attitudinal changes

LC has in its credit a remarkable achievement in promoting favourable attitudes among the learners. The learners readily stated that education is necessary for

their children, for boys as well as for girls. They have nourished a positive attitude towards the development programmes, small family norm, mother and child care and immunization. They got greater interest in school education.

Community Impact

LC has injected confidence in the learners, created interest in education and development issues, promoted a sense of responsibility, and a positive outlook for future. The campaign was also effective in sensitising different sections of the society about education and development issues, and for promotion of meaningful dialogue. The effective environment - building activities were largely responsible for these achievements of LC. However, it has not brought any significant change in the status of women in the society. Pardah system is still wide- spread in Panipat villages. There was also a large drop-out of the learners i.e. upto 64% at various stages of the programme.

District Scenario after completion of LC

Literacy Campaign achieved 12.1% of its total task. Only 5% of the total target group and 9.2% of the learners enrolled were made literate. According to CMS, number of neo-literates for PLC is calculated as 8,096. The number of those requiring help to reach the NLM norms is 79,904 and number of illiterates for mopping up campaign comes to 72,000 according to the data verified by CMS and 10,407, 1,02,713 and 46,880 respectively, according to the data provided by the DLC.

EVALUATION OF LITERACY CAMPAIGN YAMUNANAGAR (HARYANA): 1994

Yamunanagar district in Haryana is spread over in 1756 sq.kms with a population of 8.18 lakh. It comprises one sub-division, two tehsils, 5 blocks, 654 villages, 409 Panchayats and 7 Municipal committees. The literacy rate, according to 1991 census, was 50.33% (males 67.85% and females 40.94%). This district has 346 primary schools, 70 middle schools, 101 secondary schools and 8 colleges. The district is mainly agricultural with some industries in the twin towns of Yamunanagar and Jagadhari.

Literacy Campaign in Yamunanagar was approved by NLM in October 1992 to be implemented by a Total Literacy Campaign Committee, Yamunanagar. The total target of the campaign was 1,50,825 in the age group 9-45, out of which 84,000 were enrolled by the LC and 69,000 learners had completed primer-I, 34,000 Primer II and 20,000 Primer-III. The Project was likely to be completed by August 1993 but due to several reasons it was continued upto Jan. 1994.

The External Evaluation

The External Evaluation of this campaign was conducted by an External Evaluation Team under the leadership of Sh. K.L. Zakir with two other members, namely, Dr. Sarwan Kumar and Mrs. Meera Batra. The EET took the help of 8 district officers and formed two groups for evaluation of the campaign.

The Sample

For selecting the sample, the EET decided to select two Blocks, i.e., Sadhaura and Bilaspur for evaluation. Out of these Blocks, 14 villages were selected and all learners in these villages were evaluated by the team. The sample thus provided 337 learners: 215 in Bilaspur and 122 in Sadhaura Blocks. The percentage of the sample to the whole universe comes to 0.41.

Evaluation tools and its administration

The test paper prepared by the EET was based on the Dave Committee norms, providing 40%, 30% and 30% weightage respectively for reading, writing and numeracy. The cut-off point was taken as 70% in aggregate and 50% in each literacy ability. An interview and observation schedules were also prepared by the EET to assess the impact of the literacy campaign. The test paper was administered by the above mentioned two teams in their respective blocks.

The Learning Outcome

Out of the 337 sample learners tested by EET, 167 passed the test on the NLM norms providing an overall achievement of 48.1%

Most of the learners were found poor in reading, writing and numeracy. The learners were not able to read and write fluently. Thus, the performance of the actual learners appearing for the test is not very encouraging.

Observations by the External Evaluation Team

The EET provided some of the following observations and suggestions:

1. There are some groups like Nomads in Bilaspur block and other clusters in the urban areas who had not been covered by the literacy campaign, although they were interested if literacy facilities were provided to them.
2. Internal evaluation which is an inseparable part of the learning process has not been conducted by the ZSS.
3. Chief Coordinators and Zonal Coordinators were not provided with essential facilities to perform their duties effectively.
4. The Coordinators had not maintained their movement register and the data collection register properly. No proper records were maintained or provided to the evaluation team. Thus, the EET remarked that monitoring system was not in a satisfactory state at district level.
5. The ZSS was not able to solicit support from various development departments, such as, Health etc.
6. The learners were not found convinced about the utility of the programme, although they were in favour of the importance of literacy campaign. Learners were found quite aware of various aspects of Population Education i.e. small family norms, immunization, right age of marriage etc.
7. The EET suggested that the arrangements for post- literacy campaign for 39,144 learners should be made immediately. Remedial measures should also be adopted for non-achievers i.e. 44,856 learners and mopping up campaign should be started immediately to cover 66,825 learners, who have not been enrolled in the classes due to various constraints.

MADHYA PRADESH

EVALUATION OF LITERACY CAMPAIGN BILASPUR (MP) PHASE-I: 1993

District Profile

The district of Bilaspur occupies an area of 19,897 sq.kms with 15 tehsils, 25 blocks and 3616 villages with greater portion of tribal population spread over in the forest areas. The total population of Bilaspur, according to 1991 census, is 38.97 lakhs. There were about 16.41 lakh persons in the age group 15- 45, out of which 10.42 lakh were illiterates. The LC Project was limited to 6 blocks, namely, Akaltara, Pamgarh, Masturi, Belha, Kota and Pali in the first phase. The project was implemented by Bharat Gyan Vigyan Samiti, Bilaspur under the chairmanship of the District Collector.

LC Project and its target

LC Project for Bilaspur was approved by NLM in March 1991. After extensive programmes of environment building, motivation and mobilisation, organisational set-up, training of Key Resource Persons and field functionaries and the procurement of the teaching-learning material; 22,000 learning centres were established with an enrolment of 2,17,000 learners in the age- group 15-45.

The original target of LC was to provide functional literacy to 2,83,876 learners (2,52,500 in the age group 15-45 and 31,376 learners beyond this age group); out of which 1,11,660 were males and 1,72,216 females. 56,760 and 68,837 respectively belonging to Scheduled Castes and Scheduled Tribes. The LC was limited to rural areas of 6 blocks of Bilaspur district. In December 1991, 2,17,000 learners were enrolled in the learning centres. To take up this job 112 Resource Persons, 1650 Master Trainers and 29,563 Volunteer Instructors were identified and trained.

Internal Evaluation

Internal Evaluation was carried out by the agency itself through a district level evaluation committee. The test was administered through five different sets of papers to evaluate the abilities of the learners in reading, writing and numeracy. The learners were simply graded as very good and poor.

External Evaluation

External Evaluation was conducted from 18 to 25 May 1993 by an E.E.T. with Prof. Indra Deva of Ravi Shanker University, Raipur, Shri A.M. Rajashekar, Assistant Director, DAE, New Delhi and Sh. Mustaq Ahmed, Director, SRC, U.P. as its members.

The Sample

The EET decided village as the unit of sampling in all the ten sub-projects covering 2.5% of the total number of learners selected on a random sampling basis. Thus the number of sample villages was 37 with 4700 learners for testing. EET also decided to include, at least 200 learners in the tribal villages. However, the test could be administered only on 4,406 learners.

Testing Process

The test paper was prepared by SRC, Lucknow on the model of T-9 of the IPCL primers with 40% weightage to reading, 30% to writing and 30% to numeracy. In order to qualify, the learners must secure 50% marks in each of the above ability and 70% of the aggregate scores.

The test was administered by 80 Test Administrators, who were trained for this job in two days under the supervision of E.E.T. They also designed the marking system and supervised the process. A sample of 100 marked test-papers was scrutinized by the members of EET and on the basis of their judgement, it was decided to reject 5% of the total test-papers and to deduct 2 marks from writing scores of every learner.

The Findings

The final tabulation revealed the following outcomes:

1. 74% of the learners reached the NLM norms.
2. The Scheduled Caste learners provided a very good outcome in two sub-projects, namely, Masturi and Pamgarh with 91% and 87% success, respectively. However, the third sub-project, that is, Seepat came out with the success of 54% only.
3. Among the tribal sub-projects, Belghana, Kota, Pali and Hardibazar provided a success rate of 85%, 83%, and 67% and 56% respectively.
4. Average score secured by the successful learners in reading, writing and numeracy were 81, 66 and 87 per cent respectively.

Factors Leading to success of LC

The EET found the following factors that led to the success of the LC in Bilaspur:

Environment Building

The implementing agency adopted a massive programme of environment building in the district which includes wall-writing with slogans and NLM symbol. No tree in the district was left without NLM symbol or a slogan. The activities were mingled with attack on communalism and exploitation. In September 91, a 'human chain' was formed with one lakh participants spread over 100 kms. Functions were held

in every village on opening the learning centres. 'Akshar Padyatras' with group of 50 to 100 persons were organised which covered about 3600 kms. 'Kala Jathas' covered 470 villages in the summer holidays by NSS students. 'Mahila Jagran Jathas' were organised in two blocks for mobilising the women against drinking and gunda elements. The most important activity was 'Anti-communal Exhibition' on wheels which went around the district after the Ayodhya episode and, also performed the Nukkad Natak plays for social awareness.

Mobilisation

Talented and committed campaign volunteers like stage artists, writers, journalists and photographers were identified and assigned the project jobs suitable to their interests and talents.

District administration played a notable role. The officers of the district, including Additional Superintendent of Police, District Magistrate and Senior division officers adopted 51 villages which provided a moral support to the field functionaries of LC.

Supervision

In every village a 'Literacy Club' was formed and assigned the responsibility to keep and supervise the learning centre. This arrangement helped to reduce the drop-out from the learning centres (out of 2,17,000 learners only 2000 dropped-out).

Learning Centres in Jails

The programme was even extended to the jails with an objective of reforming jail inmates apart from providing them literacy.

Literacy Programme for Urdu learners

Arrangement were also made for those learners who wanted instructions in Urdu. About 300 volunteers were provided training in SRC, Jamia Milla Islamia, New Delhi whose IPCL material was used for the Urdu learners.

EVALUATION OF LITERACY CAMPAIGN DURG (M.P.): 1994

Durg District in Madhya Pradesh has a population of 25 lakh (16.30 lakh rural and 8.70 lakh urban). It comprises 12 Blocks and 5 Municipal areas. 5.13 lakh of Durg's population belongs to scheduled castes and scheduled tribes. Literacy rate of this district in 1991 was 47.96%.

Literacy Campaign in this District was approved by NLMA in Nov. 1990 to be implemented by Zilla Saksharta Samiti with District Collector as its Chairman. 3,17,371 non-literates in the age-group 15-40 were identified in a survey conducted by ZSS, out of which 2,99,397 were enrolled.

Internal Evaluation

Internal Evaluation of the Campaign was conducted by ZSS in the first quarter of 1992, in which 2,63,745 learners appeared and 2,51,198 learners i.e. 95.24% passed the test with further details as under:

	Male	Female	Total
Total	69,345	1,81,853	2,51,198
Scheduled Castes	7,728	23,020	30,748
Scheduled Tribes	12,275	25,514	37,789

The External Evaluation

External evaluation of this campaign was conducted by an external evaluation team with the following four members:

1. Dr. Om Mehta, Member Press Council of India.
2. Dr. S.R. Billore, Coordinator, Barkatulha University, Bhopal
3. Dr. C.S. Dave
4. Sh. D.D. Sharma, Director SRC, Indore.

Methodology

EET decided that each member of the Evaluation Team would independently conduct sample evaluation of at least 3 development Blocks and meet again on June 28, 1994 to compare their notes. It was further decided that evaluation would mainly consist of interviewing neo-literates, voluntary instructors and community leaders. SRC, Indore developed a test paper to test the level of literacy achievement

of the neo-literates and prepared an interview schedule to assess the interests of Volunteer Teachers and attitudes of community leaders. A list of 30 villages in the 3 Blocks to be visited by a member of the EET was randomly drawn on the computer. The EET member had to contact with at least 10% of the neo-literates in a village and as many voluntary instructors and local leaders as possible.

The Evaluation Outcome

1. Consolidation of the report submitted by the EET members shows that 80% of the rural learners and 72.0% of the urban learners achieved literacy according to the NLM norms. The achievements of SCs, STs and backward classes were assessed to be 91.76%, which was ranked as an excellent record. As regards to the achievements in different literacy abilities; the reading ability of the learners was very good while the writing and numeracy abilities were found to be somewhat weak.
2. The campaign was able to mobilize excellent support from all sections of the District. The District Collector, the Block officers, the representatives of all the Political parties, the members of the Gram Panchayats, the village leaders, the teachers of schools and colleges, the NGO's, the trade unions, the media persons and the writers.
3. The Jagriti centres and the village committees performed their responsibilities in an excellent manner to seek individual, organisational and financial support for the programme, in their respective areas of operation.
4. The programme of environment building was very effective and was mainly based on wall-writings, 'Kala Jatha' and local Jatha's performances literacy functions, media support, video-films shows etc.

Remarks of EET Members

Dr. S.R.Billore

Dr. Billore visited 11 villages in 3 Blocks of Durg, namely, Gurur, Dondi and Balod and interviewed 86 persons and made the following observations:

1. Literacy Campaign in these blocks has become a people's movement in real sense of terms, in which the common men and women from all walks of life, voluntary organisations, teachers, Govt. employees, and educated youth contributed a lot without expecting any monetary or other rewards. Their spirit of team work and voluntarism is commendable.
2. It seems that the political parties in this area have arrived at an unwritten consensus for support to the campaign.
3. The percentage of literacy in these blocks has reached well above 80% with the efforts of LC.

4. Proper care is needed for the post-literacy work in these Blocks with the same zeal and enthusiasm with which LC has been running.

Dr. Chandra Sekhar Dave

Dr. Dave visited 21 villages in three Blocks, namely, Ghamdha, Saja and Durg. In this area, more than 77% of the people belong to SCs, STs and backward classes. He evaluated 400 neo-literates and interviewed 225 persons and found that 82% of the learners in these blocks had attained literacy, as per NLM norms. Apart from good work in environment building, the Literacy Committees at different levels in these Blocks were found to be very active and committed. It was due to their efforts that literacy campaign received a widespread cooperation and support from various sections of the community.

Sh. Om Mehta (A Free Lance Journalist)

Sh. Mehta visited 5 Blocks and some of the urban areas. He observed a tremendous enthusiasm for the campaign at the ground level. He could not find a single person who did not know about 'Saksharta Abhiyan'. There was unexpected spirit of dedication amongst voluntary workers, and community leaders including involvement of political parties, non-governmental organisations and Govt. departments who worked together to achieve success for the programme.

Nearly 80-85% sample learners did fair in literacy abilities i.e. reading, writing and numeracy.

Sh. D.D. Sharma

Sh. Sharma visited three Blocks, namely, Berla, Bemetra and Navagarh and estimated that 80 to 85% persons in these Blocks were literate. The learners' ability in reading and writing was found to be good, however, they were weak in numeracy.

He remarked that the campaign has been successful in seeking cooperation from the people from all walks of life, including the political parties who organised several rallies and provided active cooperation at all the stages of implementation of the programme. The efforts of voluntary organisations and teachers were found to be very good.

EVALUATION OF LITERACY CAMPAIGN LATUR, (MAHARASHTRA): 1993

The Literacy Campaign in Latur was approved by NLMA in December, 1991. The total target of the campaign was to provide functional literacy to 1,93,126 non-literates (65,520 males and 1,27,606 females) in the age group 15-35 spread over 5 Talukas of this District. Out of these, the campaign was able to enrol, 67,714 non-literates (55,052 males and 1,12,662 females)

District Literacy Committee was constituted and a resurvey was made in June 1992. After an extensive mobilisation programme, the Resource Persons, Master Trainers and Instructors were identified and trained from October 1991 to Feb. 1992. Internal Evaluation of the campaign was done in April 1993 but its details have not been reported.

The External Evaluation

The External Evaluation of this campaign was conducted by Tata Institute of Social Sciences, Bombay, from 7 to 24 May, 1993.

The Sample

A study was conducted by Tata Institute of Social Sciences of the 720 Gram panchayats in the rural areas in the 5 Talukas of the District. The villages were randomly selected and one Municipal Council was also included to represent the urban areas of the District. A sample of 7,401 learners (34% males and 66% females) was drawn on random basis. This sample formed 4.4% of the total enrolled learners. The sample represented 48% of the agricultural labourers, 25.5% of the housewives, 6% of the industrial workers and the rest were from other sections of the society.

The Evaluation Tools

Learners Achievement Test and the group discussions with organisers and instructors of the programme were the two main tools adopted for evaluation of this project. The literacy test was prepared by the State Resource Centre, Aurangabad according to the model proposed by Dave Committee Report. Apart from testing the learning outcome among the adult learners in each of the sample villages and wards, group discussions with the organisers and instructors of the literacy campaign, officers of the Adult Education Department, and other literacy activists were also held. Discussions with the Executive Committee of the DLC were taken separately. The group discussions were held to know the effectiveness of the campaign and to critically evaluate their participation.

EVALUATION OF LITERACY CAMPAIGN RAIPUR (M.P). PHASE-I: 1994

Raipur District has an area of 21,258 sq. kms. and a population of 39,02,609. According to 1991 census, it is divided into 24 Blocks which include 4 Tribal blocks. Literacy rate of the district before launching of Literacy Campaign was only 39.15%.

Literacy campaign Phase-I in Raipur was approved by NLMA in April 1991. The target of the campaign was 2,45,070 learners (males 94,877, and females 1,50,193) in the age group 15-45, spread over 8 Blocks (1100 villages) including one Block in the tribal area. L.C. was able to enrol 1,99,000 learners out of 2,45,070 non-literates in this area. Besides formation of Literacy committee in each village under ZSS, youth students, women organisations, Gyan Ganga Literacy Clubs and Samata Mahila Samitis were involved in this campaign, who provided thousands of instructors and Master Trainers. The District administration played a supportive role. Its functionaries worked in close coordination with voluntary groups. The campaign was originally initiated and undertaken by the Bharat Gyan Vigyan Samiti, Raipur but since January 1994; it is being carried out by the Zila Saksharta Samiti; Raipur.

The External Evaluation

With the approval of NLM, the evaluation of the first phase of LC in Raipur was carried out by an E.E.T. under the leadership of Dr. Indra Deva, Professor at the University Department of Sociology of the Ravishankar University. The team comprised of the faculty members of this university and conducted this evaluation with the cooperation of 90 test administrators and evaluators duly trained for this job in Dec. 1993.

The Sample

A sample of 6569 learners was selected by EET through stratified sampling procedure. 19 sub-projects in 8 Blocks were taken as a strata. A list of villages having at least 200 learners (in tribal areas having 100 learners) was drawn. From this list two to three villages in each sub-project were picked through random sampling procedure, thus drawing out 45 representative villages. The sample represented about 3% of the learners.

The Test Paper

The Test paper was prepared by the leader of the EET on the basis of Dave Committee Report, providing 40%, 30% and 30% weightage respectively to reading,

writing and numeracy. To pass this test, a learner had to obtain 50% marks each in reading, writing and numeracy along with 70% marks in aggregate.

Test administration

The test was administered on two days by 90 TA's who were not connected directly with the literacy programme. They were provided one day training for this job. Members of EET divided themselves into four groups to supervise the work. They also tested personally the ability of some of the learners in reading, writing and numeracy. The marking of the papers were completed within two days under the supervision of the EET. The initial five test papers, marked by each evaluators were scrutinized by the EET, so that uniformity in the standards of marking could be maintained. Again the sample re-checking was done by the EET of all the answer sheets scoring between 90 to 100 and 60 to 69 marks.

Learners Outcome

Out of the 6569 sample learners, 53,46 (82%) attained the NLM norms of literacy scoring 70% marks in aggregate and 50% in each ability. Among the achievers 85% were male and 79% female learners. As regards level of performance 28% secured 90-100 marks, 59% secured 70-79 marks and 13% below 70 marks. Percentage of marks in reading, writing and numeracy was 81, 72 and 83 respectively.

Sample evaluation projected to the whole group provides a backlog of 62,118 learners; (15,904 for providing help to reach the NLM norms and 46,214 for mopping up operation).

EET suggested 1,82,902 learners for post literacy stage which includes 19,886 learners who secured 60-69% marks in the test paper.

Remarks by EET on qualitative achievements of Literacy Campaign

Significant features of the success of the LC in Raipur as remarked by EET were:

1. That the literacy campaign was related to various aspects of socio-economic development. A cell was established in the collectorate for giving special attention to the difficulties putforth by the learners and initiate development works to remedy them.
2. Literacy Campaign significantly helped in promoting awareness about hygiene and health and also in promoting favourable attitudes towards family planning. Efforts in this direction were made through coordination with various health programmes i.e. eradication of Malaria and T.B., vaccination programmes etc.
3. The enrolment of students in primary schools showed a significant increase since the time when literacy campaign was initiated .

4. A commendable aspect of the literacy programme in Raipur has been the endeavour of relating it to various income generating schemes. One good example of this is the encouragement given to Mushroom cultivation programme. More than one thousand neo-literate women were involved in this programme which promoted a rise in their family income.
5. Relating literacy Campaign to worthwhile awareness and fruitful activities which provided really meaningful for the people.
6. Bringing out regularly 8 - paged monthly newspaper, 'Saksharta' with interesting and useful material for neo- literates. Some of the information such as protection of agriculture from widespread pests and preventing epidemics among human and cattle were really useful.

EVALUATION OF LITERACY CAMPAIGN RATLAM (MP): 1994

Ratlam district has an area of 4865 sq. kms. spread over 6 Blocks and 5 Tehsils. According to 1991 census, the population of this district was 9,71,309 (males 4,98,415, and the females 4,72,894, urban 3,11,739 and the rural 6,59,570) with literacy rate of 35.61%.

LC project in this district was approved by NLMA in Jan. 1992 to be carried out by the Bharat Gyan Vigyan Samiti, Ratlam. The objectives of this campaign was to provide functional literacy to 2,03,814 learners in the age group 9-45, out of which the campaign was able to enrol 1,60,876 learners.

External evaluation was conducted by Centre for Adult/Continuing Education and Extension programme, Vikram University, Ujjain under the leadership of Dr.R.R. Misra who executed this task with the help of 13 coordinators along with a team of 14 teacher students trained for the job.

The Sample

The EET decided to take every village as a source of sample which covered a total of 1050 villages in the district. It was decided to take 4 neo-literates from a village with 150 population and 8 neoliterates from a village having more than 150 population for testing. Samples for testing were selected on random sampling basis. Total number of learners completing the course were 1,08,539, out of which the sample tested were 3,834 (2.53%).

The Evaluation Tool

The Test paper was prepared by EET with 25%, 30% 20% and 20% weightage for reading writing, numeracy and oral questions for testing awareness aspects respectively.

In order to qualify, a learner had to secure at least a minimum of 50% marks in each of the above mentioned abilities and 60% of the aggregate marks.

The test paper was administrated by the Evaluation Team of the Vikaram University and the marking was made by 20 members of this team. 160 marked test papers were picked up - 20 each from 8 sectors for rechecking by the evaluation team. Out of these, 14 test papers were rejected on the ground of technicality and not because of faulty marking. Thus, the evaluation data was processed on the basis of 3820 test papers.

The Findings

The analysis of the results is given below:

1. 86.46% of the sample neo-literates reached the NLM norms of proficiency.
2. Amongst the various sectors, Jaora showed the highest results i.e. 98.26% followed by Ratlam Gramin Area 91.10%, Alot 89.06%, Sailana 86.83% and Jaura Gramin 83.93%.
3. Distribution of neo-literates according to their total scores are :

SCORES	% OF NEO-LITERATES
Above 80	45.26
70-79	31.27
60-69	9.93
Below 60	13.54

4. Letter writing was the weakest point for the neo-literates which needs a greater attention. Achievements in reading, writing, numeracy and oral questions were calculated as 82.03%, 75.77%, 70.27% and 79.06%, respectively.
5. Achievements of the rural areas ranged from 69.53% to 91.19%, while in case of urban areas it ranged higher, i.e., 69.53% to 98.26%.
6. As regards ability of neo-literates assessed through oral questions, it was noticed that it was upto the mark with regards to national integration, Panchayati Raj, alternative energy sources, social welfare schemes and cultural heritage but was not upto the marks with regards to the issues of vaccination, health, hygiene and sanitation.

EET Remarks

1. The feelings of national integration was very strong among the villagers.
2. It was felt that the frequent changes of officers from the literacy campaign had effected the pace of campaign at some places.
3. Tribal neo-literates were found to be proud of becoming literates.
4. School buidings were not used for literacy campaign at local level.
5. Villagers expect some job oriented programmes for them after the completion of LC.
6. Remarkable enthusiasm about literacy is seen among women of Muslim areas of Jaora city.
7. As an impact of LC in the District, child marrige was stopped in Muslim areas of Jaora city.

8. The villagers of the villages near the Rajasthan border objected to the language used in the literacy primers. Definitely, there is a need to provide rethinking to the Literacy Kit.
9. In some remote areas, the Govt. employees were found less involved.

MAHARASHTRA

EVALUATION OF LITERACY CAMPAIGN JALNA (MAHARASHTRA): 1993

According to 1991 census, total population of Jalna district is 13.65 lakh (51.6% males and 48.94% females). 83.05% of its population is rural and 16.95% urban. 1.76 lakh (12.93%) belongs to Scheduled Castes and 0.28 lakh (2.07%) to the Scheduled Tribes. Jalna is educationally most backward district in Maharashtra ranking 29th among the total of 30 Districts in the State. Its literacy rate was 51.27% as against 55.50% of the Maharashtra state. Growth rate of enrolment in primary schools was only 3.89% in 1991, having a drop-out rate of 32.5% in the elementary education in the district. There were 5.17 lakh illiterates in the age-group 5 to 60 in 1991 out of which 57,000 were in the age-group 9-14 and 2.10 lakh in the age-group of 15- 35 and 1.94 lakh in the age-group 30-60 years.

Literacy campaign in Jalna was sanctioned by the NLMA in 1992 for imparting functional literacy to 2,42,261 illiterates in the age group 9-35. However, according to the survey conducted by the literacy campaign, total number of illiterates in this District were found to be 2,66,745 in the age-group 9-35 (57,000 in the age-group 9- 14 and 2,09,745 in the age group 15-35); out of these the campaign was able to enrol 2,24,938 learners in the age-group 9- 35 in 1,052 villages spread over 5 Talukas of the district.

Evaluation of the Literacy Campaign

Evaluation of literacy campaign was conducted by Indian Institute of Education Pune, under the leadership of Dr. V.S. Deshpande, Director I.I.E. who conducted the evaluation along with 8 members of the team from SRC, Pune.

The Sample

Villages in Jalna district vary in their characteristics with regards to geographical variation, occupational pattern and social composition etc.; so it was deemed fit by the External Evaluation Agency to give proper representation to each type of village as well as to the urban areas where the population was relatively smaller. Two staged stratified random sample of 10% of the villages from each Taluka and the Municipal wards was drawn for evaluation with a sample of 24,497, out of which 20,109 were tested.

Evaluation Tool

Evaluation test paper in Marathi based on the Dave Committee recommendations i.e. 40%, 30%, 30%, weightage to reading, writing and numeracy respectively was prepared by the SRC, Pune. The cut-off point was decided as securing of 70%

marks in aggregate along with 50% marks each in reading, writing and numeracy. To assess the functionality and awareness aspects and the impact of the programme. SRC also developed qualitative tools which include :

1. Response sheet for the learners,
2. Reaction/opinion schedule for different functionaries and
3. Interview schedule for several persons involved in the campaign.

The information sought through these tools was more of a reflective nature to arrive at some general conclusions, instead of any quantifiable precise statement.

Methodology of Evaluation

The help of "Knowledgeable" team of experts having an experience in teaching, training, material production, research work in project evaluation and NFE was selected from the SRC and oriented for the job. In addition, a trained team of 450 evaluation assistants was also selected to assist the EET. The Evaluation work lasted for 5 days from 3-7 Nov. 1993. The teams were also oriented to identify the genuine learners.

The Literacy Outcomes

1. In the sample evaluation, 20,109 learners appeared in the test and 17,781 were found qualified according to the NLM norms, providing an overall result of 88.42 per cent. The pass percentage of the males was 89.20% and the females was 88.04%.
2. As regards the scoring of the marks, the average scores of both male and female learners were almost the same i.e. 81.17% and 80.65% respectively which proved that female learners in Jalna district were equally competent as the male learners.
3. The performance of young learners in the age group 9-14 in the district was as good as or in some cases little better than the adult learners.
4. As regards the comparative performance of total learners in reading, writing and numeracy, it was found that writing ability with 72.23 mean scores was the lowest as compared to the numerical ability with 83.96 mean scores and writing ability with 80.2 mean scores.

Qualitative Outcomes

1. It was seen that learners belonging to SCs and STs and other backward classes were generally benefited from this campaign.
2. The learners working as agricultural labourers felt a greater need to come into the literacy programme.

3. In some of the Talukas, a large number of children were not found attending the primary schools.
4. Domestic burden and in particular, the time spent in collecting firewood and fetching water and the difficult economic circumstances were the factors responsible for poor performance of the females in some areas as compared to the males.
5. Learners who were in business and service, although in fewer number, performed relatively better as compared to those who were self-employed.
6. The commitment of the Collector and his colleagues, the involvement of educational institutions, untiring efforts of the volunteers, people's participation from all sections of the society, involvement of development departments, involvement of voluntary agencies, organisation of door to door campaign and coordinated public efforts were the factors that largely contributed to the success of the campaign.
7. The campaign in the rural areas was less effective as compared to the urban areas.

Concluding Observations

Applying the sample learners' achievement data to the whole group, the EEA found that nearly 1,70,098 persons were made literate by the campaign. Thus, the literacy rate of the district has been raised from 51.27% to 62.2%, which is certainly a remarkable achievement for a backward district like Jalna.

As regards the learning of IPCL Primers, 87% of the learners stated that their teaching-learning process had lasted for six months or more. However, with the problems of drought and Zilla Parishad elections, the instructional process was faced with several interruptions.

The Learning Outcomes

1. About 82% of the evaluated learners scored 50% or more marks in the literacy test. In this category of scoring 88% were the male and 79% were the female learners. 54% of the learners scored 70% or more in the literacy test.
2. As regards the achievements, 82% of the learners succeeded as per the EET norms and 49.7% as per the national literacy norms (As later calculated by Prof. D. Saldhana). As per the NLM norms 58.4% of the males, 45.2% of the females 51.6% of the learners in the rural areas and 38.95% of the learners in the urban areas succeeded in the test. The success rate of SCs and STs was 46.0%.
3. Comparing the performance of 3 components of reading, writing and numeracy, it was found that mean performance was good in numeracy than in reading and writing.

Social Impact of Campaign Process

Some highlights of the social impact of Literacy Campaign as stated by the EET are the following:

1. There was a high degree of personal involvement from all sections of the society that led to the success of the campaign.
2. The literacy campaign may be seen as a landmark in the social advancement of the women in the district, widening their space for social relations and enlarging their sphere of communication.
3. The campaign received substantial support from the elected representatives of the people at various levels, the members of the Voluntary Organisations and teachers' associations. All these sections of the society were successfully coordinated by the campaign leaders.
4. The campaign generated a congenial climate for educational and economic development of the District.
5. The organisational structure was found to be sound and a variety of environment building activities contributing towards creating an environment conducive to motivation and learning were organised successfully.

District Scenario after Completion of LC

The EET calculated that literacy status of 15-35 age- group of the learners has been raised from 55.1% to 74.1% in the District. The number of neo-literates for post literacy campaign was calculated as 83,302. The number of those requiring help to reach the NLM norms was 74,412 and of those for mopping-up campaign was 25,412. The total achievement of the campaign against the total target was found to be 43.13%.

EVALUATION OF LITERACY CAMPAIGN NANDED (MAHARASHTRA): 1993

The Literacy Campaign in Nanded was approved by NLMA in May, 1992, to be implemented by 'Zila Saksharata Samiti', Nanded. The target of the campaign was to provide functional literacy to 6,00,000 non-literates in the age-group 9-60. However, according to the survey conducted by the ZSS, the non-literates in this age-group were identified as 6.62 lakh. Out of these, 4,27,602 were enrolled.

The External Evaluation

The External Evaluation of this campaign was conducted by Tata Institute of Social Sciences, Bombay from July 31 to August 21, 1993 and a representative sample of 25,090 neo-literates, i.e., 5.8% of the total enrolment. The sample was derived from 126 villages and 27 wards spread over the district. 42.1% of the learner evaluated were males and the remaining 57.9% were females. 8.7% of the sample belonged to the age-group 9-14, 85.6% to the age-group 15-45 and remaining 5.7% to the age group 46-60. As regards community wise representation in the sample, 19.8% were SCs, 14.0% STs, 8.4% OBCs, 6.9% Muslims and the others belonging to the other communities.

The Evaluation Tool

Learners' achievement test and the group discussions with the organisers and instructors of the programme were the two main tools adopted for evaluation of this project. The literacy test was got prepared by the EET according to the model proposed by the Dave Committee Report. The District had a distinction of running the centres in Marathi as well as in Urdu, Hindi and Telugu. However, there were only 5% of the learners learning Hindi, Urdu and Telugu. The weightage provided to reading, writing and numeracy in the test paper was 40%, 30%, 30% respectively. The cut-off point was set at scoring of 50% in aggregate along with 50% marks in each of the reading, writing and numeracy abilities. Apart from testing the learning outcome of the adult learners in each of the sample villages and wards, group discussions were organised with the organisers of the programme, the instructors of the campaign, the officers of the Adult Education Department, the members of the Executive Committee and the literacy activists in the field. The group discussions enabled the Evaluation Team to critically evaluate the participation of the various sections of the society in the campaign, so as to derive a detailed description of the impact of the literacy campaign in this District. The test was administered by the Research Investigators of the Tata Institute of Social Sciences, Bombay.

The Learning Outcome

1. The learning outcome, on the basis of literacy test on the relaxed norms adopted by the External Evaluation Team came to 82.7%. As later calculated by Prof. D. Saldhana on the NLM norms it comes to 58.8% for all the learners tested by the EET. 90.8% of the males evaluated were declared qualified according to the EET norms and 70.7% according to the NLM norms. Similarly 76.8% of the females were declared successful according to the EET norms and 50.2% according to the NLM norms.
2. As regards the range of learner's scoring, 61.8% of the learners scored more than 70% marks, 20.9% of the learners scored 50 to 70% marks and only 17.3% learners scored less than 50% marks.
3. As regards age group wise achievements, 55.4%, 59.5% and 54.4% were declared successful according to the NLM norms in the age group 9-14, 15-45 and 46-60 respectively. The achievement rate of SCs, STs and minority communities comes to 58.8%.
4. As regards achievements in different literacy abilities i.e. reading, writing and numeracy 81.2%, 75.5% and 82.7% respectively scored 50% or more marks.
5. Overall achievement of Literacy Campaign is calculated as 41.90%.
6. In terms of number of months of learning, those who had less than six months of learning, performed poor as compared to those who had more than six months of instructions.

Observations of EET

1. EET concluded that LC has succeeded remarkably in the area of imparting literacy and to a lesser extent on providing awareness and facilitating actions to flow there from. But in the area of functionality, no beginning has been made due to the absence of coordination with the Development Departments.
2. Centralised structure adopted by the LC has contributed a lot in the efficient implementation of LC.
3. There was a good system of monitoring to know about the progress of enrolment in each Block. But monitoring system was not practised with regards to all aspects of the programme. It was mainly confined to the progress of enrolment.
4. There is need to adopt a managerial approach which would simultaneously look both at the input and the output in terms of effectiveness of the programme.

District Scenario after completion of L.C

It was estimated by the EET that status of 9-60 age-group in the District has been raised from 52.7% to 70.7%. The number of neo-literates for PLC were calculated as 2,51,000. Those requiring help to reach the NLM norms were 1,76,602 and those for mopping up campaign were 2,34,898.

EVALUATION OF LITERACY CAMPAIGN PUNE (RURAL) (MAHARASHTRA): 1993

Pune district in Maharashtra occupies an area of 15,642 sq. kms with a total population of 55,11,457 (males 28,46,443 and females 26,65,014). 49.2% of its population is rural. It has 5 sub-divisions, 13 talukas, 11 towns, 17061 villages and 1170 Gram Panchayat villages.

Literacy campaign in Pune (Rural) was approved by NLMA in July 1991, to be implemented by Pune Saksharata Andolan Manch for imparting functional literacy to 2,46,760 non-literates in the rural areas.

The External Evaluation

Education beat was taken as a base unit for evaluation. For drawing a representative sample of learners, the villages were sampled for each beat by using random number tables. The sample villages i.e. 184 were covered on cent per cent basis for testing the achievement of the learners. The total sample of learners thus derived was 29026 (9084 males and 19942 females). However, 24,713 were present in the Test (males 6601 and females 18,113)

The Evaluation Tools

Learners' Achievement Test and a Questionnaire for sample villages were the two tools adopted for evaluation of this campaign. These tools were prepared with the help of SRC, Pune. The evaluation test was based on the pattern proposed by the Dave Committee, providing 40%, 30% and 30% weightage respectively to reading, writing and numeracy. As regards the cut-off point, NLM norms were adopted and only those learners who scored 70% marks in aggregate and 50% marks each in reading, writing and numeracy were declared successful. 50 parallel versions of the Test were prepared and pre-tested to assess their validity and reliability. The Questionnaire was sent to 184 sample villages and 11 urban areas but response was received from 97 villages and 7 urban areas only. A team of 384 evaluators drawn from various institutions and colleges in Pune was trained for one full day in conducting the evaluation.

The Evaluation Outcome

Learners Achievements

1. On the basis of learners achievement test, 76.91% of the sample learners were found successful as per NLM norms.

2. The percentage achievement of females was 77.55%, slightly more than the males which was 75.39%
3. The Revenue Division of Baramati under which 3 taluka ie. Baramati, Daund and Indanapur were covered, provided the best performance having more than 80% achievement in each Taluka.

On the basis of the above, EET concluded that literacy campaign in Pune was carried out with a satisfactory level of objectivity.

Social Impact

The literacy campaign in Pune achieved a number of things in addition to literacy. These are:

1. The environment building activities, field visits of high officials, organisation of number of seminars and gatherings and Mahila Shibirs etc. had a lot of impact on the minds of the adult learners and also other villagers,
2. The literacy campaign was able to create an atmosphere against alcoholism,
3. Rural women have become bold, have started talking, have started demanding results from the Govt. and semi Govt. machinery. The adult learners have become aware of their rights to some extent in general. Thus the L.C has initiated a process of becoming aware of the causes of their derivation and poor status,
4. The 'Gaon Kacheri' and the movement of Mahila Mandal have resulted in a neo-literates coming together for participation in the process of development,
5. With the efforts of literacy campaign, more and more children are being admitted in the primary schools,
6. Literacy campaign has provided good opportunity to the villagers to meet the high officials and at the same time the officers got the opportunity to understand the village setting and the villager's needs much more closely,

Some Other Observations

The external evaluation team found that the participation of colleges was not upto the marks in actual teaching process of the literacy campaign. The participation of voluntary agencies in literacy campaign remained much below the expectations. However, the participation of people's representatives was significant. On the basis of this, it can be said that literacy campaign in Pune was truly the people's movement.

The involvement of the Govt. departments was very good. The staff of the Revenue and Zila Parishad were given direct responsibilities concerning the literacy campaign. The Manch started a weekly newspaper the 'Nav Lok Jagar' of which 18,000 copies were circulated within the district. This activity along with Radio talks created an environment for mobilisation and motivation, contributing to the success of the Literacy Campaign in Pune.

EVALUATION OF LITERACY CAMPAIGN SINDHUDURG (MAHARASHTRA): 1991

Sindhudurg district of Maharashtra comprises an area of 5207 sq. kms. with 7 Development Blocks, 414 Gram Panchayats and 736 villages (4456 Hamlets). According to 1991 census, the population of this district was 8,30,726 (3,88,249 males and 4,42,447 females) with 83% rural population. The Hilly terrain of Western Ghats, running along the length of the District, river and streams and villages scattered over hamlets, makes it a difficult approachable area. LC in this District was approved by NLMA in Nov. 1990. Target of LC was to provide functional Literacy to 27,830 non-literates in the age group 15-35 and 2,55,548 in the age-group 36-60. However, enrolment in this group was optional. All the learners (27,830) in the age group 15-35 were enrolled in the learning centres, however, only 11,937 learners were enrolled in the age group 36-60.

The Resource Mobilization and Training

32 Resource Persons, 400 Master Trainers and 12,671 Volunteer Instructors were identified and trained. RPs were trained by SRC Pune, who in turn trained the Master Trainers and MTs provided training to Volunteer Instructors.

Effective Supervision And MIS

Supervision of the volunteer centres was decentralised at village level. Fortnightly reports were collected, consolidated and channelized to the beat officers, the Assistant Project Officers, the DAEO and the District Literacy Committee. The District Adult Education officials were requested to play a major administrative role, acting as contact persons between various committees, supplying teaching-learning material and assisting in the monitoring system.

The External Evaluation

The external evaluation of the LC was done by the Tata Institute of Social Sciences, Bombay in November, 91 with the following objectives:

1. To assess the impact of literacy campaign in terms of literacy outcomes among the learners.
2. To critically examine the process of implementation of the programme with special reference to the phases of implementation, the organisational structure at different levels and the co-ordination of different social and material resources.

3. To relate literacy outcomes with the socio-cultural characteristics of the learners and instructors so as to bring out related success and failure of the campaign.

The Sample

After studying the varying social, demographic and regional characteristics of the district, village was considered as a unit for sampling. The evaluation was thus based on 42 villages i.e. 10% random sample of the 417 Gram Panchayats, villages and Municipal Councils stratified in 7 Talukas. All the 4158 learners enrolled in the sample villages were to be evaluated for learning outcome. However, due to certain reasons only 2761 (66.4%) were actually tested. The vast majority i.e. 82% of the enrolled learners in the age-group 15-35 were females. The total coverage for testing was 77.32% from the age-group 15-35 and 49% in the age-group 36-60. The total average of those tested comes to 66.4%. The factors responsible for this were reported as seasonal migration, onset of harvesting season and submerging of some sample villages with water due to the overflow of Tilari Dam.

The Evaluation Tools

Written literacy test, collective self-evaluation of the participants and critical analysis of the secondary data concerning the process of implementation and statistical data from internal monitoring and evaluation system were the tools adopted for evaluation of the programme.

Learners Evaluation Test and Achievements

The test used for the evaluation of the learners was prepared by SRC, Pune with 60% weightage to reading, writing, comprehension and independent writing and 40% to numeracy. It was standardized in 30 different versions for greater accuracy and reliability. However, only 15 versions were utilized for reasons of convenience. It was necessary for the learner to obtain 35% marks to pass the test.

The obtainers of 75 to 100 marks were graded as 'A', 60- 75 marks as grade-'B', 45-59 marks as grade-'C' and 35-44 marks as grade-'D'. Performance in these grades were 29.2%, 27.7%, 19.2% and 6.4% respectively. The percentage of failure was 23.8% in the age-group 35-60, while it was only 15% in the age-group 15-35. Percentage of learners getting more than 60% marks was 56.9. Achievement of the LC on NLM norms as calculated by Prof. Saldhana comes to 34.4% for the whole group (Males 38.3% and females 33.7%). The performance of age-group 15-35 was better i.e. 39.9% as compared to the age-group 36-60 which was 20.7%. The performance of scheduled castes and schedule tribes was 28.5%.

As regards literacy achievements 66.1%, 56.1% and 75.4% of the learners scored 50 marks or above respectively in Reading, Writing and Numeracy.

Salient features of the Campaign

1. Apart from various measures adopted for environment building, appeals were made to various organised sections of the community, which helped in bringing about widespread community support for the literacy campaign.
2. The Primary and Middle Schools at local levels and High Schools and Colleges at wider level played a major part in the teaching-learning and training. They contributed their human resources by way of the students as instructors, teachers as master trainers, resource persons and data collectors of Management Information System.
3. Organisational structure created in Sindhudurg was a system of decentralisation, based on mutual accountability which acted as a complement to spontaneous motivation and self- accountability of the individual participants coming from different social resources.
4. The creation of channels for flow of information regarding implementation of the phases of the campaign and teaching-learning process was linked with the decentralised organisational structure system of monitoring through standard formats that were to be consolidated at various levels. Thus, various levels of the LC structure has an adequate information base to provide correctives as regards input at various stages of the implementation of the programme.

EVALUATION OF LITERACY CAMPAIGN WARDHA, (MAHARASHTRA): 1992

Wardha District in Maharashtra occupies an area of 6310 sq. kms. with a population of 10,65,589 (5,48,918 males and 5,16,671 females). Rural population of Wardha district is 7,82,071 and the urban population is only 2,83,518. Wardha is administratively divided into 3 sub-divisions, 8 Blocks/Talukas, six Municipal councils, 985 villages and 503 Gram Panchayat Villages.

Literacy Campaign in Wardha was approved by NLMA in November, 1990 to be implemented by Wardha District Literacy Campaign Committee under the Chairmanship of District Collector to impart functional literacy to 38,009 non-literates in the age-group 15-35. Out of these 22,503 (59.02%) were the females. The literacy rate in Wardha in 1991 was 60.6%; 68.4% for the males and 52.4% for the females, 56.2% of the rural areas and 72.8% in the urban areas. The campaign was able to enrol 32,209 learners in this age-group. Out of which 11.7% were SCs, 8.1% neo-buddhists, 2.3% Muslims and the rest belonging to the other communities.

The External Evaluation

The External Evaluation of this campaign was conducted by Tata Institute of Social Sciences, Bombay in January 1992 on a representative sample of 3,277 learners (males 1,261 and females 2,816) out of the initial sample of 3793 selected for this purpose. For drawing a representative sample, 84 Villages/Municipal wards were randomly selected out of 832 campaign Villages/Municipal wards. All the learners in the sample villages were to be evaluated by the EET. The sample initially selected represented 10.2% of the total learners' population, providing 38.5% representation to the males and 61.5% to the females, 11.7% to the SCs, 34.3% to the STs, 8.1% to the Buddhists, 48.0% to the OBCs, 2.3% to the Muslims and 3.5% to Others.

The Evaluation Tools

Learners' achievement test and group discussions with the organisers and instructors of the programme were the two main tools adopted for evaluation of this project. The literacy test was got prepared from SRC, Pune. The weightage provided to reading and writing was 60% and to numeracy 40%. The EET considered a relaxed criteria of 35% for qualifying the test. Apart from testing the learning outcome of the adult learners, group discussions were organised with the organisers of the programme, the instructors of the campaign, the officers of the Adult Education Department, the members of the executive committee and the literacy activists in the field. The group discussions enabled the evaluation team to critically evaluate

the participation of various sections of the society in the campaign, so as to derive detailed description of the impact of literacy campaign in Wardha. The test was administered by 10 teams of evaluators assisted by 3 trained evaluation assistants and 20 local teachers. The answer sheets were sample checked by the evaluation teams to maintain uniformity in the checking procedure.

The Literacy Outcome

1. The learners' scoring data was divided into 4 grades i.e. 'A','B','C','D' 1.76% of the tested sample achieved grade 'A' with 60% and above marks, 15.4% of the tested learners achieved Grade 'B' with 45 to 59% marks, 2.7% achieved grade 'C' with 35 to 45 marks and 5.7% achieved grade 'D' scoring less than 35% marks.
2. Both males and females generally scored higher marks in numeracy as compared to their respective performance in reading and writing. 67.9% of the males and 60.7% of the females attained grade 'A' in numeracy as against 28% and 20.2% in reading and writing respectively. The mean scores of total sample in numeracy were 76.7 as against 60.9 in reading and writing.
3. The overall achievement on the cut-off point prescribed by EET i.e. scoring of 35% marks in aggregate was 94.4% in the case of males and 93.1% in the case of females. The achievement of the rural areas was between 67.7% to 85.1% in the various villages. The achievement of SCs and STs was 98.4% and 95.9% respectively. The mean scores of successful candidates in reading, writing and numeracy were 73.42, 43.39 and 76.66 respectively.
4. The achievement of the sample learners according to the NLM norms as later calculated by Prof. D. Saldhana comes to 47.2%. 52.2% for males, 44.1% for females and 46.0% in case of scheduled castes and scheduled tribes.

Estimation of Literacy

On the basis of the sample evaluation, the EET estimated that literacy rate of 15-35 age-group in the district was 96.9%. (92.5% as per NLM norms).

Some other findings

1. Seen through the comparative performance of the learners from different communities, it was found that Muslims and persons from non-depressed communities performed the best. The attainment of grades of neo-buddhist was also good.
2. The workers in the urban sectors, though fewer in number, performed relatively better.
3. The women whose sole occupation was that of the housewives performed better than the women who had some additional burden of earning their living beyond the domestic sphere.

4. Agricultural labourers both males and females were the low grade achievers as compared to others.
5. The learners who had longer period of instructions performed better than those who had shorter period of instructions i.e. six months or below.

District Scenario after completion of L.C.

The EET estimated that literacy status of age-group 15-35 at the end of the literacy campaign was 96.9%. The number of neo-literates for post literacy campaign were estimated as 30373 and of those requiring help were estimated as 1835 and those for mopping up campaign were only 1985.

RAJASTHAN

EVALUATION OF LITERACY CAMPAIGN AJMER (RAJASTHAN): 1993

District Profile

Total Population	17.23 lakh (1991)
Males	8.96 lakh
Females	8.271 lakh
Rural	10.21 lakh
Urban	7.02 lakh
Literacy Rate	53.6% (1991)

The LC

The Literacy Campaign was controlled by a special Literacy Campaign Cell under the direct supervision and guidance of the District Collector. The Additional collector (Development) was made overall incharge of the Literacy Campaign. He was assisted by the Chief Planning Officer in the matters of planning, management and technical supervision. Coordination Committees at District, Panchayat, and Gram Panchayat level were formed for overall supervision, monitoring, resource mobilization, motivation and management issues.

The Target

The target of LC, Ajmer was to provide functional literacy to all illiterates in 7-40 age-group. Their number according to Bench Mark survey conducted in Nov. 1990 was 3,41,698, 3,04,926 (Males 1,11,317 and females, 1,93,609) in the rural areas, 36,772 (males 9613 and females 27159) in the urban areas.

Resource Mobilization and Training

A total of 102 Master Trainers were trained in SRC, Jaipur, who further provided training to 39,491 volunteer instructors. Out of these, a large number, i.e. 31,095 were the school students.

The IPCL material produced by SRC, Jaipur was used in the learning centres. In addition, a slate, a pencil and an exercise book was provided to every learner.

The Internal Evaluation

The first Internal Evaluation of this campaign was conducted independently by the LC Cell in May 1992. It was reported that 2,93,863 or 86% of the total learners i.e. 3,41,698 enrolled at the end of the programme passed the test. Another

Independent evaluation was carried out in August 1992 by the team of M.D.S. University, Ajmer on Random sampling basis and the outcome was reported as 90.46 per cent.

The External Evaluation

The External evaluation of LC was conducted by the team of 5 experts under the leadership of Sh B.C. Rokadiya.

Evaluation Design & Methodology

A representative sample of the 6394 learners, based on four strata i.e. rural, urban, males and females was drawn on Random Sampling basis for evaluation of learners' achievement. Further, two samples were designed. Sample 'A' (3276 Learners) was drawn from 8 villages and 8 wards - one each from 8 Panchayat Samities and 8 Municipal areas while sample 'B' (3118 learners) was drawn from 10 villages of 8 Panchayat Samities and 22 wards of the 8 Municipal areas. 6251 learners (1940 males and 4311 females) were tested in Hindi language, while 143 learners (57 males and 86 females) were tested in Urdu language.

The Evaluation Tool

Two identical test papers, one each in Hindi and urdu language were designed by E.E.T with test items for measuring the level of reading, writing and numeracy abilities. Weightage to reading, writing and numeracy was provided as 40, 30, and 30 per cent respectively. The test paper was standardized after field testing.

Evaluation Process

E.E.T identified 360 persons (270 evaluators and 80 supervisors and 10 area coordinators among the Government officials, school teachers and volunteers to assist in conducting evaluation and were provided adequate training in administering the test and checking the test papers under the supervision of E.E.T. 50 senior teachers were further identified for rechecking the answer-sheets. Finally, the E.E.T. members sample checked two per cent of the answer sheets to make the evaluation more valid and reliable.

Cut-off Point

E.E.T decided securing of atleast 80% of the total marks for attainment of desired minimum level of literacy by the learners. Learners getting more than 80% of the total scores were graded as 'A'. Those getting 70-79% marks were graded as 'B', while those getting 60-69% marks were graded as 'C'.

The Findings

Out of the total of 6,394 learners evaluated, 5436 or 85.01 per cent achieved level 'A' (with 80% and above marks) 695 or 10.86% achieved level 'B' (with 70 to 79% marks) and 263 or 4.11% achieved level 'C' (with 60-69% marks).

Thus the total outcome of the external evaluation was 89.22% which is near to the evaluation results of internal sample evaluation done by M.D.S. University, Ajmer earlier in Aug. 1992.

Children Enrolled in Schools

It was reported that as result of LC, the enrolment in primary schools in the district increased by 67,000 in 1991-92.

Overall Assessment

Ajmer district registered the coverage of 82 per cent of target learners, out of which 85.01% or 89.22% of the learners have indeed attained the desirable minimum level of literacy. This significant outcome is sufficient to assume that Ajmer LC has achieved, by and large, its goals. However, there are 50,000 persons in 7-40 age-group, whose level of literacy achievement is below the desired level. These will have to be brought into the ambit of desired level of literacy attainment.

Some Observations by EET

1. Looking to the enormity of the problem of illiteracy in the context of Ajmer district, the task appeared to be arduous. However, achievement in terms of coverage of the target population and level of literacy attainment is an indicator of a significant stride of LC Ajmer to achieve the goals,
2. The task of implementation of LC was treated as 'Business Unusual' by the District administration.
3. Serious efforts were made for social mobilization which sensitised the vast majority of illiterate persons and literate individuals in the entire district, both in rural as well as in the urban areas.
4. Records were maintained systematically, particularly at the village/ward level and at the district level in the LC cell.
5. Abundance of resource mobilization indeed took place during the LC process by eliciting public participation and public contributions to meet the massive requirements of LC. The LC Mission succeeded in linking large segments of population, the govt. officials, school teachers, engineers, housewives, scouts, ex-soldiers, retired persons, volunteers and social workers with the societal Mission. A number of voluntary agencies were also involved in LC implementation.

6. Teaching learning process was made more effective by improvised material and a variety of 'modes' for training to meet the immediate needs.
7. The E.E.T has recommended immediate action for post- literacy, follow up and continuing education programme for the neo-literates.

EVALUATION OF LITERACY CAMPAIGN DUNGARPUR (RAJASTHAN): 1993

Dungarpur district in Rajasthan occupies an area of 3770 sq. kms with a population of 8.7 lakh (males 4.38 lakh and females 4.36 lakh) according to 1991. Its rural population constitute 92.7% of the total population. 65.8% of the total population and 70% of the its rural population belongs to the scheduled tribes. The District comprises 5 Panchayat Samitis/Development Blocks, 174 Gram Panchayats, 856 Revenue villages and two Municipal areas. Literacy rate of this district was 30.55% in 1991.

Literacy Campaign for Dungarpur was approved by NLMA in Jan. 1992. The target of the Literacy Campaign was to provide functional literacy to 2, 21,601 non-literates (12,439 in the age-group 6-9, 28,017 in the age group 9-14 and 1,81,145 in the age-group 15- 40), out of which LC was able to enrol 1,99,393 learners (9,449 in the age group 6-9, 23,030 in the age-group 9- 14 and 1,66,914 in the age-group 15-40). At the time of evaluation, number of those learners who completed Primer-II was 1,39,233. Many of these learners were reading Primer-III.

The External Evaluation

The External evaluation of the LC was conducted by an EET from June 29 to July, 1, 1993 with the following members:

1. Sh. Prem Chand, NIAE, New Delhi.
2. Sh. C.S. Mehta, Jaipur.
3. Mrs. Nishat Farooq, Director, SRC, New Delhi.

The Sample

A stratified random sample of 18 villages was drawn from 5 Panchayat Samitis and two urban areas. A purposive sampling in case of 3 villages was also added later on. The size of the sample, thus drawn, constituted 6494 learners (3.3% of the universe). However, only 3891 learners appeared in the test.

The Test Paper and its Administration

Test paper was prepared keeping in view the guidelines contained in Dave Committee Report and 40%, 30%, and 30% weightage was provided to reading, writing and numeracy respectively and cut-off point was set at 70% of the total

marks. The test was administered by 240 evaluation assistants, trained for the job.

The Learning Outcomes and the achievements of the LC

1. Out of the 3891 learners who appeared in the test, 3574 (91.9%) achieved level 'A', scoring more than 70% marks, 272 (7.0%) achieved level 'B' - scoring 50 to 70% marks and 45 (1.1%) achieved level 'C', scoring less than 50% marks. Out of the achievers of Grade 'A', 1155 out of 1220 were males and 2419 out of 2,671 were females.
2. As regards achievements in different literacy abilities, 90.5% 87.6% and 76.3% of the learners achieved grade 'A' in numeracy, reading and writing respectively.
3. As regards age-group wise achievement of the learners 55.17% in the age-group 6-9, 90.39% in the age-group 9-14 and 92.29% in the age-group 15-40 achieved grade 'A'.
4. Projected to the total targeted age-group 6-40 in the sample villages/urban areas, the percentage of those who secured grade 'A' comes to 55.3% and to the available learners it comes to 73.92% (males 76.85% and females 72.60%).
5. On the basis of this estimated achievement, literacy rate of the District is expected to have gone up from 30.55% in 1991 to more than 50% in 1993.

The Impact of LC

As regards the Health and Socio-cultural Impact of the Literacy Campaign, the EET observed the following :

1. Literacy campaign has given boost to family welfare programmes. The child mortality and morbidity is on the decline. Nearly 90% children have been immunised. Number of women adopting family planning norms are on the increase.
2. The campaign has provided an adequate awareness about afforestation, importance of trees, etc.
3. People have started understanding the importance of literacy and education. The enrolment in schools has increased tremendously. Now, more and more girls are being enrolled in schools.
4. The impact of the campaign on few social values like early marriage, drinking, polygamy, status of the women and self- confidence of the learners is remarkable.
5. L.C. has definitely changed the status of the women in the community and the family. Now, women have started demanding Gobar gas plants, clean water, animal husbandry facilities, correct wages and are aware of their legal rights. They are also taking keen interest in development of their villages.

6. The most important impact of literacy is that the gap between officers and masses has narrowed down. Now the officers have started visiting the masses frequently for understanding their problems.

Recommendations by EET

1. Many of the successful learners who have not completed Primer-III. So, arrangements should continue for a month to enable them to complete Primer-III. Similar efforts should also be made for learners securing grade 'B' to improve their standards.
2. Post-literacy facilities need to be provided for about 1.40 lakh neo-literates urgently, so that the present tempo of learning should continue.
3. Mopping-up campaign needs to be undertaken for those learners who have not been enrolled during the campaign.
4. An appropriate strategy should be adopted to cover the difficult tribal settlements which has been left out by the campaign authorities.

UTTAR PRADESH

EVALUATION OF LITERACY CAMPAIGN AGRA (UP) PHASE I and II: 1994

Agra District in U.P. having a population of 27,51,021 (1991) is divided into six tehsils, 15 Blocks, 114 Naya Panchayats, 797 Gram Sabhas, 927 villages, one Mahapalika, four Nagar Palikas, 8 town areas and 586 industrial complexes. Agra has a good educational infrastructure with 1,453 primary schools, 233 upper Primary schools, 126 higher secondary schools, 8 degree colleges, one teachers training school, one DIET and two ITIs. According to 1991 census, its literacy rate was 48.5% (63.09% among the males and 30.83% among the females). Agra is well known for its shoe industry, carpet, zari and marble work.

The Literacy Campaign in Agra was approved by NLMA in November, 1992 to provide literacy to 4,21,760 non-literate in the age group 15-40, under Zilla Saksharta Samiti with District Collector as its Chairman.

The literacy work in Agra was completed in two phases (Phase-I in October 1993 and Phase-II, in January 1994). Out of 4,21,760 learners, the ZSS was able to enrol as many as 3,77,000 learners in the literacy classes.

The External Evaluation

The External Evaluation Team was nominated by NLMA for evaluation of the Literacy Campaign with 3 members; namely, Shri Mushiaq Ahmed, Director SRC, Lucknow, Prof. Rajeshwar Parsad Director, Institute of Social Sciences, Agra University, Agra and Shri R.S. Mathur, Additional Director, DAE, New Delhi. This team conducted evaluation in two phases i.e. in October 1993 and January 1994 and presented its report in two parts for the respective phases.

Phase-I

In the first phase, Evaluation was conducted for 5 Blocks comprising 271 villages and the urban areas with the total population of 89,026 learners. For selection of the sample learners, a block wise list of villages was prepared and the villages having largest number of learners were identified and 19 sample villages were selected on random basis. All the learners in these villages i.e. 5,208 were included in the sample but 1,535 learners were found fake. Thus, the sample was based on the testing of 2,391 learners or 2.7% of the target group.

Test paper was prepared with the help of SRC, Lucknow and administered by an Evaluation Team trained for the job. This evaluation revealed a success rate of 71% of learners achieving the NLM norms.

Phase-II

The Sample

In Phase II, Multi-stage sampling procedure was adopted by the EET. In the successive stages, on the basis of random selection procedure, 30 Naya Panchayats were selected out of 62 and then sample villages were selected. The same procedure was adopted for selection of wards in the urban areas and finally 4,930 learners were selected from the rural areas and 3,081 from the urban areas which provided a total sample of 8,011 learners for evaluation.

The Test Paper and Test Administration

The Test Paper was prepared in Hindi and Urdu by the SRC, Lucknow on the basis of the Dave Committee Report providing 40% weightage to reading, 30% to writing and 30% to numeracy. Five different but parallel Test papers were prepared in both the languages. The test was administered by Test Administrators (TAs) trained for the job. The cut-off point for declaring successful candidates was taken as scoring of 70% of marks in aggregate and 50% marks each in reading, writing and numeracy abilities by the learners.

Achievement of the Learners in Literacy

1. 5613 out of 8,011 sample learners achieved the NLM norms of literacy providing a success rate of 70.06%
2. As regards age-group wise performance, 73.38% of the learners in the age-group 9-14, 69.67% of the learners in the age-group 15-35 and 67.0% of the learners in the age-group 35-40 achieved the NLM norms of literacy.
3. Urban areas performed better with 75.30% success in comparison to the rural areas where the rate of success was 66.80%. Factors contributing the better performance in the urban areas were the contribution of local education institutions and better response of minority community groups in these areas.

The overall success rate of 70.06% indicate that district has done well in the task it has set out for itself. Marginal gap can be plugged with an intensive literacy drive and with the little more concerted efforts.

Contributory factors for the success for LC

In the opinion of the EET, the following significant factors contributed to the success of LC in Agra:

1. Effective and successive environment building efforts by the ZSS, specially for organisation of orientation meetings in 15 Blocks, 114 Naya Panchayats and 799 Gram Sabhas, holding of Shiksha Jagran Shapath at almost all the sub-divisions of the district, effective cultural performance by the local Jathas, involving local

youths, girls, members of the Yuvak mandals, Mahila mandal etc. intensive use of video vans, organisation of Saksharta rallies, regular appeals through a Hindi daily to all sections of the society, putting of hoardings at important points and painting of messages on 358 local buses, which indicate that the district utilised every possible means to mobilise the local communities for getting their support. It also succeeded in securing active involvement of educated community to come forward to teach the illiterate brothers and sisters.

2. Adoption of a workable monitoring system with BDOs as its incharge, who called weekly meetings to supervise the monitoring system and the feedback. Saksharta Samiti developed a booklet which recorded the progress of the campaign for each learner in IPCL Primer I, II and III.
3. Fixing accountability of senior officers for supervising the literacy work which indicates that greater attention was given to literacy programme by the district level officers.
4. Publication of monthly Newsletter entitled 'Jyotsana Sandesh'.
5. Receiving greater cooperation from various voluntary organisations such as All India Women Conference (Agra Branch), Muslim Organisations in the area and the cooperation of muslim girls and older educated women, who regarded LC as a mission of their life and wanted it to be successful.
6. Involvement of educational institutions for providing volunteers, Master Trainers and the Resource Persons.
7. Selection of qualified volunteers who were faithful to work for communal harmony, the social upliftment and national integration.
8. Tagging of female volunteer teachers to teach female learners.
9. Adoption of the villages by District and Block officials for constant review and guidance through meetings and periodical night-halts.
10. Systematic, regular and effective interaction of Chairman, Secretary and core-group members of ZSS with Panchayat leaders and village committees.
11. Deep involvement of minority educational institutions, voluntary organisations, artisans, craftsmen, leather workers etc. in literacy work.

EVALUATION OF LITERACY CAMPAIGN ALMORA (UP): 1994

Almora District is divided into 14 Blocks comprising 3,000 villages. The learners were spread in big and small villages and hamlets. Some of these are so small as to have only four to six learners and located on different hills, making this District a difficult approachable area for workers as well as for the organisers.

LC in Almora was sanctioned by NLMA in October, 1992, with an initial target of 1,16,000 learners, out of which the literacy campaign was able to enrol 1,06,000 learners. The target age-group of the literacy campaign was 15-35. While 82.51% of learners fall in the age-group 15-35, only 17.49% were in the age-group 35-45.

The campaign was organised by the ZSS in three phases. In the first phase, 4 blocks were covered and 15 months were spent on teaching-learning. In the second phase, six Blocks were covered and 9 months were spent on teaching-learning, while in the third phase, 4 Blocks were covered within a period of 7 months. Thus, there was a successive decline in the number of months that were spent for teaching and learning process.

External Evaluation

External Evaluation of this District was done by an External Evaluation Team under the leadership of Sh. Mushtaq Ahmed, Director, SRC, Lucknow, supported by the team of workers from J.M.I New Delhi. A team of evaluators from amongst the students of Kumaun University and some local people provided general support. The evaluation was conducted by this team in April and May, 1994.

Methodology

The number of learners who were still learning in 14 Blocks was around 79,895. The External Evaluation Team decided to draw 5% sample from this population. These learners were spread over in a large number of small villages and hamlets. Some of them were so small having only 4 to 6 learners. So, it was decided that no sample be drawn from a village where there were less than 30 learners, so as to save time and labour of the evaluation team. The remaining villages in the Block were serially numbered, so as to select sample villages on Random Sampling design. Further, 5% of the sample was drawn from each Block. The total number of sample learners thus selected for evaluation were 4,962. However only 2,763 appeared in the Test. The sample, thus, was reduced to 3.5% of the enrolled learners.

The Test Paper and Its Administration

The Test paper was prepared by the External Evaluation Team on the lines of the Dave Committee Report and was printed in Lucknow. Test was administered by 20 TAs with the help of two local facilitators, who were NSS and B.Ed students from Kumuon University. Only few learners were able to answer the questions without explaining to them each item several times. All the Test papers were administered in the presence of the External TAs. According to the External Evaluation Team, no fake learner was identified in the villages. The marking of Test papers was done by 20 TAs under the supervision of External Evaluation Team.

The Literacy Outcomes

The learners' outcome of this District as a whole was tabulated as 40.3% on the NLM norms, i.e., attaining 70% marks in aggregate and 50% each in literacy abilities - reading, writing and numeracy. Percentage of marks secured by the learners can be seen below:

Range of scores	Number of learners	%
0-49	1212	43.9
50-59	220	8.0
60-69	176	6.4
70-79	372	13.5
80+	783	28.3
Total	2,763	100.0

Some villages deemed best, by the ZSS, were also separately tested. Their outcome came to be only 38.1% which was less than the outcome of the whole District. Among the Blocks, the performance of Kapkot proved to be the best i.e., 49.3%.

Reasons For Low Performance

The reasons for the low performance as remarked by EET are the following:

1. Ineffective environment building activities.
2. Distinterestedness of the VTs.
3. Inadequate teaching e.g., after 15 months of teaching in the first phase, only 11% of the learners had completed the primer-III and 52% had completed Primer-I only. Similarly, in the phase-II only 18% of the learners completed Primer-III and in the III phase only 15.5% of the learners had completed Primer-III.
4. The project proposal also included learners from the upper age-group who had little interest in literacy.

5. No remedial emphasis was laid to develop all the three literacy abilities of the learners.

Total Scenario

The total picture of the District emerged as below:

- Initial target	1,16,000
- Number of learners dropped-out	36,105
- Learners who did not qualify	41,432

Thus, the District has to make a fresh effort to bring 77,535 learners to the NLM norm of literacy along with the Post Literacy Campaign.

Suggestions provided by the EET

The work of mopping-up in the District should continue. This work can be completed effectively, if learners are attached to the Primary schools. The widespread appeal should be made to every family in Almora that, it will be a matter of pride for them, if nobody in the family remains illiterate. It should be a programme for family education through family members.

A series of JSNs may be set up in the large villages which can also take care of the small villages. The 'Prerak' will also monitor the Home centres. For this, a 'Prerak' may be given an honorarium of Rs.250 per month.

WEST BENGAL

EVALUATION OF LITERACY CAMPAIGN BIRBHUM (WEST BENGAL): 1992

Birbhum, an important agricultural District in West Bengal, occupies an area of 4515 sq.kms with a population of 25,60,498 and literacy rate of 50.06% according to 1991 census. Administratively, it consists of three sub-divisions, 19 Blocks, 169 Gram Panchayats and 2800 villages. 37.54% of its total population belongs to scheduled castes and scheduled tribes.

The Literacy Campaign

Literacy campaign in Birbhum was approved by NLMA in January 1991, to be implemented by 'Birbhum Zilla Saksharta Samity' (BZSS). The total target of the campaign was 7,30,264 learners in the age-group 9-50, which includes 3,59,960 males, 3,80,304 females, 2,98,621 scheduled castes and 90,395 scheduled tribes learners. For the teaching-learning process, 70,493 volunteer instructors, 3519 Master Trainers and 254 Resource Persons were mobilised and trained by the ZSS. Committees at District, Sub-Division, Block, Gram Panchayat, Municipal area and Village levels were organised to execute and supervise various activities of the campaign. The campaign was able to enrol 6,57,655 learners against the target of 7,30,264.

Internal Evaluation

The Internal Evaluation of the campaign was conducted in June 1992, in which 5,99,470 learners appeared in the Test and 5,71,748 were declared successful providing an achievement percentage of 95.38.

The External Evaluation

The external evaluation of this campaign was conducted by an External Evaluation Team with five members under the leadership of Dr. Mohit Bhattacharya, Vice-Chancellor, Burdwan University West Bengal, Sh. Mustaq Ahmad, SRC, Lucknow, Dr. Nirmal Benerjee, Centre for Social Sciences, Calcutta, Dr. Jasodhara Bagchi, Director, School for Womens Studies, Jadavpur University and Sh. M. Ghosh Dastidar, SRC, Calcutta, on 8-9 June, 1992. The help of 167 TA's was taken in the evaluation processes. These TA's were drawn from the teachers and students of the local colleges, employees of the Banks and Govt. departments and were trained for the job assigned to them.

The Sample

To draw a representative sample, two Gram Panchayats each from the larger Blocks and one each from smaller Blocks were randomly selected. From these selected

Gram Panchayats, 64 villages were selected randomly. In the urban areas, 37 Municipal wards were randomly selected, again selecting one centre from each ward. All the learners in the villages and wards were the units of the sample and thus, 14,858 sample learners were selected for external testing in the rural areas and 559 in the urban areas with a total of 15,417 learners (2.34% of total learners).

The Test Paper and its administration

The Test paper was constructed on the guidelines recommended by the Dave Committee with 40%, 30% and 30% weightage for reading, writing and numeracy respectively. The major departure from the model approved by the NLM was the raising of minimum qualifying marks in reading from 50 to 60% and shortening the comprehension passage from 50 words to 22 words. The cut-off point was kept at 70% of the aggregate marks as recommended by NLM. However, the learners had to secure atleast 60% marks in reading and 50% each in writing and numeracy.

The Test was administered by 314 TAs in two days under the supervision of a member of the evaluation team. The members of the external evaluation team allotted themselves different sub-divisions and visited 32 testing centres out of the total of 70 to supervise the testing activities and genuineness of the learners along with the general supervision. It was the general observation of the EET that no attempt was made to insert fake learners in the testing centres.

The marking of the Test paper was done by 167 evaluators trained by the EET. The EET also randomly cross-checked 600 scripts to ascertain over or under marking. However, no such case was detected.

LC achievements

1. The External Evaluation Test for the District as a whole reveal that out of 14,831 sample learners who were evaluated, 13,071 attained the NLM norms providing an excellent achievement of 92.44%.
2. As compared to the internal evaluation done independently by the literacy campaign, the variation was found to be 2.94% which seems to be insignificant.
3. The achievement of different categories of learners is as under:

Category	Percentage of learners qualified
1. Adult learners	93.09
2. NFE Learners	89.95
3. Male	92.86
4. Female	91.79
5. S.Cs.	92.49
6. S.Ts.	93.83
7. General	93.42

4. As regards the performance in different skills, average marks attained by the whole group in reading was 91.09%, in writing 75.81% and in numeracy 93.17%.
5. With regards to the performance on different occupations, the learners qualifying from the agriculture sector were 93.7%, from retail trade 87.5%, self-employed 94.1%, industrial labourers 95.3%, housewives 94% and others 83.7%
6. It was concluded by the EET that 83.25% of total target who were made literate by the literacy campaign need facilities for post-literacy. 72,609 learners who could not be enrolled in literacy centre or dropped-out need to be covered in the mopping-up campaign and 49,719 learners who could not achieve the literacy norms need some remedial measures to boost up their deficiencies.

Some Comments Of The EET

1. The environment building was found to be very effective as the efforts reached to every village. The role of panchayats in lending a helping hand in mobilising the learners and volunteers was praiseworthy. The participation on the whole crossed over the party lines.
2. The Administration has established a very effective MIS system.
3. The Test paper recommended by Dave Committee seems to be very simple, Even those completing IPCL primer-I can pass this Test easily, therefore, there is a need to make it a bit harder.

The Impact of Literacy Campaign Birbhum (W.B.)

A study by ISI, Calcutta - 1993

An impact study of Literacy campaign in Birbhum was conducted by Indian Statistical Institute, Calcutta in December, 1993. Its major observations and findings are summarized below:

1. While more adult males than the females, in the ratio 137:100 had joined the literacy campaign, the situation is different in the case of non-formal group where the male-female ratio stands as for 50:100. The reason concerning less participation of females as stated by them was increasing pre- occupation with their household activities. As regards the lesser participation of the boys, the reason stated by them was 'the child labour' for supporting their families.
2. As regards the marital status of the learners, it was found that out of the total adult learners, more than 66% among males and 70% among females were married.
3. According to data collected by ISI, 70% of the participants in the literacy campaign belonged to the category of SCs in both NF and adult centres. As the STs do not constitute a major segment of the population in Birbhum, so, their turn-out

in literacy centres cannot be apparently substantive, if the general population of the district is considered as a base.

4. The achievement of literacy campaign for making 90-96% of the learners literate as per NLM norms is a significant gain but it is disturbing to note that only 36% of the learners actually completed primer-I, while only 2% among them could complete primer II (this fact was not detected by the EET). Therefore, additional classes should be provided to the learners who had not completed book-II without which, according to NLM norms, the learner cannot be allowed to go through the external evaluation.
5. Among the reasons cited by the respondents for their non- participation in LC was, the pressure of the job in case of males and household work in case of females.
6. Most of the learners pleaded for continuation of the LC to check their relapse into illiteracy and for furtherance of functional literacy. They desired arrangements for vocational training and inclusion of topics like agriculture, poultry- farming, animal husbandry etc. in the post-literacy phase.
7. As regards the changes in the perceptions of the learners towards health and good habits, the response was overwhelmingly positive. It was positive with regard to immunisation of children, drinking of boiled water, necessity of a balanced diet, dozes of ODS at the time of cholera and enteritis disease and cheating of quacks. Such positive responses are encouraging results of LC in this District.
8. It was found that exposure of learners to Mass Media such as Radio and TV was considerably increased during the operation of literacy campaign.

On the whole, the study brings into focus the impressive conclusion that in spite of certain shortcomings and variations, LC in Birbhum has, by and large turned a massive section of the unlettered population of the District towards literacy and awareness.

EVALUATION OF LITERACY CAMPAIGN BURDWAN (WEST BENGAL): 1993

The Background

1. Implementing Agency: Burdwan Zilla Saksharta Samiti
2. Objective: To achieve total literacy in the District by imparting literacy to 12,00,143 illiterates in the age-group of 9-14 and 15-50
3. Campaign launched on : September 1990.
4. Campaign completed on : March 1991.

5.	Total	Enrolment		Centres Established		
		Urban	Rural	Total	Urban	Rural
Bengali	10,94,594	96,039	9,98,555	37242	2468	33774
Hindi	68,903		3692			
Urdu	18,030		695			
Total	11,81,527		41629			

6. Resource Mobilisation

	RPs	MTs	VTs
Bengali	114	2358	90,504
Hindi		112	6,012
Urdu		49	1,750
	114	2519	98,366

Evaluation of the LC

With the approval of NLMA, External Evaluation Team of 4 members, namely Dr. A.K. Jalaludin, UNICEF New Delhi, Sh. Satyen Maitra, Hon. Director, SRC, Calcutta and Shri Mustaq Ahmad, Director SRC, New Delhi, was constituted under the leadership of Prof. Mohit Bhattacharya, Vice-Chancellor Burdwan University, for Evaluation of the programme.

The Sample

External Evaluation Team (EET) selected a sample of 1025 centres (5% of the total) with 19,066 learners (1462 learners from urban areas, 14,983 from rural areas, 214 learning Hindi and 500 learning Urdu). These centres were spread over

in all Blocks of the District, representing all types of centres (male, female SCs/STs etc.).

The Measurement tool

Test papers in Bengali, Hindi and Urdu were prepared according to the levels of Functional Literacy envisaged by NLM. The weightage provided to reading, writing and numeracy was 40%,30%,30% respectively. Before administering, this test was pretested and standardised, so as to make it a reliable tool of evaluation.

Cut-off-point

The cut off-point for passing the Test was decided as 50% each in reading, writing and numeracy. The reason for deviation from NLM norms was stated as occurrence of severe cold in most of the areas of the District.

The Test was administered and evaluated by well-oriented 80 Post-Graduate students, supervised by 12 Research Scholars of the Burdwan University. A sample checking was done first by SRC and then by the committee itself by random selection method. The E.E.T. found about 7.3% over marking and decided to deduct 10% marks of each learner.

Achievements of the Campaign

1. On the relaxed criteria of 50% cut-off point, 90.3% of the sample learners passed the Test.
2. As regards the different groups, the participation of SCs and Muslims was better than others which can be seen as under:

Scheduled Castes	91.78
Scheduled Tribes	89.67
Muslims	92.98
Others	90.07
Average	90.32

3. Percentage of learners securing 75% and above marks in the External evaluation was also high in Muslims and SCs than others.
4. There was no marked difference between the achievement of males and the females. About 89% of the females achieved the NLM norms as against the 92% of the males.

5. No significant difference was found between the Internal and the External evaluation results which can be seen as under:

	Learners enrolled sampled	Learners participated in evaluation	Shortfall	Learners Attaining desirable level
Internal Evaluation	1,81,527	10,78,908	1,02,619	91.5%
External sample Evaluation	19,066	16,636	2,430 (12.75%)	90.3%

6. Admission of Children in schools

According to the survey, there were 1,52,836 children in the age-group of 6-9 outside the schools. The campaign of motivation of the parents to get their children enrolled in the schools brought 1,30,790 of them for admission in the Primary schools.

Notable Features of the Campaign

Following were the striking features of the LC Campaign which led to the success of programmes:

Involvement Of The community

People from all sections of the society such as elected representatives, community leaders, educated persons, unemployed youth, all ranks of District-level officials and workers of all political parties were involved in the programme. They felt it as their own programme which paved the way for social consensus, participation and political support to the programme.

Motivation of the Learners

The most effective step in this regard was the personal contacts, specially the persuasion of party workers, the community leaders and volunteer instructors. The main persuasion point was 'literacy is essential for nearness to life, it is not of ornamental value but a passport to emancipation'.

Environment building

The environment building activities created a stir among the people. The messages reached even in the remote areas. The joint statement of all the important political parties and organisations went a long way to create a favourable environment for literacy.

Motivation of Volunteer Instructors

The Volunteer Instructors, including the women, were motivated to spend their time meaningfully for the social cause and discover the social worth of themselves by making their brothers and sisters literate.

Supervision and Monitoring System

Each Centre was visited about three times a week by one person or the other. In certain cases, educated girls from the community took over the teaching themselves when they observed that the Volunteer Instructors were irregular.

Training and Orientation

Training and orientation courses were followed by the refresher courses for reinforcing the training inputs.

Cooperation and Coordination

There was a perfect understanding between administration, development departments, panchayat bodies at different levels and the Zilla Saksharta Samiti. The response of the Muslim leaders was positive for Women's literacy.

EVALUATION OF LITERACY CAMPAIGN HOOGHLY (WEST BENGAL): 1992

District Profile

Area 3,14, 589 sq. kms.

Total Population 43.52 lakhs (1991)
(SCs 21.58%, STs 3.96%)

Literacy Rate 68.98%
(SCs 22.5%, STs 11.0%)

No. of Blocks	10
No. of Municipal Committees	11
No. of Gram Panchayats	201

LC Target

Total	Male	Female
8,03,234	3,30,092	4,73,142

(Age group 9-14: 1,38,873
15+: 6,64,361)

LC Objectives

1. To provide functional literacy and Public Health Education to 8,03,234 illiterates in the age-group of 9-50 as revealed by the survey.
2. To impart Public Health Education and information on immunization and M.C.H. to the adult learners and to inculcate awareness on some local social problems like growth of illegal distilleries etc.
3. To motivate the parents for sending their children of 6-9 age-group to the schools.

IMPLEMENTATION STRATEGY

Mobilization Of Volunteers

56 Key Resource Persons, 1487 Master Trainers and 68,689 Volunteer Instructors were mobilized. Key Resource Persons were trained by SRCs of West Bengal and Orissa, who, in turn provided training to MTs and VIs.

Mobilization was achieved through a planned scheme of motivation and environment building, concentrating on the following four aspects :

1. Making appeals and approaching all relevant organisations in the district.
2. Organisation of cultural programmes at District, Block, Municipal and Gram Panchayat levels and the use of Mass media.
3. Providing constant motivation by display material like posters, banners, hoardings, stickers, etc.
4. Organisation of cycle rallies, public meetings, students' gatherings and padyatras.

Teaching Learning Material

According to the learners demand, the classes were arranged in Bengali, Hindi, Urdu, Telugu and Oriya and relevant IPCL material was procured from SRCs of West Bengal, JMI, New Delhi, Andhra Pradesh and Orissa.

Ten learners were tagged with every Instructor. Separate centres were provided for 9-14 age-group learners and the females. 550 Sub-centres were activated for Health Education.

Each One Teach One

Each-one-Teach one was a programme of Board of Secondary Education, West Bengal for class IX students. The special feature of this programme was that it was obligatory on the part of the student to teach one non-literate in his academic session.

Management, Supervision and Monitoring

Apart from organisation of management committees at District, Block, Municipal and G.P. level, literacy cells with govt. officials were also organised at these levels who alongwith Area Man visited the villages as part of Mass Contact Campaign to sustain learning units and see the academic achievements.

Coverage

Out of the total of 8,03,234 illiterates in the district 7,16,482 (Males 2,63,365, females 3,72,533) were covered by this campaign. This includes coverage of 87,663 learners in the age- group 9-14 and of 5,84,235 learners in the age-group 15 to 50.

The Sample Internal Evaluation

Internal Sample Evaluation of 35,597 learners was done with the help of SRC and Indian Statistical Institute, Calcutta. The sample was drawn by ISI Calcutta

using simple random selection technique, from two strata i.e. urban and rural. 18 Blocks and 3 Gram Panchayats were selected for this purpose. The sampling was done through computer and the names of 55,597 learners were drawn.

The test was administered on learners by VIs/MTs under the supervision of BDOs\SDOs and govt. officials on 9th and 10th March, 1992, while the students of R.B. University administered the test on N.F.E. students on 13,14 & 16 March, 1992. The help of SRC, Patna and Urdu Academy Calcutta was taken to evaluate Hindi and Urdu answer sheets respectively. Equal weightage was given to reading, writing & numeracy. In order to pass the test, the learner had to secure 50% marks each in reading, writing and numeracy with a total of 60% marks in aggregate. 86.07% pass percentage was reported in this evaluation with details as under:

	Learners Evaluated	Qualified	Pass Percentage
Urban	13,974	12,070	86.37
Rural	41,623	35,784	85.97
Total	55,597	45,854	86.02

The External Evaluation

With the approval of NLMA, a group of seven experts under the Chairmanship of Shri Tarun C.Dutt, WBIDC, was constituted for External Evaluation of the LC.

Test paper in Bengali was developed by SRC, Calcutta. Urdu Academy, Calcutta, developed the Urdu Test paper and SRC, Patna the Hindi Test paper. For passing the test it was necessary for the learner to obtain 60% marks in aggregate alongwith 50% marks each in reading, writing & numeracy.

The performance and achievement of External Evaluation is as below :

Language	Learners Evaluated	Learners Qualified	Pass Percentage
Bengali	5,677	4,991	87.91
Hindi	1,022	955	95.30
Urdu	341	298	87.50
Oriya	73	79	94.50
Telugu	21	25	96.15
Total	7,139	6,338	88.80

Findings

There is no significant difference between the Internal Sample Evaluation and the External Evaluation providing success rate of 86.07% and 88.8% respectively.

Findings as applied to the whole group

There were a total of 8.03 lakh illiterates in Hooghly District as revealed in the literacy survey. However, the total coverage was 7,16,482, out of which 33,276 boys and girls of school going age were admitted in the primary schools and 0.73 lakh could not achieve the NLM norms. The left-outs estimated by the EET are 0.87 lakh learners who are to be covered through another phase of literacy drive and the arrangement for follow-up and continuing education are to be made for neo-literates, so that they may not fall again to the clutches of illiteracy.

Significant features of the LC

The significant features of the LC Hooghly are :

1. The programme had a built-in component of public health education, immunization and mother and child health care. The immediate impact was the achievement of immunisation targets in 1990 and the gastroenteritis attacks showed downward trend from 2650 in 1989 to 496 in 1991.
2. The LC has helped in universalisation of primary education for which enrolment increased from 1.23 lakh in 1989 to 1.82 lakh in 1991.
3. LC fulfilled the demand of learners for getting instructions in Hindi, Urdu, Telugu and Oriya apart from Bengali - the state language.
4. Apart from rural areas, the programme was extensively organised in jails and 42 industries.
5. Apart from IPCL material developed by SRC, West Bengal, the material of other SRCs, like, SRC Delhi, Andhra Pradesh and Orissa was used to impart instructions to the minority groups.
6. The evaluation was not done just by one agency but several agencies and the variation of their findings were negligible.
7. The campaign helped in curbing some undesirable social problems such as illegal distilleries and clandestine video shows.
8. The environment building activities, the effective training of field functionaries, the local supervision teams, the commitment of the volunteers, the obligatory 'Each One Teach One' programme for the students as imposed by Board of Secondary Education, West Bengal, integration of literacy with health components and cooperation of all the govt. and non-govt. agencies in the district were the potent factors leading to the success of this campaign.

EVALUATION OF LITERACY CAMPAIGN MIDNAPUR (WEST BENGAL): 1992

Midnapur (WB), an oldest and largest populated District in India, is spread over 14081 sq. kms with a population of 83.5 lakh and the literacy rate of 43.7% (males 5.67% and females 29.24% according to 1991 census). It comprises 7 Sub-divisions, 54 Blocks, 11 Municipalities and a Notified area committee.

Literacy Campaign in Midnapur was approved by NLMA in July 1990 and was lunched by ZSS on Sept. 8, 1990 on the occasion of ILD.

A three-tier committee structure for rural areas and four-tier Committee structure for urban areas was created to run the campaign. The District Committee was the apex body with Sabhapati, Zila Parishad as its Chairman and District Collector as its Vice-Chairman. Sub-Divisional committees, Block- Committees, Municipal area Committees and Gram Panchayat level Committees were also organised to run the campaign effectively.

The target of LC was to provide functional literacy to 19.55 lakh non-literates; 2.7 lakh in 9-14 age-group and 16.78 lakh in the age-group 15-50. However, the effective target as revealed by a later survey was 16.47 lakh non-literates in age-group 9-50.

To achieve this massive goal, multi-media approach was adopted for environment building and motivation of the parents to send their children to the primary schools. 2.27 lakh volunteers, 1216 Master trainers, 6571 Technical monitors and the concerned officers of the District were trained/oriented in teaching and training methodology, supervision, monitoring and evaluation of the programme. The teaching-learning was linked with health related issues, immunisation, public health and family welfare and other development issues. Facilities were also provided to the different linguistic groups for learning their own language i.e. Telugu, Hindi, Santhali, Oriya, Urdu and Nepali.

Internal Evaluation

Midnapur literacy Campaign was evaluated internally by the District literacy committee itself. Out of 9,12,134 learners, 7,38,661 qualified the test. The achievement of nonformal education learners was found better than that of the adults. Similarly males performed better than the females and SCs and STs better than the general categories.

The External Evaluation

External evaluation of Midnampur was conducted by an External Evaluation Team under the leadership of Shri Mushtaq Ahmed, Director, SRC, Delhi and Prof. Satyen Maitra, Director, SRC, Calcutta, Prof. Mukhopadhyaya, NIEPA, New Delhi and Dr. Nirmal Das, Chief Advisor, R.B. University, Calcutta as co-members in March 1992.

The Sample

The Evaluation was based on two staged sample 'A' and 'B', stratified on Gram Panchayats, Villages and Municipal wards. All the 54 Blocks and 5 out of 11 Municipalities and Notified area were represented in the sample. Within the selected villages/wards, all the learners who had completed two IPCL primers were included in the sample. The sample thus arrived at was of 19,899 learners i.e. 1.21% of the revised target.

The Test Paper And Its Administration

The test paper was got prepared by EET on the Dave Committee Norms, providing 40%, 30% and 30% weightage respectively to reading, writing and numeracy. For passing this test the learner had to obtain 50% marks in each ability i.e. reading, writing and numeracy along with 60% marks in aggregate. The test paper was administered by 230 trained evaluators drawn from the students of R.B. University under the supervision of the members of the EET. The testing work was completed within two days i.e. March 7- 8, 1992. The scripts were evaluated by the trained evaluators and sample checking was done by the members of the EET to maintain uniformity in the marking system.

The Learning Outcome

1. In this evaluation 77.60% learners were declared successful. As applied to the whole group of 9-50 years of age, 8.58 lakh learners out of the total target of 16.47 lakh reach the relaxed NLM norms. No significant variation was noticed in the results of group 'A' & 'B' samples, that were taken by the Evaluation Team to judge the validity and the reliability of the results. The average score of group 'A' was 72.58% as against 74.94% of the group 'B'. Strata-wise achievements of the learners can be seen as under:

Category	% of learners qualified
Male	80.03
Female	75.81
Rural	77.83
Urban	66.43
Adults	81.10
NFE Group	73.84
SCs	76.50
STs	75.37

2. As regards the performance in the literacy abilities, it was found that performance in numeracy was better with 85.58 average marks, followed by reading with 74.79 average marks and writing with 63.62 average marks. Furthermore, the performance of learners in rural areas was better than the urban areas and performance of Adult learners was better than the NFE learners.
3. As regards comparison with internal evaluation, a variation of only 3.29% was observed which was deemed as non- significant.
4. Apart from the above achievements, 52,000 children in the age-group 6-9 were enrolled in the Primary schools with the efforts of this literacy campaign.

In view of the above analysis as applied to the whole group, 8.58 lakh learners achieved literacy while 2.48 lakh learners were not able to reach the relaxed NLM norms of literacy and 5.41 lakh learners were the drop-outs. EET recommended immediate arrangements for Post-literacy stage for those who have cleared the test; remedial measures for the non-achievers and mopping up campaign for the drop-outs or the non-enrolled.

EVALUATION OF LITERACY CAMPAIGN NORTH 24 PARGANAS (WEST BENGAL): 1992

District Profile

Area	6700 sq.kms
Total population	72.80 lakh
Males 38.14 lakh, Female	34.66 lakh
Rural 35.80 lakh, Urban	37.00 lakh
Literacy Rate (1991)	65%

LC Target

The LC Project for North 24 Parganas was sanctioned by NLMA in 1991. The target of LC was to provide functional Literacy to about 5 lakh illiterates in the age-group 9-50. Almost all the learners joined the literacy classes.

Internal Evaluation

Internal evaluation was done by the agency itself. However, help was sought from Indian statistical Institute (ISI), Calcutta, to assess the learners. A team of I.S.I. investigated in details, the current status of LC for 10 days and reported to the State Govt. that 75% of the learners in the district have attained literacy skills in accordance with the NLM norms.

The External Evaluation

External Evaluation was conducted by a team of experts under the Chairmanship of Pabitra Sarkar, Vice Chancellor, Ravindra Bharati University.

The Sample

Each Sub-division/Municipal area was treated as a separate strata. From each strata, a random sample of Gram Panchayats/Wards was drawn by simple random sampling without replacement (SRSWOR). The E.E.T. considered the list of learners' centre in each Gram Panchayat/Municipal area for Selecting the sample. In both sectors sampling design was stratified at two stages. The sampling of learners centres and the sampling of learners. The sample thus selected can be seen below:

Sl. No.	Sub-division	Total No. of G.Ps (Rural)	Total No. of MCs/NAC (Urban)	No. of Learners		
				Rural	Urban	Total
1.	Basirhat	90	3	2880	551	3431
2.	Bongaon	38	1	2659	369	3028
3.	Barasat	68	4	2768	936	3704
4.	Barrachpore	22	18	420	2146	2566
	Total	218	24	8727	4002	12,729

Evaluation Tool

Test papers in five different languages were got prepared by the E. E. T. along with the guidelines for administering the test. E. E. T. decided that Test paper would be close to T-9 of IPCL material, as possible.

Evaluation groups

Evaluation groups were formed for each sub-division and Municipal Area/NAC. Only those persons were associated with this task who had not been associated with the Literacy Campaign earlier. These groups were provided training in administering the test and evaluation of the papers, under the supervision E.E.T.

Evaluation

Evaluation was conducted for three days using three different sets of evaluation papers to ensure greater objectivity and fairness. The marking of answer sheets and compilation of results was conducted by the evaluation groups under the supervision of E.E.T., who sample checked the answer sheets and supervised the compilation of data in five different languages.

Weightage

Out of the total scores of 100, the weightage for reading, writing and numeracy was 40%, 30%, 30% respectively. It was strictly according to the NLM norms.

Literacy Attainment

Scoring of 50% marks each in Reading, Writing and Numeracy abilities were considered necessary but for a person to be declared literate, it was essential to score 70% marks in aggregate. Literacy attainment of the learners on NLM norms was calculated as under :

Total		82.01%
Males		82.80%
Females		81.30%
Rural Areas		82.10%
Urban Areas		81.40%
Scheduled Castes	Males	84.53%
	Females	82.70%
Scheduled Tribes	Males	83.45%
	Females	85.58%

The sample evaluation revealed that 82.01 per cent of the learners attained literacy according to NLM norms.

Some High-lights of the E.E. Test scoring

1. In North 24-Parganas, a total number of 4.03 lakh learners appeared in the Test, 82.01% of them i.e. about 3.30 lakhs scored 70-100 marks and attained the NLM norms.
2. The pass percentage of females was 81.3%, as against 82.8% of the males.
3. Pass percentage of the Rural learners was 82.1%, a little higher than of the urban, that was 81.4 per cent.
4. Pass percentage of Scheduled Castes was 83.3 and Scheduled Tribes was 84.95, which was higher than the pass percentage of the general and minority groups that was 81.5% and 80.2% respectively.
5. Achievement of Non-formal education learners was a little higher than that of the adults being 83.3% and 81.9% respectively (90% of the learners were adults and 10% were in the age group 9-14 years).
6. Among the sub-divisions, achievement of Bongaon was the highest (67.4%), followed by that of Basirhat (44%), Barsar (28%) and Barrackpore (23.5%).
7. In the conclusion of its findings, EET, recommended to the zilla saksharata samiti to pay attention to the unsuccessful as well as 'uncovered' and 'dropout' learners by organising another phase of the campaign. Clearly, different strategy would have to be followed for the learners scoring below 50% and those between 51% to 69% per cent marks.

EVALUATION OF LITERACY CAMPAIGN SOUTH 24 PARGANAS (WEST BENGAL): 1993 - 1994

The district of South 24-Parganas, spread over 8165.05 sq. kms, comprises five sub-divisions (29 blocks with 3494 villages and 6 municipal areas) with a population of 67.14 lakh according to 1991 census. Literacy rate of the district in 1991 was 55.02% (males 68.46% and females 40.43%).

Literacy Campaign in the district was launched in 1992. The target was set at 10,06,456 learners in the age-group 9-50. Further break up of the target was:

9-14 age-group	2,17,440
15-50 age-group	7,89,106
Total	10,06,546

The Campaign was taken in two phases. During phase-I, 4.6 lakh learners were enrolled but only 1.91 lakh (0.46 lakh in the age-group 9-14 and 1.45 lakh in the age-group 15-50) achieved the NLM norms of literacy by May 1993. Reasons being the onset of Panchayat general elections and involvement of both administrative and Panchayat structure in the preparatory work of the Panchayat Elections. Thus the target of phase-II was 8,14,793. (2,23,295 in the age-group 9-14 and 5,91,489 in the age-group 15-50). Out of these 2,23,295 were males and 5,91,498 were females. The number of SCs, STs was 2,06,005 and 25,182 respectively.

External Evaluation

External Evaluation of both the phases was conducted by a 6 members External Evaluation Team headed by Dr. Pabitra Sarkar, Vice Chancellor; Rabindra Bharti University.

The Sample

Adopting the Random Sampling procedure, a computerised list of 58 sample villages and 8 wards was drawn by the EET. The size of the sample was 13,687 learners (males 5785 and females 7900).

The Test Paper and Test Administration

Separate set of papers for 9-14 and 15-50 age-group were got prepared by the EET on the Dave Committee norms with 40, 30, 30 per cent weightage respectively

for reading, writing and numeracy. It was decided by the District Literacy Committee that apart from sampled villages and wards, a Universal Evaluation would be conducted with the same test papers throughout the district on the same dates i.e. 5-6 June 1994. Separate colour of papers were used for the different age-groups of the learners of the sample villages/wards. Different forms and guidelines were devised by the EET with the help of SRC for holding evaluation. 600 evaluators for external evaluation and 6,000 evaluators for universal evaluation were trained by the SRC. The District Steering Committee organised the orientation of officers at all levels (as recommended by the EET) with the help of the personnel of the SRC, Calcutta. The external evaluators were selected from amongst the college and school teachers. The process of external evaluation was supervised by the EET members adopting particular areas for supervision.

A Team of 150 teachers was selected centrally for checking the evaluation papers. They were provided orientation for the job by the experts of SRC and the members of the evaluation team.

Cut-off Point

In accordance with the NLM norms only those learners were declared successful who obtained 50% marks each in reading, writing and numeracy along with 70% marks in aggregate.

Literacy Achievement of the Campaign

The results of Phase-II evaluation reveal that 91.22% of learners in the age-group 9-14 and 87.01 of learners in the age-group 15-50 achieved the NLM norms of literacy from among the sample learners selected at random by the External Evaluation Team. Further strata wise achievement of Phase-II is as under :

Category	Achievement percentage
Males	88.37
Females	86.91
Scheduled Castes	87.62
Scheduled Tribes	87.32
Minority Community	88.17

The results thus show that 5,62,317 learners achieved the NLM norms in the district in the second phase, in addition to the 1,91,753 learners who had already become literate in the first phase.

Thus the final achievements of the literacy campaign comes to 74.91% as stated age-group-wise below:

Age	Target	Achievers	Percentage
9-14	2,17,440	1,76,123	80.99
15-50	7,89,106	5,77,947	73.24
Total	10,06,546	7,54,070	74.91

The total number of learners who could not be enrolled in the literacy campaign or who dropped out are 1,75,421 (28,803 in the age-group 9-14 and 1,46,618 in the age group 15-50). The total number of learners who failed to achieve NLM norms of literacy comes to 77,055 (12,514 in the age-group 9-14 and 64,541 in the age-group 15-50). Thus number of learners to be brought under remedial and mopping up campaign are 2,52,476. Total learners to be brought under PLC comes to 7,54,070.

E.E.T. Remarks

The programme of literacy campaign in the first phase was partially successful but in the second phase, it had almost been able to achieve the desired results. Out of total target of 10,06,453 illiterates, 74.91% have been made literate under the campaign in two phases and are expected to continue their learning under PLC. The cooperation received by the ZSS, irrespective of caste, class and political affiliation is praiseworthy. Those who could not be covered under LC would be given another opportunity.

EET also made the following suggestions for further improvement of the programme.

1. Emphasis should be given to improve the writing skills of the neo-literates.
2. Special steps may be taken to reduce the number of dropouts.
3. The running of learning centres should be kept beyond disturbances relating to local festivals.
4. The post literacy programme should be effectively tagged with the development programmes through the local self-government bodies.
5. The machinery for training, monitoring and interim evaluation should be reorganised and strengthened.
6. A District Resource Unit (DRU) need to be set up in this district.

