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# EVALUATION OF LITERACY CAMPAIGNS

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SUMMARY REPORTS

Volume - II



NATIONAL LITERACY MISSION

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DIRECTORATE OF ADULT EDUCATION  
Ministry of Human Resource Development  
Department of Education  
Government of India  
New Delhi

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# **E VALUATION OF LITERACY CAMPAIGNS**

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## **Summary Reports**

*Volume – II*



**NATIONAL LITERACY MISSION  
DIRECTORATE OF ADULT EDUCATION**

Ministry of Human Resource Development  
Department of Education

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## FOREWORD

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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 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 indepth and preparing summaries for use of planners and policy makers and by the Zilla Saksharata Samities so that they get requisite feedback for possible remedial action and also understand the achievement levels reached by them.

By the end of March 1995, more than 85 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 are being prepared and published for larger use by other evaluators, trainers and programme organisers. This volume, containing 25 summaries, pertaining to evaluation studies in AP(7) Gujarat(8) Karnataka(5) Maharashtra(1) Orissa(3) and UP(1) is the third attempt of the DAE, New Delhi in this direction and the other reports are being further studied for similar action. Volume-III 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 appreciate. Sh.K.K.Suri, Senior Stenographer and 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 of the pages. Dr. J.P. Gupta, Joint Director and Head of Evaluation has supervised and over seen the process.

We hope that these summaries will be found useful

New Delhi  
May, 1995

A.K. Basu  
Director

## Abbreviations

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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
MIS	-	Management Information System
MTs	-	Master Trainers
NLM	-	National Literacy Mission
NLMA	-	National Literacy Mission Authority
NAC	-	Notified Area Committee
NGO's	-	Non Governmental Organisations
NSS	-	National Service Scheme
PLC	-	Post Literacy Campaign
RP's	-	Resource Persons
RSS	-	Rourkela Saksharta Samiti
SPIESR	-	Sardar Patel Institute of Economic and Social Research
THRT	-	Tribal and Harijan Research Cum Training Institute
T3,6,9	-	Test 3,6,9
TAs	-	Test Administrators
ZSS	-	Zilla Saksharta Samiti

**ANDHRA PRADESH**



# EVALUATION OF LITERACY CAMPAIGN CHITTOOR DISTRICT (ANDHRA PRADESH) : 1992 (Conducted by University of Hyderabad)

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Chittoor district in Andhra Pradesh has a total population of 32,49,565 according to the 1991 census. The total population in the age-group 9-35 was 14,93,35, out of whom 9,49,76 were literate and 5,43,959 were non-literate. However, according to survey conducted by ZSS Chittoor, 6,06,000 persons were identified as non-literates in the age-group 9-35. This district is administratively organised into 65 mandals and 5 municipalities.

## Total Literacy Campaign

LC in Chittoor district was approved by the National Literacy Mission Authority in October 1990 to be implemented by ZSS Chittoor under the Chairmanship of the District Collector. The target of the campaign was to provide functional literacy to 6,06,000 illiterates in the age-group 9-35, out of whom 5,90,000 were enrolled in the literacy centres. The campaign was launched on 2.10.1990, the birth anniversary of Mahatma Gandhi. The first three months of the campaign, spanning a total period of 10 months i.e. 2.10.1990 to 15.8.1991 were taken up by mass media enlisted for it and the remaining 7 months for an intensive and comprehensive effort for imparting literacy to the non-literates. The internal evaluation of this campaign was conducted in October 1991 which indicate that 90.6% of the learners had attained literacy as per the NLM norms.

## The External Evaluation

The External Evaluation of this district was conducted by two agencies namely the University of Hyderabad and the National Institute of Rural Development Hyderabad. The report of NIRD has been dealt separately.

The external evaluation by the Hyderabad University was conducted under the leadership of Bh. Krishnamurthy, Vice-Chancellor, University of Hyderabad, in the month of January 1992 with an objective to evaluate the efficacy of the literacy campaign on the target group to assess the level of achievement, keeping in view different parameters such as socio-economic, age, gender etc. and to estimate the literacy level in the selected age-group in the district.

## The Sample

For drawing the sample, the external evaluation agency selected 16 mandals and 3 municipalities out of the total 65 mandal and 5 municipalities in the District. A Sample of 3,668 learners was drawn. 3 Gram Panchayats/wards were selected at random from each of the selected mandals/municipal wards. From each selected

Gram Panchayats/wards and Municipalities, 16 learning centres were chosen at random and 4 learners from each centre were selected at random for the purpose of administering the questionnaire to obtain the data for the impact of the programme. The distribution of the sample - caste and genderwise is as follows:

SNo.	Castes	Male	Female	Total
1.	Scheduled Castes	497	509	1006
2.	Scheduled Tribes	121	112	233
3.	Backward Castes	657	753	1410
4.	Other castes	378	641	1119
	Total	1653	2015	3668

There were more female learners in the sample than the males.

With regards to the occupation-wise distribution of the sample, 28% belonged to agriculture sector, 56.2% to the agricultural labourers, 6% artisan, 1.3% businessmen and 8.5% others.

The programme was intended for 9-35 age-group but the neo-literates covered by the campaign was in the higher age-group also, so, 2.1% of the sample was drawn from the age-group 36-50.

As regards the mother tongue-wise distribution of the sample, 89.80% were Telugu speaking, 6.10% were Tamil speaking 0.13% Kannada speaking and 0.08 Urdu speaking.

Religion wise distribution of the sample indicate that 96.12% were Hindus, 3.75% Muslims and 0.13% Christians.

## Evaluation Tools

Literacy achievement test and a questionnaire schedule were the two main tools on which the external evaluation agency decided to measure the achievement of the learners and the impact of the programme.

The test paper was prepared by the External Evaluation Agency providing 40%, 30% and 30% weightage to reading, writing and numeracy respectively. With regards to the cut-off points, the external evaluation agency deviated from the NLM norms and decided to declare a learner successful if he/she had attained 60% marks in aggregate and 60% marks in each of the reading, writing and numeracy abilities. The test was administered by 60 TAs drawn from the school teachers and trained for the job on 30- 31 January, 1992. The scoring of the script was also done by these TAs. The volunteers, village elders, sarpanches etc. were also interviewed by the team during the period of evaluation.

## Findings

1. 77.9% of the sample learners qualified the test as per the EEA norms.

2. The Achievement rate of the male learners was 76.9%, while that of the females 78.85%.
3. The performance of SCs learners was particularly good. About 80% of the SCs learners became neo-literates in comparison to 78% of the STs and 74% of the backward classes and 79% of the other classes.
4. The literacy campaign Chittoor, on the whole appears to have evoked a better response among women than the men. Their achievement rate was 78.85% in comparison to 76.9% of the male neo-literates.

Out of the 17 mandals and 3 municipalities in the sample, 9 mandal and one municipality performed well. The performance of 4 mandals and two municipalities was not encouraging.

### **Evaluation of the Literacy Primers**

The external evaluation agency also evaluated the literacy Primer I, II, III being used in the campaign and found many deficiencies in these books and concluded that if better material was provided to the learners, the result of the campaign would have been still better.

### **Conclusions and Suggestions**

1. Though the literacy campaign aimed at total literacy of all the 5.9 lakh illiterates but because of the various factors yet to be analysed and estimated, 1.9 lakh learners have not been benefited from it to the expected level. Hence, an extended 3 months campaign would help them to attain the desired level of literacy.
2. An intensive mandal wise survey of the non-literates is necessary and the help of the voluntary agencies may be sought for this purpose.
3. The evaluation may be integrated into the scheme of the campaign, so as to help monitor its progress continuously as has been done in Ernakulam.
4. An appraisal of the MIS system is necessary. Although ample data was collected by the ZSS, it could not be retrieved when needed. The teams major handicap was its failure to obtain the secondary data from the officials concerned at mandal and village levels.
5. A special literacy drive may be launched in 4 mandals and two municipalities where the performance was found to be low in the external evaluation.
6. The evaluation of functioning of Jan Chetna Kendras in Chittoor is necessary to identify its strengths and weaknesses.

## **District Scenario after Completion of Literacy Campaign**

The external evaluation agency has estimated that district rate of literacy had gone up from 51% to 65% and the literacy rate in the age-group 9-35 has gone up from 63.57% to 86.7%. With the efforts of literacy campaign 4.6 lakh neo-literate are ready for post literacy campaign, however, there are 1.3 lakh learners who require help to reach to the NLM norms of literacy and 16,000 illiterates are required to be covered under the mopping up campaign.

# EVALUATION OF LITERACY CAMPAIGN CHITTOOR DISTRICT (AP) - 1994

Conducted By

**NATIONAL INSTITUTE OF RURAL DEVELOPMENT,  
HYDERABAD**

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Literacy Campaign Chittoor District (AP) was also evaluated by National Institute of Rural Development in 1994 under the leadership of Dr. C. Yogananda Sastry. The objectives of evaluation were to examine the achievements of the learners and to assess the perceptions, motivations, attitudes and reactions of the programme. The focus was on both the qualitative and quantitative dimensions. The Research scholars from Sh. Venkateswara University served as investigators after comprehensive training in the techniques of interviewing.

Separate schedules were designed for different category of respondents. The learning proficiency test formed the main test to determine the level of learning that has taken place. It included the items like dictation of words, reading a passage meaningfully, dictation of digits, filling of the missing letters and words, writing of one's name and address, arranging jumbled words, addition, subtraction, multiplication and division.

Separate schedules were prepared to assess the attitudes, motivations, perceptions and aspirations of the learners.

## The Sample

1. A two stage stratified sampling procedure was adopted for drawing the sample. At first stage, 30 gram panchayats out of the total of 249 in the district were drawn proportionately from the 27 revenue mandals out of the total of 85 mandals in the district. As per records, there were 12,160 learners in these 30 gram panchayats. At the second stage, the sample learners were drawn from these 30 gram panchayats. Thus, the sample constituted 852 neo-literates i.e. 7% of the total learners in these selected Gram Panchayats (Madanpalli - 322, Triupathi - 257 and Chittoor - 273).

2. In addition to the above, 6 gram panchayats were randomly picked up with a view to know the coverage of the learners.

Whenever, the specific respondent was not available, replacement was done with due procedure.

## **The Learning Outcomes**

1. The cut-off points for declaring the learner successful in the test was taken as 50% deviating from the NLMA norms of scoring 70% in aggregate and 50% marks in each of the reading, writing and numeracy abilities. Thus 81.6% of the sample learners were found successful in the literacy test. With regards to the division-wise analysis, 95.38% success rate was recorded in Chittoor division, followed by 77.8% in Madnapalli and 71.2% in Tirupathi division.
2. The average score for the entire sample was 67.27 (63.82 in case of females and 71.85 in case of males). the mean scores of schedule castes, scheduled tribes, backward classes and other classes was found to be 64.87, 61.55, 66.86 and 72.10 respectively.
3. It was found that female agricultural labourers secured less marks than their counterparts.
4. Marital status of the learners has not either impeded or improved the learning process of the learners.

## **Impact of the Campaign**

1. Lesser performance of the female neo-literates was due to the reason that need and demand for literacy campaign was not identified by these learners. The psycho-social, economic and cultural barriers still seem to play a pivotal role in denying scope for equalising the facility of learning even when it is offered almost at the doorstep, totally free of cost and at the learners' suitable timings. To that extent, the environment building efforts have not penetrated into the psyche of the masses.
2. In the general knowledge items, encompassing political, social, economic, cultural, health related and development programme, the impact of the campaign was not assessed to be adequate because 40% of the neo-literates secured marks less than 50%.
3. The majority of the learners experienced feeling of securing an opportunity to explore the hitherto unknown world of literacy. Others felt that through acquiring literacy skills they can enhance 'self respect and command better respect in the village.
4. The environment building efforts encouraged the neo-literates to write letters to district collector and the President of ZSS and political leaders which indicates that the general masses have awakened to safeguard their rights as a citizen.

## **Suggestion**

1. There is a need for more effective environment building programme to change the out-look of the people in favour of women's literacy and empowerment.

2. There appears to be a need to specially train the volunteers in training methods to teach numerical abilities. Special modules can be developed for this purpose.
3. The future campaigns should associate apex institutions in social sciences in the country/states with established reputation, right from planning stage to achieve better results commensurate with expenditure.
4. Reading abilities of the neo-learners have to be improved through supervised study sessions, although the results indicate that most of the learners were able to attain above 50 percent marks in this literacy ability.
5. The campaign should concentrate on some important awareness aspects of the learners i.e. relationship between environment and health. importance of immunization and nutrition for better health; procedures for securing assistance from government and the like.
6. The volunteers should be provided some non-monitory incentives such as to enhance the scope of self employment/wage employment opportunities under the anti-poverty programmes. Special emphasis could be accorded to SCs, STs and educated unemployed youth serving as volunteers.
7. It would be desirable to enlist the participation of all the departments in the district and particularly the revenue department, in view of the importance of this department.
8. Better lighting arrangements be made for the night learning centres.
9. Some measures are needed to stop the tendency of drop-out from the learning centres.

# **EVALUATION OF LITERACY CAMPAIGN KARIMNAGAR DISTRICT (ANDHRA PRADESH) : 1993**

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According to 1991 census, Karimnagar district in Andhra Pradesh had an effective literacy rate of only 37.17% (50.78% in case of males and 23.37% in case of females) as against 44.09% (55.13% in case of males and 32.7% in case of females) literacy rate of the state of Andhra Pradesh.

Literacy campaign for Karimnagar was approved by National Literacy Mission Authority in March 1991 to be implemented by Akshara Ujjwala Samithi, Karimnagar, with District Collector as its Chairman. The target of this campaign was to provide functional literacy to 7,08,952 non-literates in the age group 9-35. This number was identified through a survey conducted by the Samithi. However, the Samithi was able to enrol 6,09,547 non-literates in the literacy centres.

The campaign was carried out in two phases in all the 56 mandals of the district and completed by Nov. 1992. The first phase commenced on 2 October 1991 and ended in June 1992 while the second phase commenced on 15 August 1992 and ended on 30 Nov. 1992.

## **External Evaluation of the Campaign**

The task of External Evaluation of the Campaign was entrusted to the Council for Social Development, South Regional Office Hyderabad, who evaluated this campaign with the following objectives :

1. To examine and evaluate achievement levels of learners in the selected mandals.
2. To evaluate learners on five main components of literacy i.e. ability to read, ability to write, ability to identify symbols, ability to perform simple mathematical calculations and ability to sign.

## **Methodology**

### **Sampling**

A multi stage sampling procedure was adopted for the selection of the sample. Out of the total of 56 mandals in the District, 20 per cent i.e. 13 mandals were identified as sample Mandals. The procedure adopted was that 2 mandals in each of the six sub-projects were selected except in case of Jagityal (A bigger mandal), where 3 mandals were selected. From these mandals, 25 villages were further selected (2.5% of the total number of villages in the District). The final sample of learners was 2,500 (2 per cent of the total learners enrolled and participated in the programme in the 13 selected mandals)



In order to have enough representation from all sections of learners, disproportionate sampling method was preferred to get uniform sample of 100 learners from each village. The main characteristics of the sample were :

1. 61.5% of the learners were males and 38.5% females
2. 36.0% of the sample learners belonged to agriculture sector. 31.2% were agricultural labourers, 14.3% non-agricultural labourers, 7.2% artisans, 0.7% businessmen and 10.6% others.
3. 2.6% of the sample learners belonged to the STs, 29.6% to the SCs and 59.2% backward classes.

### **Evaluation Tool**

Learners evaluation test and a questionnaire were the two evaluation tools adopted to assess the achievement of the learners. The learners achievement test deviated from the Dave Committee norms because it provided weightage of 20%, 35% and 45% to reading, writing and numeracy respectively in stead of 40%,30% and 30% weightage for reading, writing and numeracy respectively, as recommended by the Dave Committee. The cut-off points were taken as securing of 70% marks in aggregate with securing of a minimum of 50% marks in literacy abilities i.e. reading, writing and numeracy.

Apart from the above, the interview schedule was also structured to know the impact of the programme.

The evaluation was conducted by a team of 4 evaluation assistants each in 3 groups under the 3 supervisors of the external evaluation team. The evaluation was conducted in April 1993.

### **Findings**

1. As many as 92.3% of the sample learners have become neo- literates or successful learners scoring more than 70 per cent of marks in the evaluation. The achievement rate of the males was 93.6% and to the females was 90.3%, the achievement rate of the STs was reported to be 90.8%, SCs 92.7% and others 92.2%. The achievement rate of the learners below 15 years of age-group was 92% and above the 35 years age-group was 88%.
2. With regards to the achievement level in different components of literacy, it was found that 87.3% had a good ability to read, 86.3% had a good ability to write, 84.3% had a good ability to add, subtract and divide the numbers and 86.8 per cent were able to write their own name.
3. Among the selected mandals, Korutla topped the list with 98.5 per cent achievement while Boinpally ranked the lowest with 80.0 per cent achievement level.

4. Gender and caste did not make any significant difference in terms of achievement levels. However, age seems to have some impact on achievement levels as the younger people showed better performance than the older ones.
5. Next to Korutla ranked Mahadevpour and Manthani with achievement levels of near about 90 per cent, while the achievement level in all the other Mandals was 80 per cent or above.
6. The achievement levels for reading ability, writing ability, identification of symbols, to do additions, and ability to sign varied between 86 and 94 per cent. One drawback seems to be that learners scored less in ability to do subtraction and division.
7. Presence of facilities like Irrigation, Bank, Post Office, Motorable Road, etc., did not have any impact on achievement levels. Villages with less facilities reported high percentage of achievement indicating the commitment and vigour of the volunteers, officials and other functionaries involved in the programme.

Majority (64.4 per cent) of the sample learners seems to have been motivated by volunteers for participating in the literacy campaign. With regard to the usefulness of literacy, about 30 per cent indicated that they were benefited 'very much' while the rest felt that the benefit they gained were to 'some extent' only.

### **Observations and Conclusions**

It is observed that apart from official intervention, wherever local people, including teachers and elected representatives, had shown little more interest, the programme had met with greater success. In other words, people's participation seems to be the inevitable key factor for the success of Total Literacy Campaign in Karimnagar District.

One of the most tangible and practical benefits which these learners seem to have derived from being literate is the fact that they can read the destination boards on the RTC buses now and thereby avoid confusion in getting into wrong bus. Now they are also able to calculate the fare correctly; earlier they used to be duped often by the bus conductors. These are only some of the examples of definite improvement over the past.

The results indicate that in future the emphasis in literacy programmes may have to be laid on numerical ability, specially in terms of subtractions and divisions.

### **District Scenario After Completion of Literacy Campaign**

1. There are 5,62,611 neo-literates in the district who require post-literacy facilities so as to sustain and upgrade their literacy levels.
2. There are 46,936 learners in the district who still require some help to reach ~~to~~ the NLM norms of literacy.
3. There are 99,405 non-literates in the district, who are still to be covered in the mopping up campaign.

## **EVALUATION OF LITERACY CAMPAIGN NIZAMABAD DISTRICT (ANDHRA PRADESH) : 1992**

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Spread over an area of about 800 sq.Kms, Nizamabad district in Andhra Pradesh is divided into 3 divisions (Nizamabad, Bodhan, Kamareddy). The divisions are further divided into 36 mandals and 3 municipal committees. The population of this district, according to 1991 census is 20.35 lakh. The density of the population of the district is 211 persons per sq.kms. against the state average of 1195. Out of the total population, Scheduled Castes and Scheduled Tribes constitute 15.41% and 5.37% respectively. The literacy rate of the district according to the 1991 census is 35.2%. There are 1116 villages in the district.

### **The Literacy Campaign**

The literacy campaign for this district was approved by NLM Authority in March 1991 for providing functional literacy to 4,50,196 non-literates in the age-group 15-35, out of whom 1,77,729 were males and 2,72,467 females. The campaign was organised by Akshara Kiranan. A door to door survey was conducted in October 1991 for identifying the exact number of illiterates in the target group. According to this survey, it was estimated that there were more than 4.5 lakh learners who were enrolled in the literacy centres and 3.5 lakh were reported to have become literate according to the internal evaluation conducted by the ZSS in which 4,367,500 learners were reported to have appeared.

### **The External Evaluation**

The External Evaluation of this campaign was conducted by the University of Hyderabad in October 1992 with the objectives to evaluate the literacy outcomes of the target population with Telugu; Urdu and Marathi languages as the learning/teaching media; to relate the literacy outcomes to the socio profile of the learners; to study the regional variations in literacy achievement and to project the current literacy level of the district.

### **The Sampling Scheme**

After studying the various organisational aspects of the literacy campaign, the external evaluation agency adopted a multi stage sampling scheme to represent 36 mandals and 3 municipalities. Based on the data provided by the ZSS, 10% of the villages in mandals were selected at random in a representative way. The number of villages thus selected were 110 out of a total number of 1,116 villages. Thereafter, the sample was stratified according to the caste (SCs, STs, backward classes, minorities, other castes) and gender, i.e. male and female. 25% of the learning centres from each village were selected by adopting stratified random

sampling technique. Thus the total sample of 12,017 was drawn, out of whom 2282 were SCs, 1031 STs, 6690 backward classes, 758 minorities and 1258 others. The total number of 4568 were the males and 7449 were the females. The size of the sample in relation to whole group was 2.7%. Out of the total sample of 12017, 11259 turned up for taking the test. Out of these 19% were the SCs, 8% STs 56% backward classes and 15% belonged to other classes. 39% of the sample belonged to the males and 61% to the females.

## **The Evaluation Tools**

A question paper was designed by the EET for the purpose of measuring literacy outcomes. It was divided into two parts, the first part was designed to elicit personal information of the learners such as gender, age, previous schooling, caste, occupational status etc. while the second part was designed to test the learners ability in reading, writing numeracy and comprehension. Weightage of 30% was provided to reading, 25% to writing, 20% to numeracy and 25% to comprehension. The test papers were prepared in Telugu, Urdu, Marathi, Kannada and Hindi. Learners, who scored 60% in each of the above mentioned abilities were proposed to be declared as successful neo-literates. The performance of the learners was classified into various grades with the intervals of 10.

## **The Findings**

### **Literacy Outcomes**

1. Learners who secured above 80% marks in all components were 70% of the sample appearing in the examination. These learners, according to the external evaluation agency can be declared as literate. However, if calculated on the NLM norms of literacy, The achievement percentage of the sample learners in the age- group 15-35 will be 90.0%
2. Division wise analysis yields that Bodhan secured the first position in showing the better literacy outcome followed by Kamareddy and Nizamabad division. Four mandals in Nizamabad, one mandal in Kamareddy and 5 in Bodhan including the Bodhan municipality fall in the 'Very Good' category.
3. Among the successful neo-literates in Telugu language, 40.37% were the males and 59.63% the females.
4. By applying the criteria of a minimum securing of 60% in all the 4 components, 63.56% of the sample attained the status of neo-literate. Language-wise analysis shows that 63.08% of the Telugu learners, 65.13% of the Urdu Learners and 76% of the Marathi learners successfully completed the test.
5. An analysis of the division-wise performance shows that Bodhan division stands first with 67% success rate followed by Kamareddy with 65% and Nizamabad with 50% marks in all the literacy abilities.

## **Learning Outcomes**

About 70.16% respondents secured more than 80% marks in the test conducted by the evaluation team. Since this indicates achievement in terms of aggregate marks, the team has decided to adopt scoring component-wise, keeping 60% as the cut-off in each component. The results are interesting. 63.08% Nearly 60% females (38886/6541) have secured 60% or more in all the four components (i.e. reading, writing, comprehension and numeracy).

Out of 565 respondents who took the test in Urdu, 65.13 per cent attained the neo-literate status. 76 per cent out of a total number of 325 have become neo-literate under Marathi.

The performance of neo-literates in the district ( 3 language groups) has worked out to 63.93% after eliminating those who are either below 15 or above 35 years of age.

The impact of the programme is not uniform in all Mandals/Municipalities.

## **Assessment of the Teaching-learning Material**

The External Evaluation Agency has assessed the IPCL primers used in the campaign and has suggested the following:

1. Owing to dialectical and other difference the adoption of reading material prepared by other campaign district is not advisable.
2. Reading material must be scientifically designed, associating a linguist in the preparation of the material.
3. Reading material may be condensed into two primers in view of the difficulties experienced by the learners in Chittoor and Nizamabad districts.

## **Suggestion**

1. Launching of a mini 3 month campaign has been recommended in Armoor, Navipet, Yelapally, Machareddy, Gandhari, Pitlam and Jakranpally mandals and Kamareddy Municipality as the performance of the learners in these areas is much below the expected standards.
2. Association of an external evaluation team with the implementation of the LC to ensure availability of authentic and reliable secondary data useful for planning an evaluation study.
3. Owing to dialectal and other differences, the adoption of reading material prepared for other campaign districts is inadvisable.
4. Reading material must be scientifically designed associating a linguist in the preparation of primers.

5. A mid-term evaluation after three months of launching of the teaching phase of the campaign is necessary for planning a comprehensive evaluation.
6. The reading material may be condensed to two primers in view of the difficulties experienced by learners in Chittoor and Nizamabad Districts.
7. The TLC in the district has not strictly adhered to the guidelines issued by the NLM in the organisation of the survey to determine the number of literates/illiterates, as the analysis is restricted to the identification of illiterates, problems arise in the estimation of the number who are already literate in the selected target groups. So, the experience of Social Science Research Institutes should be availed to conduct such type of survey.

### **Literacy Scenario after the completion of LC**

The literacy campaign succeeded in making 63.93% of the target population literate. The estimated neo-literates are 2,52,557. The total number of literates after the conclusion of the literacy campaign is estimated to be 5,11,564 (including those who were already literate 2,59,007+2,52,557) with the addition of 2,52,557 neo-literates, the percentage of literates in 15-35 age-group in Nizamabad District has gone upto 78.21%.

# EVALUATION OF LITERACY CAMPAIGN SRIKAKULAM DISTRICT (ANDHRA PRADESH) : 1994

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## The District Profile

Srikakulam district situated in the North East of Andhra Pradesh is one of the backward districts in the state. According to 1991 census the total population of this district is 23,17,915 spread over 5,837 sq.kms. It is divided into 3 revenue divisions having 37 mandals, 1064 villages and 3 Municipalities.

The economy of the district is agrarian with prevalence of traditional agricultural practices. The District does not have sound industrial technological infrastructure.

The twin problems of poverty and illiteracy are acutely prevailing in this district. Compared to 37.46 percent literacy rate of the state of AP, Srikakulam district has a literacy rate of only 30.06% with a very low rate of female literacy i.e. 19.60% only.

The district has however, tremendous potential for development with a long coast line stretching over 193 kms. and there are various opportunities for marine, fishing, prawn culture, availability of granite exploration and plantation of cashew and coconut.

## The Literacy Campaign

Literacy campaign in Srikakulam was approved by the NLM authority in March 1991 for providing functional literacy to 6,54,298 (2,70,057 males and 3,84,241 females) non-literates in the age-group 9-40. Out of these 57,223 belonged to the SCs and 65,792 to the STs. However, the literacy campaign was able to enrol 5,59,498 learners in the campaign. The learners who completed Primer-I were 4,31,902. Those who completed Primer-II were 3,65,073 and those who completed Primer-III were 3,30,130 (60% of the total target). The instructions were provided to the learners in the Telugu or Oriya, according to their mother tongue.

## The External Evaluation

The External Evaluation of this campaign was conducted by an External Evaluation Team headed by Dr. M. Gopala Krishna Reddy, the Vice-Chancellor of Andhra University in January 1994. The objectives of the study were:

1. To assess the literacy achievement of the learners and
2. To study the perceptions, motivations, attitudes and processes permitted through all the dimensions of the campaign and its impact.



## **The Sample**

A sample of 5,881 learners was drawn by the External Evaluation Team to study the literacy achievement of the learners, employing random sampling technique. A sample of 302 drop out learners, 201 instructors, 78 drop out instructors and 180 public persons like village elders, sarpanches, doctors, lawyers, teachers and others was taken to study the perception of the general public and the impact of the programme.

In each of the 37 mandals, one village was selected by the External Evaluation Team, keeping in view the feasibility, accesses and availability of the learners who had completed 3 IPCL Primers in the literacy campaign. In each of the 3 Municipalities, one area was selected on the similar lines. The criteria adopted for the selection of villages was the caste composition and regional distribution to present a representative sample of the universe to a maximum extent possible.

## **The Evaluation Tools**

Literacy achievement test, observation schedule and interview schedule were the three main tools adopted for the evaluation of this project. The literacy achievement test was in accordance with the guidelines of the NLM i.e. providing 40%, 30% and 30% weightage to reading, writing and numeracy respectively. The cut-off points were also taken according to the NLM norms i.e. securing of 70% marks in aggregate and 50% marks in all the three literacy components.

## **The Findings**

Out of the sample, 82.05% of the learners attained literacy according to the NLM norms. The successes rate of males was recorded as 82.66% and that of the females 81.36%. The success rate of SCs was a little less i.e. 80.10%, while that of the STs was 82.66%. In view of the district being one of the backward areas in whole of the state with sizeable inaccessible and coastal area, the present achievement of the literacy campaign seems to be a big achievement.

With regards to the achievement in three literacy abilities, the successful learners displayed better performance in numeracy followed by reading and writing. On the whole, the numeracy outcome was cent per cent while the outcome of reading and writing was 97.66% and 82.025% respectively. The differential level of numeracy between the male and female learners of the SCs and backward classes is negligible with female achievement only a fraction of percent less while females belonging to other classes achieved a fraction of percent more than their male counterparts.

With regards to the community and sex wise performance, achievement of the STs is reported as 82.66% (Males 86.39% and female 79.55%). Almost a similar percentage with negligible difference were found between the two genders among the SCs, Backward classes and the other classes.

## **Awareness Aspect**

A greater awareness was found among the learners for the benefit of education for their children. Consequently, there was an increase in the enrolment of school going children from 72% in 1992-93 to 79.76% in 1993-94.

The environment concept of growing trees and not cutting them also reached to the general public and they had a knowledge that more trees bring good rains and good agricultural production.

The learners now know better than what they knew previously about the health, hygiene and sanitation.

A clear awareness was found in the SCs and STs regarding development programmes being organised by Rural Development agencies.

However, the most significant achievement of the literacy campaign was providing awareness about socio-cultural and political aspects. The women associations participated in the efforts for prohibition of liquor by Govt. of Andhra Pradesh.

## **The Impact of the Literacy Campaign**

To know the broad impact of the literacy campaign, 5 questionnaires were used. The inferences that were drawn are the follows:

1. 90% of the respondents found the arrangements at the literacy centres as good while only 4.54% found it bad.
2. About the methods of teaching in the literacy classes, the response of 87.53% of the learners was found to be positive.
3. 90% of the sample positively responded to the questions like amelioration of poverty, taking care of the health, development programme, equality of women, giving up the superstitions, liquor prohibition, environment protection, small family norms and a habit of small savings.
4. As regards the view of instructors regarding the literacy campaign, 85% of the total sample provided a positive response, while a few pointed out some technical deficiencies.
5. As regards the benefits of literacy, 90% of the responses were found to be positive.

## **Overall observations of the EET**

The EET has concluded that most significant achievement of the literacy campaign was got through unprecedented awareness, political support, participation of youth and women associations, commitment of volunteers and motivation of the learners.

## Suggestions

The EET suggested the following measures for improvement of the campaign mode:

1. The environment building and the training in the relevant primers should be closely related to the local dialects, representing the living conditions of the people and the target group.
2. The educational campaigns should be planned in such a way so as to complete the target within a period of six to nine months, taking into consideration the seasonal occupations of the learners.
3. In environment building, popular folk performances should be given priority.
4. The Training centre at the district level may be established with right type of personnel. Its training wings at all the Head Quarters of the Revenue Divisions may also be established.
5. The data bank/research cell need to be constituted at the level of district for improving demographic profile of literacy of various groups in the different regions of the district.
6. While teaching the adults 'Eclectic' method may be preferred.
7. Post Literacy campaign as a part of education campaign becomes more meaningful if it is conducted, taking in view the economic development of the learners.
8. The idea of educational cess may be discussed and implemented to support the literacy campaigns.

With regards to the organisational aspects of the literacy campaign, the services of the established Department of adult education, District level officers, young and committed people, Departments of adult, continuing and Extension in the Universities may also be explored.

## The Overall Scenario

In view of the percentage of the learners, who have become neo-literates, the literacy rate of the district is estimated to be increased by 14.28%, the overall literacy rate of the district is now estimated to be 49.29% after the implementation of the literacy campaign.

# **EVALUATION OF LITERACY CAMPAIGN VISHAKHAPATNAM DISTRICT (ANDHRA PRADESH) : 1993**

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## **District Profile**

The Population of Vishakapatnam (AP) is 32.82 lakh as per 1991 census which constitutes 4.9% of the population of the state as a whole, while the geographical area of the district is 11,161 sq.kms which is only 4.1% of the entire area of the state. Out of the total population, 16.60 lakh are the males and 16.22 lakh the females. 39.88% of the population reside in urban settlements, while the rest of the population is distributed in 3324 villages. As per 1991 census the literacy rate of this district was 38.48 per cent (62.15% for males and 37.84% for females) against the 37.59% of the literacy rate for the whole of the state of Andhra Pradesh.

## **Literacy Campaign**

The literacy campaign for Vishakhapatnam was approved by NLM authority in January 1991 to provide functional literacy to 5,18,245 non-literates in the age-group 9-45. The identification survey revealed that there were 6 lakh illiterates in all the 31 mandals and 2 municipal areas. Out of these, 5,01,000 were enrolled in the literacy classes. The literacy campaign was organised in the district as a phased programme under Vishakhapatnam Akshara Joyothi. Out of these 2,26,179 had completed IPCL Primer-III at the time of evaluation.

## **The External Evaluation**

The External Evaluation of this literacy campaign was conducted by Andhra University, Vishakhapatnam under the leadership of Dr. N. Gopala Krishnan Reddy, Vice-Chancellor of the University. The objectives of the evaluation were to assess the performance of the learners and to study the level of awareness among the various functionaries and to know the impact of the programme as revealed from the people's participation, impact on women, advantages gained by the weaker sections and benefits accrued by the community in general to identify the drawbacks in the implementations of the programme and to make suggestions to strengthen the programme.

## **The Sample**

To draw a representative sample of the learners, 3 villages were identified from each mandal with the category of the highly successful, the successful and the marginally successful status, based on the data available on the internal evaluation. Thus a total sample of 13,032 learners were drawn; out of whom 51%

were the males and the 49% the females. The caste wise distribution shows that the sample had 11.36% SCs, 4.42% STs 37.46% backward classes and 46.6% others. As regards the occupational distribution of the sample, 46.39% belonged to the agricultural sector, 34.99% were labourers, 7.15% artisans, 3.49% businessmen and 7.98% others. The sample size was 5.8% of the learners completing IPCL Book-III. It is strange that 100% of the sample appeared in the test.

### **The Evaluation Tool**

The learners achievement test and the comprehensive schedule to study the awareness level of the learners and the impact of the programme were the two main tools adopted for evaluation of this campaign. In the learners achievement test, 25% weightage was given to reading, 35% to writing, 30% to numeracy and 10% to general knowledge. To pass this test a learner had to obtain 70% marks in aggregate and 50% in each of the literacy components mentioned above. The test was administered by the evaluation teams drawn from the teachers of the colleges and NSS student volunteers who were pre-trained for the job. The evaluation was conducted on 6-8 Sept. 1993.

### **Literacy Performance of the Sample Learners**

1. Out of the total sample of 13042, it is quite gratifying to note that 92.27% of the learners successfully passed the examination.
2. The performance of females in Literacy Test was better than the males. It was 90.2% in case of males and 94.0% in case of females.
3. With regards to the different literacy abilities, 70.20% were reported successful in reading, 96.86% in numeracy, 95.42% in writing and 93.79% in general knowledge.
4. As regards the sex wise achievement, 49.78% were the male achievers and 50.22% were the female achievers.
5. The caste wise achievement was 91.16%, 92.71%, 91.13% and 92.93% for the SCs, STs, backward classes and other classes respectively.
6. The performance in rural areas ranged from 60.71% to cent per cent.

### **Awareness Level and the Impact of the Literacy Campaign**

1. With regards to the opinion on the Akshar Joythi organisation and its functioning, the response from 97.61% was satisfactory while only 2.39% showed their dissatisfaction.
2. As regards the opinion on the specific efforts made by the Akshar Joythi literacy campaign to achieve its objectives, 81.4% of those interviewed were of the opinion that the Akshar Joythi had made good efforts to achieve its objectives and

for imparting literacy to the non-literates in the district. 92.4% reported that efforts were also made for improvement of the social awareness of the learners and 87.8% reported that good efforts were made to impart functional literacy to the learners.

3. Participation of the learners in the development programmes of the village was found to be impressive.
4. Family welfare and immunisation programmes have been accepted by the people in all the villages.
5. All those children who had earlier dropped out from the formal school education are now attending the schools in large number because their parents realised the importance of education through this programme.
6. Most of the women are now encouraging their children to attend the school.
7. The literacy campaign has enhanced the awareness among women, who are now participating actively in the development activities and environmental protection projects. They are also taking keen interest in the organisation of Mahila Mandal and working for the development of the communities in which they are living. Mahila Mandals played a significant role in the implementation of the literacy campaign.
8. The Anti Arrack movement was the result of the growth of literacy and awareness among women which ultimately brought out pressure on the Govt. to introduce prohibition in the state of Andhra Pradesh.
9. The impact of the campaign was seen among all the sections of the community, particularly among women and weaker sections. The people are now discussing freely about their programmes and organising themselves in a better coordinated way to take up community development projects.

### **Suggestions**

1. The External Evaluation Agency suggested that 4 months vacations can be declared in all the educational institutions and the students and teachers should be involved in mass literacy programme, so as to attain the goals of total literacy in the district.
2. In the tribal belt where 11 Mandals are located, systematic planning be made to bring it under the fold of literacy campaign.

## **The District Scenario After Completion of LC**

The external evaluation agency has estimated that literacy rate of the district has increased from 34.0% in 1991 to 44.0% in 1993 with the efforts of literacy campaign. The total achievement of the campaign in relation to its target comes to 40.26%. By applying the achievement of the literacy campaign to the whole group, it is estimated that the number of neo-literates ready for post literacy campaign are 2,08,695 and 17,245 are the non- literates to be taken care under a separate mopping up campaign.

# **EVALUATION OF LITERACY CAMPAIGN WEST GODAVARI DISTRICT (ANDHRA PRADESH) : 1993**

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West Godavari district in Andhra Pradesh has a population of 35,14,809 (as per the 1991 census), out of whom 17,61,925 and 17,52,884 are males and female respectively. The district constitutes 46 mandals and 8 municipalities and 1100 villages. The literacy rate of the district as per 1991 census is 54.63%.

## **The Literacy Campaign**

The literacy campaign for West Godavari district was approved by the NLM authority in March 1991 for imparting functional literacy to 7,30,877 non-literates in the age-group 15-40 years, out of whom 3,21,404 were males and 4,09,473 were the females, including 3,36,715 SCs and 61,122 STs learners. However, according to resurvey conducted by the **Akshara Deeksha**, the number of non-literates in this age-group was identified as 5,16,296, out of whom 4,87,970 learners were attending literacy classes. The literacy campaign was completed on 15.4.1992. After the massive environment building, 138 qualified functionaries were identified and trained to further train 4000 master trainers, who at the village level trained 70,000 volunteers in the teaching methods for adults. The instructional process for the learners commenced on 8 Sept. 1991 and completed in April 92. By this time 5,70,228 learners had completed the Primer-I, 5,49,858 the primer-II and 4,87,970, the Primer-III.

## **The External Evaluation**

The External Evaluation of this campaign was entrusted to National Institute of Rural Development, Rajinder Nagar, Hyderabad under the leadership of Dr. C.Yogananda Shastri and Dr. S.V.Ranga Chariyulu. The objectives of the evaluation were as follows :

1. To examine the literacy achievement of the learners
2. To assess the perceptions, motivations, attitudes and reactions of the learners, volunteers, coordinators, officials and non-officials and others participating directly or indirectly in the programme.
3. To examine the organisational arrangements
4. To assess the benefit of the campaign approach and
5. To assess the impact of the campaign



## **The Sample**

The evaluation was conducted on a sample of 1855 learners, out of whom 700 were males and 1155 were the females. Out of these 612 were SCs, 145 STs, 705 belonging to the other classes. As regards their occupational characteristics, 1273 belonged to non-agriculture sector, 217 to agriculture, 101 to business and services, 143 were housewives, 25 were unemployed and 96 belonged to the other occupations.

For drawing the sample, it was decided to select two panchayats out of the total of 890 panchayats falling in 46 mandals. One panchayat each with highest and lowest SCs and STs population was included in the sampling design. From these two panchayats, 36 learners per village were selected, using random number tables. Similarly one municipality from three Revenue divisions was selected and 2 wards per municipality with 36 learners per ward were covered in the sample.

For studying the opinion of the volunteers, it was decided to interview 3 volunteers and 3 non-officials per panchayat/wards. Non-officials included were the sarpanches, panchayat members and village leaders who had directly or indirectly helped the campaign.

## **Learners Proficiency Test**

Learners proficiency test was developed in accordance with the guidelines provided by NLMA providing 40%, 30% and 30% to reading, writing and numeracy respectively. It was pre-tested, and finalised for final evaluation. The test was administered by the TAs pre - trained for the job. The cut-off points were taken as securing to 50% marks in each of the reading, writing and numeracy abilities, deviating from the NLM norms of securing 70% marks in aggregate and 50% marks in each of the reading, writing and numeracy ability. The evaluation was conducted in April-May 1993.

## **The Evaluation Outcomes**

### **Learners Achievement in Literacy**

1. On the basis of EEA criteria, 81.79% of the sample learners passed the test. The success rate of the males is reported to be 81.14% and that of the females 81.94%.
2. The success rate of the SCs was reported as 81.3.% and that of the STs 78.92%
3. According to the division wise analysis, in the Eluru division, the average score was 86.73. In case of SCs, STS, backwards classes and other castes it was 86.79, 71.3, 87.19 and 87.02 respectively. In the Narsanpur division, the average marks obtained by the total sample stood at 80.53. In case of SCs, STs, backward classes and other caste groups, it stood as 80.40, 85.11, 81.66 and 78.0 respectively. In Kabbur Division the average marks obtained by the sample was 77.72. In

case of SCs, STs, backward classes and other castes, it stood at 77.30, 80.43, 75.86, 78.65 respectively.

In the evaluation of any literacy campaign, it is but natural that impersonation takes place in the sample despite vigorous statistical scrutiny and in this evaluation every attempt was made to keep the impersonation at the minimum.

Although, the evaluation agency has assessed the perceptions and attitudes of the learners and volunteers towards the programme and the impact of the campaign; however, they have not yet analysed the data. So it has not been included in this report.

### **Specific Observations of the External Evaluation Agency**

1. Efforts put in by the District Administration in achieving the goals of literacy in 15-40 age-group have born fruits to a great extent. Performance of SCs learners have been considerably good and there is a scope for improvement in the performance of STs in all the aspects of the instructions.
2. It is desirable that skills acquired by the neo-literates should be preserved through a regular contact with the volunteer instructors, specially for writing the letter.
3. For the drop outs, it may be desirable to organise separate classes and motivating them to join the main stream of life and see the world through the literate's eye.
4. LC should also make an effort to enrol out of the school children in the primary schools.

### **Suggestions**

1. EEA felt desirable that the skills acquired by the neo-literates should be preserved through a regular contact with the volunteers in the practice session of reading and writing. Practice takes them a long way in achieving perfection in whatever they have learnt. It may be desirable that the volunteers who helped in acquiring the literacy skills should also encourage the neo-literates to write letters indicating routine events of their experiences so that they will be in a position to feel the difference, practically between their earlier days of illiteracy and now when changes are brought about through literacy.
2. The impact of literacy is not only to be evidenced in the form of the adults acquiring the ability to read a few things and calculate some of the numerical gains or losses. The impact of the campaign should necessarily be perceived in the parents who until they acquired the literacy skills, denied the opportunity for the children to go to schools but have started realising the significance

of educating their children and start sending them for studies. It is only in the way that the purpose of organising adult literacy campaign would be fully realised. This, however, has to be further verified through the enrolment records in the schools, particularly, for all of the children in the schools. When no child in the school going age group remains out of school and when all persons in other age groups beyond the targetted population for the campaign also acquire literacy skills, then alone we can say the district has achieved cent per cent literacy and until then the relentless efforts will have to be continued.

**GUJARAT**

# **EVALUATION OF LITERACY CAMPAIGN AHMEDABAD : RURAL (GUJARAT) : 1993**

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## **District Profile**

Ahmedabad district in Gujarat constitutes 7 talukas with total population of 47,76,000 (Males 25,14,000 female 22,62,000). According to 1991 census, literacy rate of this district was 63.3% (males 71.4% and females 54.3%)

## **Literacy Campaign**

Literacy campaign Ahmedabad (Rural) was conducted between August,1991 to June 1993, although it was approved by the NLMA in October 1992 to cover 2.72 lakh illiterates in the age-group 9- 35. However, the survey conducted by Zilla Shaksharta Samiti identified 2.27 lakh learners out of whom 2.09 lakh were enrolled in the literacy centres and 1.99 lakh appeared in the internal test conducted by the ZSS.

## **The External Evaluation**

The external evaluation of this campaign was conducted by Sardar Patel Institute of Economics and Social Research, Ahmedabad from July to August 1993. The External Evaluation Agency selected a sample of 80 village leaders, 88 volunteers and 651 neo-literates for assessing the achievements, as well as the impact of the campaign. Out of 651 neo-literates 51.1 belonged to Bakshi Panch Tribe, 14.3% to SCs and 5.5% to the STs.

## **Achievement of the Literacy Campaign**

### **The literacy outcome**

The learning outcome was assessed through learners achievement test prepared by the external evaluation agency. The EET preferred to adopt his own criteria for declaring the learners successful and has deviated from the NLM norms i.e. scoring of 70% marks in aggregate and 50% marks each in reading, writing and numeracy. The EEA declared all those learners successful who were able to attain 50% marks or more in aggregate.

Accordingly, 83.15% of the sample learners were declared successful on the criteria of attaining 50% or more marks. 81.9%,86.7% and 83.1% of the learners were able to attain 50% marks in reading, writing and numeracy respectively. However, if attaining of 60% marks in aggregate is applied, the achievement level is reduced to 70.9%

## Awareness Aspects

1. 88.3% of the sample learners were aware of the importance of keeping once body clean, 84% of the sample learners recognised the need for preventive measures and improving the dirty surrounding around their dwellings.
2. As regards awareness in economic aspects, 69.8% of the sample learners developed awareness about animal husbandry as supplementary source of income for cultivators, while 74.2% realised the importance of savings.
3. With regards to the social aspects, 80% of the sample learners have developed awareness about the social evils like dowry system, addiction to drugs, superstitious beliefs etc.
4. 88.8% of the neo-literates realise the importance of voting after literacy learning.
5. As regards the preservation of environment, 92% of the sample learners have understood the benefits of tree plantation and 73.4% knew about the proper use of forest products.
6. The data relation between social castes and literacy outcomes reveal that scheduled castes, scheduled tribes and bakshi/panch displayed better in all major outcomes of the literacy campaign. The relatively better performance of these groups are in the areas of health and hygiene and social and economic awareness.

## The Impact of Literacy

The literacy campaign has somewhat changed the life of the tribal people, 92.5% of the neo-literates stated that they can now able to identify the bus numbers, 73.4% stated that they can now read the clock and 90.2% stated that they can now keep their house hold accounts. All these gains goes to the credit of ZSS.

## Suggestions

The External Evaluation agency observes that planning/implementation and monitoring of the literacy campaign was reasonably well designed despite numerous administrative organisational, financial and socio-psychological constraints in the rural area. However, these efforts need to be further streamlined so as to ensure more effective result of the campaign which are vitally necessary as spade work of successful implementation of PLC. The Adult Education cannot be viewed in isolation. It is a part of overall development process and therefore, its linkages with other aspect of the growth need to be made more effective and durable. So, the post literacy planning should be made keeping in view the issues related to the rural development.

## **EVALUATION OF LITERACY CAMPAIGN BHAVNAGAR CITY (GUJARAT) : 1993**

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The Literacy Campaign for Bhavnagar city was initiated in April 1991 and was scheduled to be completed in Feb.1992, however, for various reasons, it was delayed and was completed in the later part of 1993.

According to 1991 census, Bhavnagar city has a total population of 4 lakh (2.08 lakh males and 1.92 lakh females) spread over to 20 Municipal wards. According to the survey conducted by the ZSS, 29,468 persons were identified as illiterates in the age-group 15-35.

### **The External Evaluation**

The external evaluation of LC Bhavnagar city was conducted by Sardar Patel Institute of Economic and Social Research Ahmedabad in December, 1993. Out of the 20 wards, 5 wards and 3 sub-wards were selected for analysis of the literacy campaign performance in the city and 400 sample neo-literates were selected from these wards, however, only 160 sample neo-literates could be traced and tested. Over and above 20 sample volunteers were also selected for interview. Out of 160 sample neo-literates 90% belong to the age-group 15-35. 85% were females, 70% were married. 34% belonged to SCs and STs. Occupational distribution of the sample neo-literates reveal that majority of them belong to the various labourers' categories.

Learners achievement test was administered by a team of evaluation assistants drawn from among the teachers of the schools and trained for the job by the experts of SPIESR, Ahmedabad.

### **Literacy Outcome**

If the achievement test results were assessed by scoring of 50% in the literacy abilities i.e. reading, writing and numeracy and 50% marks in aggregate, 68.1% of the sample neo-literates were declared successful. If on the other hand, the aggregate passing norms of 60% and 70% were adopted, then the success rate is reduced to 60% and 50.6% respectively. However, the EEA has adopted the first criteria, deviating from NLM norms of securing 50% marks each in reading, writing and numeracy and 70% marks in aggregate.

With regards to the learners achievement in reading, writing and numeracy, 126 learners out of 160 sample learners scored 50% marks or above in reading, 82 scored 50% or above marks in writing and 101 scored 50% or above in numeracy.

If compared with the internal evaluation, 86% of the neo-literates were declared successful in the internal test, while in the external evaluation, this figure has been reduced to 68.1%.

## **Awareness Aspects**

External Evaluation agency also sought to assess the impact of literacy campaign on 3 aspects i.e. health, social and environmental awareness. Achievements on these aspects are given below:

### **Health Awareness**

As regards health and hygiene 50-60% of the neo-literates were aware of the health and hygiene indicators such as cleanliness, need of immediate treatment when somebody is ill, immunization, family planning, visits to primary health centres, keeping house and surrounding clean and keeping the children clean.

### **Social Awareness**

50% of the sample neo-literates reported increased awareness in respect of dowry system, social evils, unnecessary expenditure superstitious beliefs, age of marriage, removal of untouchability, family planning, national integration and age for voting.

### **Environmental Awareness**

63% of the neo-literates recognised the importance of the conservation of environment and the impact of environment on social life, tree plantation, use of forest products etc.

### **Suggestions**

The external evaluation agency provided the following suggestions for further improvement of the campaign:

1. The ZSS has made good efforts but in some areas such as environment building, training, distribution of material and motivational needs, there have been some deficiencies and these are required to be removed in the PLC programme.
2. The Municipal corporation has not made systematic efforts to involve NGOs effectively in the programme which need to be taken care of in the next phase.
3. The ZSS has not kept its records in a systematic manner. No information was available about the training of the volunteers or their refresher training. Therefore, it is suggested that proper records of the training etc. may be kept systematically in the post literacy stage. The ZSS has not been able to get substantial support from voluntary agencies, particularly the women's organisations, the organisations of the slum dwellers etc., for which it is suggested that ZSS should reach at the grass-root level to get support from every organisation, association, trade union, various sections of the society etc.



It was suggested that PLC should be gainfully linked with various occupations of the learners such as Ambar Charkha spinning, tailoring and embroidery work, bid work, papad and pickle makings etc.

Large scale involvement of the Mahila Mandals, mass enrolment of literate persons in the campaign, special awards and prizes for female neo-literates by organising literacy competitions on a mass scale would perhaps accelerate the growth of female literacy in the city.

PLC in the city area requires a systematic involvement of colleges, NSS students, University Department of Continuing Education, Lions Club, Rotary Clubs etc.

Closer Coordination between office of the ZSS and District Adult Education Officers appears to be necessary to resolve various problems coming in the way of the success of the campaign.

# EVALUATION OF LITERACY CAMPAIGN BHAVNAGAR DISTRICT(RURAL) GUJARAT : 1991

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## The Literacy Campaign

Bhavnagar District in Gujarat has a total population of 22.88 lakh according to 1991 census. 65% of its population is rural and 35% urban. Its literacy rate in 1991 was 48.4%

Literacy campaign in Bhavnagar was approved by the State Literacy Mission Authority in January 1990. The campaign was to be implemented by District Saksharta Samiti headed by District Collector, Bhavnagar. For the rural areas, the Literacy Campaign responsibilities were shouldered by District-Development Officer (DDO). The day to day campaign in the rural areas was looked after by the District Adult Education Officer of the Zilla Panchayat under the guidance of DDO. While, in the urban areas that is Municipal corporation Bhavnagar and 4 Municipal Committees, the Literacy Campaign was conducted by the respective municipal bodies.

In the rural area the campaign came to a close at the end of December 1991. While in the city it was expected to be completed in 1993.

In the rural areas, as per survey 1,53,438 illiterates were identified in the age-group 15-35, out of which 74,434 were males and 11,90,04 were the females. Out of this number 1,69,444 (Males 65,375 and females 10,40,69) were enrolled in the volunteers centres. 700 Master Trainers were identified and trained by the State Resource Centre, Gujarat Vidyapeeth, Ahmedabad, who further imparted training to 16,773 volunteers in different batches. Voluntary agencies like Mahila Sangh Bhavnagar, Lok Bharat, Sanosara Swami, Akshar Purshotam Sanstha and Swadhyay Parivar etc. were also involved in the programme apart from the teachers and students of the village schools. The Gujarat Govt. sponsored scheme of giving the awards of 5000 to 25,000 depending upon the Gram/Nagar panchayats claiming to have attained total literacy in the age-group 15-35 years as per specific norms.

## The External Evaluation

The External Evaluation of Bhavnagar rural was conducted by Sardar Patel Institute of Economic and Social Research, Ahmedabad under the leadership of Gokul O. Parekh in November - December 1991. For drawing the sample of learners, only 3 Talukas out of 12 were taken. Sample was drawn from amongst the village leaders(25) volunteers(94) and neo-literates(355). The sample of neo-literates was drawn from 25 villages out of the total of 245 in 3 Talukas. The percentage of the sample comes to only 0.15% of the learners in these areas. The 25 villages were randomly selected. However, the selection of learners seems to be purposive. The sample neo-literates consisted of 40% males and 60% females. Caste composition

of the neo-literates indicate that 59.1% were drawn from Baxi Panch and 33.9% from the higher castes, 4.7% were the SCs and 2.3% were the STs. For drawing a sample of neo-literates only 3 Talukas out of 12 Talukas were taken into consideration. 10% (25 villages) out of the total of 245 villages in three Talukas were selected by the EEA and about 14 learners from each village were selected for Learners Achievement Test. Thus a Total sample of only 355 neo-literates was drawn. Occupation-wise distribution of the sample neo-literates revealed that 40.1% were the cultivators, 18.1% were agricultural labourers and the rest 41.8% were from other occupations.

Learners Evaluation Test was the tool to assess the achievement of learners. It was prepared on the Dave Committee norms providing 40% weightage to reading 30% each to writing and numeracy. The test paper was prepared by the Gujarat Vidyapeeth Ahmedabad. Apart from the Learners Achievement Test, two observations schedules (one for volunteers and the other for village leaders and LC organisers) were also prepared to study the impact of the literacy campaign. The test was administered by a team of primary school teachers trained for the job under the supervision of team from the Sardar Patel Institute of Economic and Social Research, Ahmedabad. The evaluation was conducted from Nov. 23 to Dec. 24, 1991. It is strange that all the sample selected (355) appeared in the test.

### Literacy Outcome

Out of the total sample of 355, 301 neo-literates qualified the test providing an achievement rate of 84.8%.

As regards the impact of literacy campaign on the adult learners, it was evident that practically all the neo-literates were able to read bus numbers and boards, news papers and periodical, read and write post cards, read names and addresses and put down their signatures. However, 4.5% neo-literate could not gain sufficient grip over writing the household accounts. 46.8% of the neo-literates were able to identify the weights and measures and were able to read the time on the clock.

As regards socio-economic and cultural awareness among the beneficiaries, over 90% of the neo-literates reported that they had gathered considerable information/knowledge about health care and hygiene, 50.4% felt convinced about the need to keep one's body clean, 43.9% witnessed attitudinal changes from superstitious beliefs to scientific pursuits, 69.9% realised the need for prevention of dirty surroundings etc. On agricultural front, 58% developed awareness about animal husbandry, cottage industries and scheme of loans and subsidies available for these occupations. 29.9% of the neo-literates reported cultivation of savings and banking habits. 42.8% neo-literates were able to name the important political leaders of the country, the state and the district. 50.9% were aware about the 3 social evils i.e. dowry system, addiction to drugs and superstitious beliefs. Some other impact of the literacy campaign like dignity of labour, exploitative society, environmental protection, minimum agricultural wages etc. were also seen among the positive aspects of the LC achievements.

As regards the LC implementation, the following points are worth - mentioning:

1. 95.2% of the learners expressed their satisfaction for teaching learning arrangements, including supply of material provided to them by the ZSS.
2. 90% of the learners reported that they had gathered considerable information/knowledge through literacy campaign programme.
3. 50.42% to 78% learners in various villages were reported following the health care and hygiene guidelines provided to them in the teaching learning process.

### Recommendations

The external evaluation agency recommended the following for further improvement of the programme.

1. A need of well managed programme of post literacy and continuing education with the special material to suit the needs of the neo-literates at the post literacy stage and evolving a primer for post literacy learning is the task that deserves priority.
2. Literacy Campaign was more concerned with imparting three R's. so, it is necessary that post literacy campaign should concentrate on providing socio-economic, cultural and political awareness and training in skills to increase the economic status of the learners.

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# EVALUATION OF LITERACY CAMPAIGN DANG DISTRICT (GUJARAT) : 1994

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## **The District Profile**

The District of Dang comprises a single rural hilly forested taluka at the edge of Sahyadries in the south of Gujarat state. It is the smallest district in Gujarat having an area of 1764 Sq.Kms. with a population of 1,43,490 persons (1991 census). The district is by and large mountainous. There are 311 villages and 346 settlements. The main administrative centre of the district is Ahwa. There is no town or urban area in the district. In the monsoon seasons, the entire area becomes virtually inaccessible.

93% of the total population of this district is tribal. There are as many as 20 Scheduled Tribes. The major amongs them are Kumbhis, Bhils and Varlis. They live on forest products and migrate to near by districts during the harvesting months. 76% of the total area of the district is covered with forests. Only 24% of the total area is under cultivation. Many of the villages of this district lack in basic modern facilities like electricity, telephone, pakka roads, safe drinking water etc. Literacy rate of this district, according to 1991 census was only 37.8% as compared to 51.7% for the state of Gujarat.

## **Literacy Campaign**

Literacy campaign in this district was launched in November, 1992. It was scheduled to be completed in May 1993 but due to certain constraints, it was completed in 1994. According to the survey carried out by the panchayats, 26,000 illiterates were identified in the age-group 15-35 which became the target of the literacy campaign. Three tier structure was planned to execute the programme. Gram Saksharta Dal or Akshar Sena was formed in 33 zones of the district. 66 Resource Persons were trained at Gujarat Vidyapeeth who provided training to 400 Master Trainers. The Master Trainers further trained the 5,500 volunteers.

## **The External Evaluation**

The external evaluation of this campaign was conducted by Sardar Patel Institute of Economic and Social Research Ahmedabad. This agency made a survey of 311 villages and 346 settlements in the district and met various village leaders, volunteers and neo-literates and chalked out the strategy for selection of the sample for the external evaluation. The External evaluation agency selected a sample of 306 neo-literates, 43 volunteers and 34 village leaders from 24 villages for this study. Out of the 306 neo-literates, 207 were of the age-group 15-35. 15 were below 15 years and 4 were above 35 years, 107 were men and 199 women. 26 learners

belonged to Scheduled Tribes and 18 to Scheduled Castes. 210 learners were married. Out of 306 learners, 130 were cultivators, 46 were agricultural labourers and others were working in non-agricultural sectors.

Learner's achievement test and interview schedule were the two major tools to assess the achievement of the campaign. The learner's achievement test was prepared by the evaluation team and was administered by the group of teachers drawn from the schools and trained for the job of evaluation of the campaign.

The External Evaluation agency has deviated from the norms suggested by the National Literacy Mission Authority with regard to the declaration of a successful learner. According to NLMA norms, a learner must attain 50% marks in each of the reading, writing and numeracy abilities alongwith 70% marks in aggregate to be a successful learner. The EEA has adopted its own criteria of declaring a successful learner on the basis of attaining of 50% marks in aggregate in the learners' achievement test.

### Literacy Outcome

62% of the sample learners secured 50% marks in aggregate, 44% of the sample learners secured 60% marks in aggregate, while only 23.93% secured 70% marks in aggregate. With regard to achievements in different literacy abilities, 61.31%, 60.32% and 75.73% of the sample learners secured 50% marks in reading, writing and numeracy respectively. The outcome of the male learners was better than the females. 67.28% of the male learners secured 50% and above marks while in case of females the percentage was 59.59%. Castewise achievement was as under:

Scheduled Castes	33.33%
Scheduled Tribes	66.04%
Bakshi Panch	37.54%
Others	33.33%
(Securing 50% and above marks in aggregate)	

Occupation wise achievement is as under:

Cultivators	53.78%
Agriculture labourers	50%
Service	50%
Other labourers	79.46%
(securing 50% and above marks in aggregate)	

### Impact of the Campaign

1. 75% of the learners have acquired the capacity to read and write reasonably well.
2. 55% of the learners could grasp the importance of social awareness issues taught to them i.e. health and hygiene, information regarding their occupations, the

- hazards of social evils, importance of congenial living, dangers of superstitious attitude, rights and duties of the citizens etc.
3. The tribal societies, which have deep rooted beliefs in superstitions, now are changing, although the process of change is a bit slow.
  4. The tribal people have got awareness about environment i.e. benefits of tree plantation, use of forest products etc. They are now becoming aware of the use of Tractors and its advantages. Scientific cultivation practices, use of good seeds, use of insecticides, awareness about the loans, advantages of animal husbandary, awareness about savings and awareness about Govt. schemes of economic assistance for rural development.
  5. Majority of the neo-literates believed that girls should be literate because literate mother can appreciate the need for literacy and also teach her children.
  6. As regards the opinion about literacy, 176 out of 306 learners were of the opinion that attainment of literacy would enhance their capability for productive work.
  7. As regards the opinion of the village leaders and volunteers, the tribal people were extremely orthodox before the launching of the campaign but now these barriers are being broken by the literacy campaign. People are now becoming better informed citizens. The District Administration has carried out a commendable job of imparting literacy, functionality and awareness skills to the tribal people of Dang but there is still more to be done.

### **Suggestions**

The EEA has suggested the following measures to improve the performance of post literacy programme in Dang District and a better planning of literacy campaign programme else where in the state, where literacy campaign was yet to be launched or had just commenced.

- 1 The tribal community are reluctant and inherently slow in adopting anything new; so more time be allocated for creation of environment for literacy among the tribal people.
2. The tribal community should be convinced that literacy does not mean forsaking their culture, preservation of their identity and traditional traits is an aspect of crucial importance.
- 3 Tribal people migrate from their land to other districts in the harvesting season, so the teaching work may be undertaken at the time when they are staying in their own areas.

4. Special programme for female literacy should be planned, taking view their needs and requirements, specially the income generating activities suitable to their local needs and requirements.
5. At the post-literacy stage, interesting material, suitable to the needs and requirements of the tribal people may be prepared and provided to the neo-literates.
6. NGOS and women organisations should be involved more profitably in this programme.



## **EVALUATION OF LITERACY CAMPAIGN KUTCH DISTRICT (GUJARAT) : 1993**

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Kutch district in the border of Pakistan, spread over a large Ran desert, constitutes 9 talukas with 1089 villages, and four Municipal committees. This district has extremely low rainfall and is often effected by draught conditions. It is very backward district having only animal husbandary as its main industry. A local kutchhi dialect further creates a communication problem.

The total population of kutch is 12,45,963, out of which 6,31,371 are males and 6,14,584 females. Majority of the interior villages are poverty stricken and people there live below the poverty line. The literacy rate of the district, according to 1991 census is only 43.78% as against 60.9% of the state as a whole. the literacy rate of males is 52.9% while that of females is 34.4%.

### **The Total Literacy Campaign**

The total literacy campaign in kutch was implemented by the Kutch Zilla Saksharta Samiti from November 1991 to December 1993. Survey conducted by ZSS identified 1,93,724 non-literates in the age-group 15-35 in the District, 43% of the non-literates were the males, and 57% the females. The number of Scheduled Castes learners was 20,385 and that of Scheduled Tribes was 17,003. Illiteracy among the female folk was alarming. The kutch district Saksharta Samiti sought the help of 48 voluntary organisation in different parts of the district for planning, organisation and implementation of the campaign. All the MPs, MLAs, Members of the District Panchayats, and Taluka Panchayats, were involved in the literacy campaign. Taluka Saksharta Samities and Gram Samities were constituted to implement the programme at the grass root levels. 22,300 volunteers were identified and commissioned for the job for eradication of illiteracy after providing them necessary training in teaching methodology of the adults. The training of the key resource persons was arranged by the Gujarat Vidyapeeth, who further trained 1,352 Master Trainers and the Master Trainers provided training to volunteers in batches. The teaching work commenced in October 1992 and concluded in Dec. 1993

### **External Evaluation**

External Evaluation of this campaign was conducted by the Sardar Patel Institute of Economic and Social Research, Ahmedabad to study the achievements of the campaign in terms of its objectives.

For the conduct of the study, Sardar Patel Institute selected a sample of 521 neo-literates from 45 villages out of the total of 1089 villages in the District. 73 village leaders and 80 volunteers were also interviewed to assess the effectiveness of the programme.

As regards the characteristics of 521 neo-literates, 97.70% were in the age-group 15-35, 1.54% below the age of 15 and others more than 35 years of age. 44.53% were males and 55.47% the females. As regards to their social status 19% belonged to Scheduled Castes, 17.08 to Scheduled Tribes, 38.77% to Bakshi Panch and 25.13 to other classes. As regards their occupational status, 24.95% were engaged in cultivation, 16.31% as agricultural labourers, 29.75% as labourer in other sectors and the rest belonged to the classes such as service, animal husbandary, cottage industries etc.

The Test paper was prepared by the External Evaluation Agency providing 40% 30% and 30% marks respectively to reading writing and numeracy. However, the cut-off points for passing the test paper were taken as attaining of 50% of the total marks, deviating from the NLMA norms of attaining 70% marks in aggregate and 50% marks each in reading, writing and numeracy.

### **Learning Outcome**

1. 119 sample neo-literates were able to maintain simple house hold accounts before joining the literacy campaign which increased to 420 at the end of the literacy campaign.
2. The overall achievement in the literacy test on the basis of obtaining 50% marks was 65.3%, while in the three literacy abilities, 68.90% of the sample learners passed in reading, 56.54% passed in writing and 74.8% passed in numeracy. Attainers of 60% marks in aggregate were 47.40%, while attainers of 70% marks in aggregate were only 32.05%.
3. With regards to the sex wise performance of neo-literates, the achievement of male learners was better than the females. the success rate of males was 68.4%, while the success rate of females was 62.1%.
4. With regard to the caste group wise attainment, the attainment of Bakshi Panch was found to be 67.2%, followed by Scheduled Castes whose attainment was found to be 66.7%

### **Awareness at different levels**

The study of the health and hygiene, socio-economic political and environmental awareness reveal the following results :

1. 81.8% of the learners were aware of the importance of once down body clean. 77.8% recognised the need of keeping house and surroundings clean and also to keep their children clean.
2. Majority of the neo-literates appreciated the importance of immunization and medical treatment

- 3 43.8% of the sample neo-literates knew about the importance of tractors, 32.6% were aware about the supplementary occupations like animal husbandary and 32.2% were aware of the insecticides that seriously effect agricultural productivity.
- 4 It is more impressive that 36.5% of the sample learners have come out of the superstitious beliefs after joining the literacy campaign.
5. About 25% of the neo-literates developed awareness about the development schemes related to the tribals.
6. 75.2% appreciated the utility of tree plantation.
- 7 It appears that literacy campaign had contributed to some extent for increasing awareness among neo-literates about ill effects of pollution, need for ecological balance and also the use of minor forest produce.

### **Some Observations of the External Evaluation Agency**

1. The Literacy Campaign suffered a set back due to the following impeding factors:
  - i) Indifferent attitude of the village leaders
  - ii) inability of the learners to spare time for literacy
  - ii) lack of proper media support
  - iv) Ineffective coordination between different departments.
  - v) Paucity of the interest invinced by NGOS
2. The MIS was not found to be in proper order
3. The help of various sections of the community was not sought by the literacy authorities
4. Training of the volunteers was found to be some what weak
5. Involvement of NGOS in the literacy campaigns was not quite up to the mark

### **Suggestions**

The external evaluation agency made the following suggestions for further improvement of the literacy campaign and campaigns being launched elsewhere and for effective implementation of Post Literacy Campaigns.

1. The post literacy campaign for Kutch should be started without any avoidable delay so as to obviate the danger of neo-literates relapsing into illiteracy due to the lapse of time between completion of the literacy campaign and the commencement of the post-literacy campaign.
2. The material for post literacy should be developed taking in view the needs and interest of the learners so as to seek greater motivation for the programme.

3. Coordination between Govt and Voluntary organisations be ensured for success of the programme
4. The post literacy programme should be planned in such a way that it should help them to adopt income generating activities especially for the female folk. The activities such as preparation of papad, pickle-chilly powder, tailoring, embroidery, Ambar Charkha spinning, candle stick making may be adopted. A systematic scheme may be formulated and implemented properly.
5. PLC should be arranged in an effective manner with adequate and proper training to its functionaries. Learning material for neo-literates should be prepared taking in view the current needs and requirements and interests of the learners.

# EVALUATION OF LITERACY CAMPAIGN KHEDA DISTRICT (GUJARAT) : 1993

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## District Profile

Kheda district in Gujarat covers an area of 7,194 Sq.kms. It has a population of 34.38 lakh (Males 17.92 lakh and Females 16.46 lakh) according to the 1991 census. It is mainly a rural district with 965 villages having 77.36% of the total population. The urban population is only 22.64%. Literacy rate of this district, according to 1991 census was 56.72%, (69.32% in the case of males and 43% in the case of females). This percentage was higher than the average literacy rate of the district which was 61.50% in the case of males and 41.18% in the case of females. The total literacy rate of state was 51.67% according to 1991 census.

## The Total Literacy Campaign

The literacy campaign for Kheda was sanctioned by the NLMA in October 1992 to cover 2.74 lakh Learners. In the survey conducted by the district panchayat through primary school teachers, the number of non-literates in the age-group 15-35 were identified as 2,74,137, out of whom 69,114 (25.21%) were the males and 2,05,023 (74.79) were the females. Against the enrolment of 2.74 lakh, 2.24 lakh learners were reported attending the literacy classes, out of whom 1.85 lakh learners completed Book- III at the time of external evaluation. The overall responsibilities of implementing the literacy campaign in the district was undertaken by the District Panchayat. The District Development Officer was the Chief Executive who shouldered the entire responsibilities for planning, policy formulation, execution and overall supervision of the campaign. A three tier structure at the district, taluka and village level was created for implementation of the programme. At the village level, the Saksharata Committee was headed by the Sarpanch of the village.

## The External Evaluation

The External evaluation of this campaign was conducted by Sardar Patel Institute of Economics and Social Research Ahmedabad, in the early months of 1993. The sample identified for the external evaluation constituted 296 neo-literates taken from 30 villages, out of the total of 965 villages in six talukas. Apart from the testing of the learner's achievement in literacy, 55 village leaders and 59 volunteers were also interviewed to assess the effectiveness of the programme.

As regards the characteristics of the sample neo-literates, 18.92% were males and 81.08% were females, 41.89% belonged to the Scheduled Castes, 7.09 to the Scheduled Tribes, 39.86 to Bakshi Panch and 11.15 to other castes. As regards

the occupation of the sample learners, 52.03% were cultivators, 20.95% the agricultural labourers, 14.53% the non agricultural labourers and the rest belonged to trade and commerce, service and cottage industries etc.

### **Literacy Outcome**

On the basis of literacy achievement test, 86.2% of the learners were declared successful. Over 90% neo-literates displayed ability to read bus numbers and simple notes or post cards. 73.3% were able to write simple words, however, with a less speed. The hand writing of the neo-literates was found to be neat, legible and orderly.

As regards the awareness aspects, 97.97% responded favourably for personal cleanliness, 45.6% were aware of the immunization programme, while 58.11% were aware of the family planning programme. As regards the keeping of the house and surroundings clean, 66.55% responded favourably.

As regards the awareness about development and economic aspects, 87.16% responded favourably. 78% of the learners were aware of social aspects like dowry system, social evils, habit of unnecessary expenditure, minimum age of marriage, removal of untouchability, family planning etc.

### **Observations of the EEA**

The External Evaluation Agency has provided the following observations in their report :-

1. The campaign, by and large was successful in building up a congenial environment for the introduction of the campaign in the district.
2. The community involvement in the literacy campaign was not found to be satisfactory, in as much as 4 panchayats, cooperatives and school chiefs and other leaders who were generally responsible for influencing public opinion had not evinced interest in the campaign or were disassociated from it in the several villages.
3. The Primary school teachers have not shown the enthusiasm for the campaign in the absence of the proper incentives that would have been provided to them
4. Adult learners were reported to be displaying indifference towards literacy learning, mainly due to lack of cash or kind incentives, orthodox outlook, physical fatigue after day's hard labour, addiction to liquor, absence of encouragement from the local leaders, need of migration in case of draught etc.
5. While the learners appeared to have developed awareness about health and hygiene and social aspect, they have yet to know about economic advantages available from various Govt. schemes.

## **Remarks of EEA**

The External Evaluation Agency, on the basis of this study has provided the following suggestion for further improvement of the programme:-

1. In the environment building programme, a more systematic selection of public walls and writing of good slogans would have been adopted for better environment building.
2. The training of the environment building groups and artists at all the levels was found to be weak. It could have been improved by adopting some effective measures.
3. The Mahila Mandals and Mahila Groups would have been involved for motivation of the females learners.
4. The training of the volunteers needs to be conducted at appropriate levels before the commencement of IPCL I,II and III
5. Possibility of providing opportunity to educated unemployed youth may be explored.
6. Frequent transfers of District officials must be curtailed for the success of the programme.

Although the implementation of the literacy campaign was fairly satisfactory, still there appears to exist certain gaps between expectations and fulfilment of the target. Such shortcomings must be avoided in the other literacy campaigns in the state so as to lead them for better performance.

## **EVALUATION OF LITERACY CAMPAIGN SUNDERNAGAR DISTRICT (GUJARAT) : 1994**

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Sundernagar district, known as gateway of Swarashtra constitutes 9 Talukas, 4 Municipal Committees, six Nagar Panchayats and 618 Gram Panchayats. The district is draught prone, however, the main source of livelihood of the vast majority of the people in the district is agriculture. Socio - economically, the District is quite backward. The total population of this district, according to 1991 census was 4,23,007 (Males 2,26,777 and female 1,96,230) The district has a large population of various backward communities. About 30% of the population belongs to various tribes and 10% belongs to Scheduled Castes. The literacy rate of this district is only 45.48% (according to 1991 census). The district is backward in the field of education also, because there are only 812 primary schools, 148 secondary and higher secondary schools, 7 colleges and 2 IITs.

### **Literacy Campaign**

The Literacy campaign in Surendernagar was approved by NLMA in January 1993 to cover 1.89 lakh illiterates in the age-group 9-35. However, according to the survey conducted by SZSS, 1.92 lakh persons in this age-group were identified as non-literates. In the age-group 15-35, the number of non-literates was found to be 1.69 lakh. Number of women learners were identified as 1.02 lakh in the age-group 15-35. The literacy campaign was undertaken by Surendernagar Zilla Shaksharata Samiti with District Collector as its chairman. Apart from the activities for creation of environment for the literacy campaigns, the SZSS identified 30 Resource Persons, 450 Master trainers, and 18,650 volunteers. The RPs were trained at Gujarat Vidyapeeth Ahmedabad, while MTs were trained by the RPs and volunteers were trained by the Master Trainers. The campaign was conducted in various phases from September 1991 to March 1994.

### **The External Evaluation**

The External evaluation of this campaign was conducted by Sardar Patel Institute of Economic and Social Research, Ahmedabad between March to June 1994. 62 Village leaders, 63 volunteers and 450 neo-literates were identified as a sample for this evaluation. As regards the various characteristics of the neo-literates, 94% belonged to the age-group 15-35 and 6% in the upper and lower age-groups. 33% of the neo-literates were male while 67% were the female. 11%, 20%, 48%, 19% belonged to the Scheduled Castes, Scheduled Tribes and other backward classes and the other communities respectively. As regards occupational distribution of the learners, 25% were engaged in farming, 21% as farm labourers and 33% as labourers in other trades and the remaining were unemployed or partially employed.



## The Learning Outcome

The literacy achievement of the learners was tested on a literacy achievement test prepared by the Evaluation Agency. The marks and weightage of which has not been provided in the test paper attached in the report. In this spot test, the reading, writing and numeracy skills of the participants were assessed. The cut-off point was taken as attaining of 50% marks in the aggregate. The learning outcomes has been reported as under:

1. Out of the total sample, 86% of the neo-literates scored 50% marks, 58% secured 50% to 60% marks while only 22% secured 70% marks or above marks.
2. The achievement in reading, writing and numeracy was found to be 83%, 62% and 88% respectively (50% marks or above).
3. As compared with the outcome of internal evaluation, the achievement rate of the campaign in External Evaluation was found to be 4% less than that of the Internal Evaluation which reported success rate of 90% (on the cut-off points of obtaining 50% marks).

## Outcome of the Awareness Aspects

1. 93% of the sample learners confirmed to have learned something about health and hygiene in the campaign. Important aspects that were assessed are: keeping the children clean, importance of body cleanliness, health care, vaccination, visiting to the health care centres, keeping house and surroundings clean and taking medicines immediately upon falling ill.
2. 18% of the sample learners had gained some knowledge concerning vocational and occupational aspect i.e. use of pesticides, tractors and scientific use of modern seeds and fertilisers, animal husbandary, awareness of the importance of savings, awareness about the modern methods of agriculture, use of good seeds, use of pesticides, opportunities provided to them by the government, such as loan subsidies, animal husbandary, minimum wages Act and equal wage to men and women.
3. 45% of the sample learners were reported to have knowledge of political leaders, awareness about current controversies in the field of politics, planning and its use for Adivasi areas and benefits from Narmada project.
4. 93% of the learners were aware about the voting process, bank loans, family welfare activities and police station and its services, 92% of the learners were aware of the environmental aspect such as benefits from trees, preservation/use of forest produce and environment of the desert area.
5. 89% of the sample was aware of the importance of education for their children including the girls.

## **Recommendations**

On the basis of this study, the external evaluation agency has recommended the following measures:

- 1 In the next round i.e. in PLC, some economic activities should be linked with the programme, so as to lead the learners for higher participation and economic gains.
- 2 The poor performers will have to be administered a fresh doze of learning with some additional efforts.
3. The Samiti will have to concentrate on planning and prompt introduction of post literacy campaign through well conceived programme of JSNs, setting up of village libraries, publication of special news letter for neo-literates etc.
4. In the post literacy campaign, more effective and active involvement of NGOs in general and women's organisations in particular should be taken into consideration.
5. Systematic documentation of the PLC activities is also an important aspect that is to be considered by the Zilla Saksharata Samiti.

# EVALUATION OF THE LITERACY CAMPAIGN VADODARA DISTRICT (GUJARAT) : 1994

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## General Profile of Vadodara District

Vadodara district in Gujarat covers a total geographical area of 7,778 Sq.Kms. The major part of this district consists of plains while the eastern part of the district is a hilly area. There are 12 talukas having 1,653 villages, 880 Gram Panchayats, 6 Nagar Palikas, 2 Municipal Committees and one Municipal corporation in the Vadodara city. Out of the 12 Talukas, 4 Talukas are predominantly tribals.

Total population of Vadodara district, according to 1991 census is 30.90 lakh out of which 10.32 lakh are populated in the Vadodara city. Out of the rural population, 30.4% belongs to STs, 5.7% to Scheduled Castes and Baxi Panch and 55.9% to the general categories. Literacy rate of the district, as per 1991 census was 65% (75% among the males and 53% among the females), However, overall literacy rate in the rural areas was only 46% as compared to 72% in the urban areas.

## The Literacy Campaign

The literacy campaign for Vadodara, to be undertaken by Zilla Saksharata Samiti was sanctioned by the NLM authority in July 1993. The objectives of this campaign was to provide functional literacy to 2,29,908 illiterate learners in the age- group 9-35. The number of the learners in the age-group 9-14 were 29,967 and 1,99,941 in the age-group 15-35. In both the age- groups 1,89,202 were male learners and 1,40,703, the females learners. This includes 8,700 (3.8%) SCs learners and 71.5% STs learners. The SCs and STs learners were spread over 921 scattered villages remotely situated in the hilly and afforested area of 3,390 Sq.Kms. The main tribes are Bheels, Rathvas, Tadvis, Naiks and the Kolcha Tadvis. The literacy rate among these tribes was only 27% and even lesser in the case of females. It was with a great difficulty that the literacy campaign organisers identified 25,000 volunteers for teaching the illiterates. The teaching process was started in Sept. 1993 and it was reported that all the surveyed learners were enrolled.

## The External Evaluation

The external evaluation of this campaign was conducted by Sardar Patel Institute of Economic and Social Research, Ahmedabad, under the leadership of Prof. Gokul O. Parekh in 1994. The objectives of the evaluation as reported are: to review the progress of adult literacy campaign launched in the district, to indicate policy measures and other efforts necessary for mitigating impediments in the progress of the mass campaign, to examine whether the programme achievements compared favourably with the target envisaged and to ascertain factors responsible for any

shortfalls between expectation and fulfilment and to suggest remedial measures. The methodology adopted was the collection of the macro level data procured from census and other publications and also official records of the ZSS, Collection of micro level data through a field survey, its analysis and drawing out the inferences.

For the purpose of sample survey, neo-literates, volunteers and village leaders were the principal respondents selected at random by the Institute. As regards the sample, 83 villages (5%) out of the total of 1,653 villages were selected and out of these 701 neo-literates, 156 volunteers and 142 village leaders were drawn for investigation of the results. Thus, the sample of neo-literates comes only to 0.3% of the total number of learners which is not adequate to draw the valid and reliable inferences. What kind of method was applied for drawing the sample is not explicit from the report. The learners achievement test attached in the report indicate that it is not on the lines of the pattern suggested by the Dave Committee Norms.

### **The Learners Achievements**

It is surprising that all the learners (801) selected as a sample appeared in the test and 71% securing 50% or above marks were declared successful. It is also deviation from the NLM norms which prescribes the achievement of 70% marks in aggregate and 50% in each of the ability i.e. reading writing and numeracy for a successful learner. Although the report has mentioned that 54% of the learners achieved 60% and 35% of the learners achieved 70% marks in aggregate, but while comparing the achievements of Internal Evaluation it has taken into consideration the securing of 50% marks in aggregate for a successful learner. As regards the sex-wise achievement, the male learners performed better with 73% achievement rate in comparison to the female learners whose achievement rate was 69%.

If we compare to the achievement of internal test, we find that 76% of the neo-literates were declared successful in internal test while in the external test this rate was 71%.

As regards the performance on occupational factors 78%, 78%, 75%, 50% of the successful learners belonged to agriculture, service, business and agricultural labour sectors respectively.

### **Findings and Conclusions**

1. The following findings and conclusions have been drawn by the EEA in their report.
2. The literacy campaign in Vadodara district stands out as a very focused campaign with praiseworthy accomplishment to its credit. The emphasis on imparting the 3 R's has been very clear, as it shows up through the responses of the village leaders, the volunteers and the neo-literates.

3. It appears that campaign has succeeded also in arousing awareness about various issues touching the lives of the neo-literates, such as the importance of family planning, visiting the Primary Health Centres regularly, minimum wages, various Govt. schemes about poverty alleviation, use of forest produce etc. Awareness level was uniformly high about all the issues like health, occupations and social evils.
4. The volunteer factors, along with tight monitoring and control of the campaigns seems to have brought about considerable importance in the literacy scenario in the districts. A significant role has been played by propaganda, publicity, training and actual teaching work.
5. The support extended by unions of the teachers and their leaders has also been quite appreciable.
6. The vadodara district, in point of fact can provide a lead to other districts in the task of documentation. A specially designed district literacy cell in a spacious hall in the building of Zilla Panchayats is extremely well planned documented with display photographs, souvenirs, publications on literacy, education reports of evaluation studies, video cassettes and the films of literacy campaign.

Recent publications on success stories and highlights of literacy campaign in Vadodara district, as well as properly conceived and well drafted Action Plan for LC, PLC etc. have also been mentioned while assessing the performance of LC district.

### Recommendations

The EET has recommended the following:

1. In the second round for the campaign that is in PLC, some awareness issues which have not been touched in the first round, specially the importance of keeping a small family, the use of forest produce etc. should form a nucleus of the programme in the selected areas.
2. Some of the areas in which the campaign has had the less effect can be treated as a new target areas for the next round. Talukas identified as poor performance talukas will need full consideration for fresh round of literacy campaign before the introduction of the post literacy campaign. The weak villages in these talukas will have to be identified for this purpose by the ZSS.
3. Poor performance areas and poor performance neo-literates will have to be administered a fresh doze of learning. The samiti will have to concentrate on planned and prompt introduction of post-literacy campaign through well conceived measures like strengthening of JSNs, organisation of village libraries, publication of newsletter for neo-literates, more effective and active involvement of NGOs in general and womens organisations in particular, systematic documentation and so on.

**KARNATAKA**

# EVALUATION OF LITERACY CAMPAIGN BIJAPUR DISTRICT (KARNATAKA) :1994

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## District Profile

Bijapur district is the largest in all the districts in Karnataka state, covering the geographical area of 17,069 Sq. kms. It is divided into three zones namely : the northern belt which consists of low billowy uplands gently rounded and falling into intermediate narrow valleys, the central belt having planes with rich tracks of deep black soil stretching from west to east and the southern belt which consists of alluvial plains of the Krishna river. The District is divided into 11 Talukas which are grouped into four sub-divisions with their respective head quarters at Bijapur, Bagalcot, Jamakhandi and Indi. There are 1,281 villages and 19 municipal towns in the district.

The total population of Bijapur district is 4,01,782 (12,11,536 males and 11,90,246 females). The effective literacy rate of Bijapur is 31.96% as compared to 3.46% of the state of Karnataka. The economy of this district rests mainly on dry land farming and handloom weaving in the household sectors.

## Literacy Campaign

LC in Bijapur was sanctioned by the NLM authority in April 1990 for providing functional literacy to 5,45,000 non-literates in the age-group 9-35 out of this target, the literacy campaign was able to enrol 4,65,407 learners in the literacy classes. However, 2,07,000 learners were able to complete book-III. The literacy campaign in this district was completed in December, 1993.

## The External Evaluation

The External Evaluation of this campaign was conducted by Institute for Social and Economic Change Nagarabhavi Bangalore, under the leadership of N. Shantha Mohan. For drawing a representative sample, 2 Talukas in the district namely Sandgi and Mudhol and 3 towns were selected on the basis of the rationale that these were the most backward Talukas in the district and in total 500 illiterates were drawn as a sample from 73 villages and 7 wards. The sample represented 45.2% of the males and 44.8% of the females. The religion wise distribution of the sample was 66.4% Hindus, 29.6% Muslims, 6.4% Christian and 1.2% others. 36.1% were SCs 14.0% STs, 49.9% others. As regards the mother tongue of the sample 51.6% were Kannada speaking, 29.6% Urdu speaking, 13.6% Marathi speaking and 5.2% others. As regards the Marital status of the sample, 16% were unmarried 72.4% were married, 10.4% were widowed and 1.2% were separated couples. As

regards the economic activities of the learners, majority of them were agricultural labourers. Some of them were Devdasis also.

Apart from learners achievement Test in literacy skills, Interview schedules were developed for the purpose of covering all dimensions of life. The findings were based on pre and post test indepth interviews with the learners and volunteers, discussions with the functionaries and officials at different levels and the general public.

## **Evaluation Outcomes**

### **Achievements in Literacy**

~~The External Evaluation Agency has not evaluated the literacy achievements of the learners as per the Dave Committee recommendations.~~ No mention has been made about the weightage to reading, writing and numeracy or the cut-off points. Instead, the EEA has evaluated the achievement of the learners on 3 levels i.e., level-I to assess the ability of the learners in reading and writing the words/sentences, using most frequent letters and vowels and to read and write the numbers up to 50. In the level- II, assessment has been made in reading and writing of the words and sentences containing vowels, signs, conjunct letters, reading and writing of the number upto 100 and simple additions and subtractions. In the level-III assessments has been made for reading and comprehension of news papers heading, problems in multiplication and division and applying the skills of writing and numeracy in day to day activities i.e. writing letters and filling the form etc.

In view of the above, learner's outcomes are as follows:-

1. All the sample learners succeeded in level-I.
2. The achievement percentage of level-II was 88%.
3. The achievement in the level-III was reported to be 56%.
4. The skill to read was found to be very high in all the regions, however, the skill to write, specially the letter writing was found to be weak.
5. The sample learners below the age of 25 years were able to write better than those belonging to the older age-group.
6. A few of the learners were able to fill applications forms on their own.
7. The learners were found to be quite good with regards to calculations in numeracy.
8. The level of comprehension was not very high.



## Level of Awareness

1. Through the conduct of the general level of awareness has improved. The main source of information for this aspect was dialogue with the volunteers and functionaries and the Tehsildars. For instance in Bijapur, a group of women learners in a centre stopped attending classes until the tehsildar of the Taluk took immediate action to close the liquor shop that operated within the village limits. According to the women, the non-availability of alcohol within the close reach has helped them to reallocate their earnings on other important items of family expenditure and has also reduced the occurrence of quarrels with the family.
2. With the increase of information and awareness, there was a change in attitude towards child labour, early child marriage, dowry system etc. However, there was no significant change in the attitude towards the number of children in the family.
3. As regards measures for health protection and getting their children immunised, there was a great awareness among the learners.
4. Around 70% of the learners in Bijapur district were aware of some of the measures that could be adopted for family planning.
5. In issues related political activities, like organising processions dharna etc. their participation is maximum than in the party-related activities.
6. There is some changes in their attitude towards religion. They feel that while religion is important, it should not be related with superstitions etc.

## The Impact of the Campaign

1. All the sample learners perceived the achievement of literacy skills as a major change in themselves.
2. The self-esteem and confidence of the learners has improved to a very great extent with the efforts of the literacy campaign.
3. Perceptible changes were observed with regards to child care, health care, hygiene habits, keeping the homes and surroundings clean, awareness of the family planning methods, importance of education for their children, awareness with reference to different Govt. schemes for their welfare, economic support and uplift.
4. Although the status of women is very low in Bijapur yet they have been able to perceive their role as decision makers, as a motivation imparted by the literacy campaign.
5. Attitudinal changes were observed with regard to the equality of sex, importance of education for their children, negative attitude for child labour etc.

## **Suggestions**

1. Although, the literacy campaign was conducted in a good manner; however, there is need to plan LC activities in a comprehensive manner for the whole campaign period. They also need to be steered in all habitants, specially those in the remote and isolated areas where there was a high dropout of the learners from the literacy classes.
2. The training of volunteers has been diluted at each level due to the high incidence of drop out amongst trained volunteers. In this reference, more volunteers could have been trained in the beginning of the programme, so as to make ready the second and third line of volunteers.
3. Monitoring and supervision would also seek the feed back to motivate and sustain the interest of volunteers and learners.
4. The post literacy programme must be strengthened to meet the various demands and requirements of the neo-literates.

The achievement of the literacy campaigns need to be disseminated for inter-change of experiences between those who have had campaigns and for the benefit of those who are likely to launch the campaign.

# EVALUATION OF LITERACY CAMPAIGN DAKSHISNA KANNADA (KARNATAKA) : 1994

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## District Profile

Dakshin Kannada is a small coastal district located in the Western belt of the state covering a geographical area of 8,441 Sq.Kms. The total population of Dakshina Kannada, according to the 1991 Census is 23,76,714 (11,54,112 males and 12,22,602 females). The district consists of 8 talukas grouped into 3 sub-divisions with their head quarters located at Mangalore, Puttur and Coondapur. It has 635 villages and 27 towns. The literacy rate of this district is 53.47%, as compared to the literacy rate of 38.46% of the whole state. The largest sections of the people who are illiterate are those who live in rural areas and belong to the SCs, STs and weaker sections of the society. The economy of this district mainly depends on fishing, forestry, agriculture, horticultural, exports, trade, small scale industries and banking.

## Literacy Campaign

The literacy campaign of this district was approved by NLMA in April 1990 for providing functional literacy to 3,00,000 non-literates in the age-group 9-35. However, the survey conducted by ZSS indicated 2,44,485 non-literates in this age-group, out of whom 2,21,000 learners were enrolled in the literacy classes. The literacy campaign in this district was completed in May 1993.

## The External Evaluation

The External Evaluation of this campaign was conducted by Institute for Social and Economic change, Nagarabhavi, Bangalore, under the leadership of N. Shantha Mohan. For drawing a representative sample, 2 Talukas, namely Coondapur and Puttur and 4 towns were selected on the basis of the fact that these were the most backward talukas in the district. A total 500 neo-literates were drawn as a sample from 162 villages and the wards. The sample represented 28.8% of the males and 71.2% of the females. The religious distribution of the sample was 79.2% Hindu, 13.6% Muslims, 6.4% Christian and 0.8% others. As regards the social distribution of the sample, 34.8% were SCs, 15.6% STs and 49.6% were others. As regards the mother tongue wise distribution of the sample, 55.2% were Kannada speaking, 28.4% were Telugu speaking, 14.4% were Urdu speaking and 2% were others. As regards the Marital status of the sample neo-literates, 5.2% were unmarried, 20.4% married, 26.0% widowed and 2% separated couples. As regards the economic activities of the learners, majority of them were labourers engaged in plantation and forestry.

Apart from the learners achievement test in Literacy, the interview schedules were developed for the purpose of covering all dimensions of life. The findings were based on pre and post- test and indepth interviews with the learners and volunteers, discussions with the functionaries at different levels, the officials and the general public.

## **Evaluation Outcomes**

### **Achievements in Literacy**

The external evaluation agency has not evaluated the literacy achievements of the learners as per the Dave Committee recommendations. No mention has been made about the weightage to reading, writing and numeracy or the cut-off points. Instead the EEA has evaluated the achievement of the learners on 3 levels: level-I to assess the ability of the learners in reading and writing the words/sentences, using most frequent letters and vowels and to read and write the numbers up to 50. In the level- II, assessment has been made in reading and writing of the words and sentences containing vowels, signs, conjunct letters, reading and writing of the numbers upto 100 and simple additions and subtractions. In the level-III, assessment has been made for reading and comprehension of news paper headings, problems in multiplications and divisions and applying the skills of writing and numeracy in day to day activities i.e. writing letters and filling the forms etc.

In view of the above, the learning outcomes in literacy is as follows :

1. All the sample learners succeeded in level-I.
2. The achievement percentage of level-II was cent per cent.
3. The achievement in the level-III was reported as 88.50%.
4. The skill to read was found to be very high in all the regions, however, the skill to write, specially the letter writing was found to be weak.
5. The sample learners below the age of 25 years were able to write better than those belonging to the older age-group.
6. A few of the learners were able to fill applications forms on their own
7. The learners were found to be quite good with regards to calculations in numeracy.
8. The level of comprehension was very good.

### **Awareness aspects**

The EEA has drawn the conclusion that there was an increased level of awareness and consciousness among the neo-literates with regards to the various institutions. There has been an obvious change in the life style of the learners after attending the literacy classes, particularly in the areas of personal hygiene, environmental

cleanliness, personal habits and mannerism, division of work in homes, their response to the government and non-government personnel etc. They are aware of legislations for protection of different groups of people suffering from social disabilities. They are able to discuss the fundamental issues regarding gender inequality, caste and class discrimination, oppression etc. It has brought about changes among them with regards to literacy skills and its functionality in their lives.

### **The Impact of the Campaign**

1. All the sample learners perceived the achievement of literacy skills as a major change in themselves.
2. The self-esteem and confidence of the learners has improved to a very great extent with the efforts of the literacy campaign.
3. Perceptible changes were observed with regards to child care, health care, hygiene habits, keeping the homes and surroundings clean, awareness of the family planning methods, importance of education for their children, awareness with reference to different Govt. schemes for their welfare, economic support and uplift.
4. Although the status of women is very low in Dakshina Kannada yet they have been able to perceive their roles as decision makers getting motivation from the literacy campaign.
5. Attitudinal changes were observed with regards to the equality of sex, importance of education for their children, negative attitude for child labour etc.

### **Suggestions**

1. Although, the literacy campaign was conducted in a good manner ; however, there is need to plan LC activities in a comprehensive manner for the whole campaign period. They also need to be steered in all habitants, specially those in the remote and isolated areas, where there was a high dropout of the learners from the literacy classes.
2. The learners had not practiced exercises on the relevant portion of the IPCL primers. Volunteers should be instructed to see that learners should do these exercises on the space provided in the primers.
3. The training of the volunteers has been diluted at each level due to the high incidence of drop out amongst trained volunteers. In this reference, more volunteers could be trained in the beginning of the programme; so as to make ready the second and third line of volunteers

4. Monitoring and supervision would also seek the feed back to motivate and sustain the interest of volunteers and learners.
5. The post literacy programme must be strengthened to meet the various demands and requirements of the neo-literates.
6. The achievement of the literacy campaigns need to be disseminated for inter change of experiences between those who have had campaigns and for the benefit of those who are likely to launch the campaign.

# EVALUATION OF LITERACY CAMPAIGN MANDYA DISTRICT (KARNATAKA) : 1993

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## District Profile

Mandya District in Karnataka has a total population of 16,42,220 with a literacy rate of 41.12% (50.39% for males and 31.48% for females) according to 1991 census. The population is largely dependent on agriculture and the back bone of Mandya is its small and medium peasantry. It is blessed with waters of Couvery which helps to irrigate 40% of the agricultural land. The District is divided into 7 talukas and Mandals.

## Literacy Campaign in Mandya

Literacy Campaign in Mandya was approved by NLMA in November, 1990, to be implemented by Sakshara Joyti, Mandya, with District Collector as its Chairman. The target of the campaign (as revealed by the survey) was to provide functional literacy to 4,00,000 non-literates in the age-group 9-35, out of whom 1,77,526 were males and 2,22,474 the females. Out of these, the campaign was able to enrol 3,42,100 non-literates in the literacy centres. The teaching work in the District started in September 1991 but had to suffer a set-back due to Cavery water award agitation, starting from Dec. 1991, when the literacy campaign had reached its peak of success. However, it was revised again in August 1992. In Sept. 1992, first internal Evaluation was conducted by the LC, which indicated that 75,000 learners had attained the level of competency required by NLMA. A second internal evaluation was conducted in Jan.1993, which showed an improved performance by more than 2 lakh of learners. A third phase of the programme, organised to improve the literacy status of the failures and irregular learners ended in August 1993.

## The External Evaluation

The External evaluation of this campaign was entrusted to Indian Social Sciences Institute, Bangalore who conducted this evaluation in October 1993, under the leadership of Mr. Paul Valiakanadathil and Mr. C.S. Savavanan. The objectives of this evaluation were: to measure of the achievements of the literacy skills of the neo-literates and to gain an understanding of the level of awareness reached by them. The assessment of the quantum of literacy achievement was based on sample evaluation using statistical method of stratified disproportionate Random sampling. The sample consisted of 7163 neo-literates (2.1% of the universe). It was stratified on the basis of geographical factors like dry and irrigated land and cultural distribution like female, SCs and STs groups, whose literacy rate was very low.

The literacy achievement test was prepared by the Evaluation Team according to the norms set by NLM (providing 40%,30% and 30% weightage to reading, writing and numeracy respectively). The Test was administered by evaluation teams pre-trained for the job. Cut-off points for declaring a learner successful were set as scoring of 70% in aggregate and 50% marks in each of the literacy abilities i.e. reading, writing and numeracy.

For assessing the awareness of the neo-literates and the impact of the campaign; separate interview Schedules and questionnaires were prepared for neo-literates, volunteers and the village leaders. As regards the characteristics of the sample neo-literates, 47.6% were males, 52.4% females, 82.3% Hindus, 11.9% Muslims, 0.6% Christians and 1.3% others. 46.3% of the sample neo-literates were engaged in farming, 21.2% were agricultural labourers, 1.3% were the Industrial labourers, 3.8% were engaged in small business, 4% were unemployed, 4% were self-employed and 8.5% were the house-wives.

## **Evaluation Outcomes**

### **Literacy Outcomes**

On the basis of the literacy achievements test the following inferences have been drawn by the EEA with regards to the literacy performance of the neo-literates:

1. Out of the sample who appeared in the test i.e. 5034, 3897 were declared successful as per the NLM norms providing a total success rate of 77.4%.
2. The success rate of males was higher than the females being 80.3% and 75.02% for males and females respectively.
3. Success rate of scheduled castes and scheduled tribes was 75.1%, a little lower than the other categories whose success rate comes to 78.3%
4. The success rate of Muslims was higher i.e. 86%
5. The performance of age-group 9-14 was lower and was only 67.4%. The neo-literates between 30-35 age-group performed better with 82.6% success.
6. The neo-literates performed better in numeracy skills followed by reading and writing. The writing skill was the weakest link in this chain of literacy abilities.

### **The impact of the campaign**

1. The EEA evaluated the awareness level of the neo-literates in 8 spheres and the performance was recorded as under:

- Greater confidence in life	-	59%
- Ability to read, write and calculate	-	72%



- Knowledge about health and Hygiene - 45%
  - Knowledge about ideal small family - 44%
  - Knowledge about small saving schemes - 32.5%
  - Better understanding of poverty - 24.1%
  - Knowledge about oppressed position of the women - 19.1%
  - Knowledge about Govt.Schemes for the poor - 19%
2. 79.2% of the neo-literates were aware of the importance of education atleast for their children and had a plan to continue their education upto 8th standard.
  3. 79.3% of the neo-literates believed that human beings are radically equal and 87% were of the view that dowry system should be abolished.
  4. It is interesting to note that in some places women organised themselves against liquor sale and succeeded in closure of liquor shops.

### Conclusions

1. EEA has calculated that literacy rate of the district has increased from 41.2% to 54.4% with the efforts of the literacy campaign.
2. Although awareness among the neo-literates has increased, however, it is wanting in sphere of critical perception.
3. The smooth running of the classes with a very large popular participation indicates a strong organisation of committed people.
4. The working classes are still to be awakened to acquire critical awareness. The literacy campaign has not deeply affected the general outlook of life, fostered by the tradition of caste, although a certain readiness was noticeable in most of the learners for taking up a public stand on social problems like alcoholism, drugs addition, oppression of women etc.
5. The 'Saksharta Jyoti' should find a way of keeping the young dedicated men and women, the transformed group of volunteers, on the track of creative involvement in public life. The democratic process that was initiated and nurtured in a creative endeavour that touched the lives of thousands should be allowed to grow through, mainly among the younger generation who lived its spirit. The thousands of young persons, who made literacy campaign a meaningful event in Mandya should become the object of special concern.
6. A deep impression that the literacy movement has left on the consciousness of the population is not likely to be easily erased. The deep conviction which the experience has implanted in the minds of the people is sure to bear fruit in the growing generation. The signs are already available, indicating people's impatience with their cultural bondage and their awareness for the breakthrough.

# EVALUATION OF LITERACY CAMPAIGN SHIMOGA DISTRICT (KARNATAKA) : 1993

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## The Literacy Campaign

In Shimoga district, there are 9 talukas and 27 Mandals. Literacy campaign for Shimoga district of Karnataka was approved by NLMA in October 1991. The target of this campaign was 3,13,302 non-literates in the age-group 9-35. Out of these 1,32,813 were males and 1,80,489 were the females. The total number of learners that were enrolled in the literacy centres as on 25.9.1992 were 2,42,998.

## External Evaluation of the Campaign

The External Evaluation of this campaign was conducted by Department of Research, School of Social Works, Bangalore, under the leadership of Mr. Kishore Attavar. The study covers the entire district of Shimoga and the universe covers all the 23,844 learning centres in the 176 administrative units of the district which includes, Mandals, Towns, Panchayats and City Corporation. The evaluation was based on the multi-stage stratified disproportionate random sampling design. For this purpose, 480 learners from 240 centres were selected as a sample. The sampling system took into consideration 3 different levels i.e. Mandals, centres and the neo-literates. At the first stage, 240 learning centres were selected from 27 Mandals at random and at the second stage 480 neo-literates were selected from these centres. In case of failure to locate the selected neo-literates, it was decided to substitute from other neo-literates for completing the sample frame.

Learners Achievement Test was designed by the External Evaluation Agency on the basis of the norms suggested by the Dave Committee i.e. providing 40%, 30% and 30% weightage to reading, writing and numeracy respectively.

The test was administered by a team of 15 test administrators from amongst the M.S.W. students of the evaluation agency and a staff member from Department of Research, School of Social works, Bangalore was deputed to supervise the work. The sample checking of the test papers was done by staff of School of Social Works, Bangalore. The evaluation process was completed in March,1993.

## Learning Outcome

1. Out of the total of 480 sample neo-literates, 251 passed the test, providing an overall achievement rate of 52.30%. The pass percentage of males was higher than the females, i.e. 58.0% and 49.69% respectively in the rural areas. The achievement rate varied from 38% to 71.42% in the different regions while in the urban areas, it ranged from 27.0% to 70% in the different Municipal areas.

2. As regards the age-group wise achievements, the achievement of 9-14 age-group was 52.38% while in case of the 15-35 age- group, it was 50.30%.
3. As regards the achievement of SCs and STs, it was 55.55% in the case of SCs and 75.83% in the case of STs.
4. As regards the achievement in various literacy abilities, 80.41% of the learners attained 50% or more marks in reading, 79.37% in numeracy and 42.70% in writing ability.

### **The Impact of the Campaign**

1. 47.29% of the sample learners were able to read simple stories, Newspapers, Bus and sign Boards and personal letters. 17.70% reported that they do not know to read, while 60.25% of the sample learners reported that the campaign has given them the encouragement to have knowledge of the world around them
2. 77.61% of the sample learners were able to count the money. 82.92% were able to write their accounts and 91.37% were able to manage day to day money transactions.
3. As regards the social awareness, 52.29% of the sample learners reported that they had not studied awareness components while 24.58% felt that it had helped them to understand others and to deal with Govt. officials: 77.7% were reported to be aware about the social problems and the ways to tackle them.

### **The Overall Scenario**

The evaluation study shows that only 66.54% of the total of 3.13 lakh illiterate learners have attended the literacy classes, of which 52.29% have become literate as per the NLM norms. Thus the number of neo-literates for PLC comes to 1,27,087 and those who require help to reach the NLMA norms are 1,55,911 and 70,304 non-literates are still to be covered under the mopping up campaign.

### **Suggestions**

The external evaluation agency provided the following suggestions for improving literacy campaign in Shimoga and elsewhere and for the post literacy campaign to be initiated in Shimoga district :-

1. Only 70% of the learners in Shimoga had covered IPCL Primer I and II, even after the completion of 12 months programmes, so it was suggested that the campaign may continue to teach IPCL Primer-III.
2. The implementing agency should carry out its resurvey in the second phase of the programme to rectify the possible errors of the pre-campaign survey.

Such types of exercises do help in getting a clear picture about the target population or detecting error of the survey.

3. Monitoring and information system in Shimoga was not found to be very strong. It would have adopted blue print on detailed action plan on each monitoring activity for adopting suitable measures to rectify the weaknesses. This procedure would have helped them in improving the learner's performance.
4. The training input to the volunteers would have been qualitatively good if continued inputs would have been provided, apart from the prescribed training of 9 days as suggested by the NLM. The training programme should be planned in a phased manner, depending on the expected roles and responsibilities of the functionaries at each phase of the campaign.
5. The standardisation of the minimum learning levels for the drop out of 9-14 age-group (NFE) has also to be specified, so that it would be easier for them to get into the formal education system.
6. Skill development contents need to be included in the training and reading material, so that the learners may supplement their income by adopting some skills. So, at the post literacy stage, a systematic plan to this effect may be chalked out, specially in the areas of agricultural sector, non- agricultural sector, small scale industries, consumer's awareness etc.

# EVALUATION OF LITERACY CAMPAIGN TUMKUR DISTRICT, KARNATAKA : 1993

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## District Profile

Tumkur district in the East Central Part of Karnataka state is situated in North West of Bangalore. It has 10 Talukas with a total area of 10,597 Sq.kms and a population of 23,01,448. Kannada is the Language spoken by the majority. However, 5.97% of the population is Muslim who speak Urdu and 11.92% of the population, mostly in the northern Talukas speak Telugu. As per 1991 census, the overall literacy rate of Tumkur district was 49.2% It was 55.06% in case of males and 37.05 in case of females. This is better than average level of literacy rate of Karnataka as a whole, which is 47%.

## Literacy Campaign in Tumkur

Literacy campaign in Tumkur was approved by NLMA in June 1991, however, the campaign was started in July 1991 and was expected to be completed in May 1992. But due to various constraints, the campaign was carried over by the end of May 1993. The survey of illiterates in this district, conducted in November 1991, reveal that total number of illiterates in the age-group 9-35 were 3,27,083, out of whom 45,760 were in the age- group 9-14 (males 16,737 females 29,023) and 2,81,323 were in the age-group 15-35 (males 1,11,321 and females 1,70,002). The campaign was able to enrol a total of 3,10,992 (males 1,88,340 and females 1,22,652) learners in the literacy classes.

## The External Evaluation of the Campaign

The external evaluation of this literacy campaign was conducted by Indian Institute of Management, Ahmedabad from 21 June to 10 July 1993, under the leadership of Prof. Anil Bhatt. There were two concurrent evaluations also when the campaign was in progress and these were conducted in June 1992 and December 1992.

For the final evaluation, a village was taken as the unit for sampling. 90 villages in all (9 villages per taluka) were selected from all the villages having an identified illiterate population between 100-500. Selection was done through random sampling achieved through generating random numbers. Out of these villages six villages were further selected in consultation with the District Administration. The criteria for selection was that villages selected should not pose any law and order problem for conducting the evaluation. Thus, the final sample was a fair mix of interior, semi-urban and urban villages, adequately representing SCs, STs and Muslim dominated villages. Thus the final sample was drawn from 60 villages, i.e. six

villages from each taluka. In all, there were 6,983 neo-literates for testing. However, 80% of this sample actually turned up for the test.

In addition to the literacy achievement test, 201 drop-outs, 511 non-joiners, 129 village elites, 204 volunteer instructors and 5 voluntary organisations were also interviewed to assess the difficulties of the adults to join the campaign and to know the impact of the campaign.

The test papers in Kannada, Urdu and Telugu were designed by the External Evaluation Agency in accordance with the NLMA norms i.e., providing weightage of 40%, 30%, 30% to reading, writing and numeracy respectively. However, in the case of NFE learners 75% weightage was given to reading and 25% to writing. They were not tested in numeracy. Only those neo-literates were declared successful, who were able to score 70% marks in aggregate and 50% marks in each of the reading, writing and numeracy abilities in case of adults and reading and writing in case of NFE learners. 30 investigators were trained for the purpose of test administration and evaluation. A team of 10 investigators worked under the guidance of each of the three Coordinators, who finally made the external evaluation.

### Literacy Outcome

1. 78.5% of the tested neo-literates scored atleast 70% of the total marks. However, only 71.5% were able to attain 50% marks in each of the 3 segments of literacy i.e. reading, writing and numeracy (NFE not tested for numeracy). Thus the Literacy Campaign showed a commendable performance with a 71.5% achievement rate.
2. No significant variation was found in the literacy outcome of Talukas having high or low literacy rate. The backward Talukas also performed well.
3. Over 90% of the adult learners tested scored the minimum marks (50%) in reading and numeracy. However writing was found to be a critical skill, most difficult to developed.
4. Overall performance of the males was found to be 74.7%, while that of the females was a little less i.e. 67.95%. The performance of SCs was found to be 69%, while it was 77.6% in the case of STs and 79.9% in the case of other backward classes.
5. The performance of NFE group was better (79.2%) <sup>a</sup> then the age-group 15-35(77.5%).
6. The performance of persons who were working was found to be better than those who were not working
7. The performance in reading, writing and numeracy (excluding NFE) was found to be 78.4%, 71.7% and 78.8% respectively.

8. The performance of Hindu males and females was found to be 71.7% and 63.1% respectively, while those of Muslims was found to be 78.3% in the case of males and 68.8% in the case of females.

### **Over All Impact**

1. The external evaluation agency found that all the social classes were found to be very active and eager to learn.
2. Tumkur had a gross literacy rate of 48.1%, according to 1991 census, which according to the estimation of external evaluation agency has now been increased to 58.9%. The effective rate of literacy in Tumkur was estimated to be 78.9% in the case of males and 57.7% in the case of females.
3. The organisation of the campaign at the grass root level seems to have paid good attention for literacy requirements of the learners. The programme delivery has been excellent.
4. The programme had been highly beneficial, not only in terms of gaining literacy skills but also in becoming more aware and better informed citizens.
5. The village elite were fairly well involved in the campaign. Their positive attitudes contributed to the success of the programme.
6. The relationship of the Govt. administration and some of the NGOs was found to be amicable. The NGOs felt that literacy programme should be people's oriented rather than official's oriented programme.

### **Suggestions**

1. The EEA felt that still better results could have been achieved, if the centres had been opened more quickly since nearly 1/3 of the centres were opened only after December 1992. The time needed to complete the primers was quite inadequate in many of the centres.
2. The analysis of the segment-wise performance revealed that writing power of the neo-literates had not been developed properly, which could have been accomplished through adequate and sincere efforts.
3. Special efforts in the post literacy campaign are needed for deprived sections of the society, such as women, scheduled castes, scheduled tribes and the backward classes, specially for undertaking some gainful activities to supplement their income.
4. As regards the benefits from the campaign, the external evaluation agency could not make some findings with regard to the social awareness in the different classes. They felt that in the monitoring of the campaign, this aspect may be kept in mind. However, they felt that the programme has been highly beneficial,

not only in terms of gaining literacy skills but also in becoming more aware and better informed citizens.

5. The external evaluation agency has recommended that proper Post-literacy arrangements may be made for 2.66 lakh neo- literates, who have been benefitted by this programme. Special arrangements be made for 0.45 lakh learners, who had not been able to reach the NLMA norms and a mopping up campaign should be initiated for 16,000 learners, who have not been enrolled in the literacy classes.



**MAHARASHTRA**

# EVALUATION OF THE LITERACY CAMPAIGN PARBHANI DISTRICT (MAHARASHTRA) : 1994

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## The District Profile

Parbhani district of Maharashtra covers an area of 11031 Sq.Kms. It is spread over 1468 villages, 1145 Gram Panchayats 7 Gram Samities and 11 Municipal areas. This district has a total population of 21,14,770 (10,83,221 males and 10,31,549 females. Number of illiterates, according to the 1991 census were 13,08,33 (5,15,817 males and 7,88,216 females). The literacy rate of this district was 38.14% according to the 1991 census.

The district lies in the east of Godavari river. Its economy depends upon the rain fall for its agricultural products. Although, the agriculture in the district is progressing outstandingly, the industrial growth is only marginal. There are only 168 industries in the district employing 5,258 workers. Parbhani is one of the most backward district in Maharashtra as regard education.

74.86% of its population of the people of Parbhani are Hindu, 12.22% Buddhist, 12.11% Muslims and 0.62% Jains and the rest are Christians and Sikhs. The Scheduled Castes and Scheduled Tribes constitute 5.8% and 4.6% of the total population of the district respectively.

## The Literacy Campaign

The Literacy campaign in Parbhani was sanctioned by the NLM authority in May 1992. However, it was launched much earlier in January 1992. It was to be implemented by ZSS under the Chairmanship of the District Collector. The target of the campaign was 4.50 lakh non-literates in the age-group 15-45. The campaign was launched in phases in the various Talukas of the district. In the first, second and 3rd phase 1.5 lakh, 1.3 lakh and 1.7 lakh learners were covered. The district had originally only 7 talukas when the proposal for literacy campaign was submitted but by 15th August 1992, 5 Talukas were added to it, constituting total of 12 Talukas in the District.

## The External Evaluation

The External Evaluation of this campaign was conducted by Karve Institute of Social Services, Hill Sight, Karve Nagar, Pune, whose experts visited Parbhani in January 1994 for data collection and in Feb: 1994 for the final evaluation. The objectives of the evaluation were: to measure the actual literacy outcome of the learners, to obtain social and demographic characteristics of the neo-literates and to obtain data related to the duration of the regularity of the attendance of the neo-literates in the literacy classes and its relation to learning outcomes. The

study was conducted on a sample of 41,194 neo-literates i.e. 12.44% of the enrolled learners who were 3,03,127 at the time of evaluation. Out of the total sample of 41,194, 39,608 learners were to be tested in Marathi and 1586 learners in Urdu.

The test paper was constructed by the Karve Institute of Social Services on the guidelines proposed by the NLM. 11 different versions of the test was printed to ensure that each neo-literates in a group of 10 or so got a different test paper for ensuring greater accuracy in result. The weightage to reading, writing and numeracy was also provided according to the NLM norms.

Apart from the literacy test, an interview schedule was also structured to assess the various processes of the campaign. In all 1623 persons were interviewed including 277 officials of the campaign at various levels to explore their views about the campaign.

## **The Evaluation Outcomes**

### **The Literacy Outcome**

1. On the NLM norms of attaining 70% marks in aggregate and 50% marks each in literacy abilities i.e. reading, writing and numeracy, 56.98% i.e. 57% of the evaluated was declared successful. However, 63.48% of the evaluated learners scored 70% and above marks in aggregate 6.49% learners who scored 70% marks in aggregate could not achieve 50% in the writing ability; while in reading and numeracy, they were able to do so.

The most difficult aspect was the component of essay writing which obviously is not so much a part of the villagers life in the rural areas.

2. The performance of Poona, Gungakhed, Sengao, Hingoli and Hintoor Talukas was very good with 83.7%, 78.5%, 71.9% and 71.2% success rate respectively, while the performance of Kalamnoori was 68.4% followed by Parbhani 59.0%, Aundha 55.2%, Basmat 54.8%, Palam 51.8%, Selu 46.5% and Pathri 38.4%.

### **Impact of the Campaign**

In order to explore the impact of the campaign, 1623 males (41.0%) females (59%) neo-literates, and 277 officials were interviewed. Their responses are analysed below:

- (a) Majority of the 1496 out of the total of 1623 neo-literates said that literacy classes were held every day and they attended the classes voluntarily without any coercion or compulsion. 1399 reported that there was no opposition from their homes to attend the literacy classes.
- (b) Having asked the question about knowledge of literacy slogans, 497 were found to know minimum of 5 slogans.

- (c) 969 neo-literates were aware of at least one development programmes being organised in the village.
- (d) With regards to the advantages of the literacy programme, 1009 neo-literates replied that the main advantage to them has been the acquiring of reading and writing skills: 1449 of the total sample expressed a wish to study further.
- (e) Majority of the neo-literates were found to be listening/viewing radio and television, although the entertainment programmes only.

In the conclusion, the EEA has concluded that participation of the adult villagers was enthusiastic and the ZSS was successfully reached to the village level adult learners.

277 officials from the Taluka and village level workers provided the following remarks.

- (a) Regular work does suffer because of their involvement in literacy campaign.
- (b) 151 official reported non-cooperation from the villagers as their difficulty and that political leaders provided them the negative experience. In spite of this fact, 91.7% of the officials found it a rewarding experience.

The mass campaign approach successfully mobilized a large cross section of the population : The campaign succeeded in reaching the weaker sections of the society like the scheduled castes and tribes, nomadic tribes, backward classes, minority group and women in general. It has succeeded in reducing the social discrimination and increasing their awareness and self-esteem.

The campaign touched issues of national importance, like small family norms, health and immunization, national integration etc. besides serving the purpose of creating conducive climate for adult learning.

## Suggestions

The following suggestions have been provided by the EEA

1. The Post literacy should also cover those neo-literates who have yet to achieve the NLM standards.
2. Commitment and faith in the work in each and every member of the team should be ensured in order to make any programme of this type of success.
3. Parbhani, being one of the most backward district of Maharashtra on all fronts, all developmentally oriented programmes should be implemented and carried out in their true spirit, only then, these backward areas can take strides towards development.

### **District Scenario after Completion of Literacy Campaign**

Using the 57% success rate in the District the EEA has estimated that 1,88,686 neo-literates have achieved the NLM norms of literacy out of the total number of 4,23,293 non-literates in the district before the commencement of the literacy campaign: Now, the estimated total literates in the district are 4,50,333 and thus estimated literacy rate of the District, after the campaign has been raised to 65.74%, against 38.19% prior to the campaign. Thus the campaign has helped to increase the literacy rate of the district by 27.55%.

**ORISSA**

## EVALUATION OF LITERACY CAMPAIGN GANJAM DISTRICT (ORISSA) : 1992

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Ganjam is one of the southern district of Orissa occupying an area of 12,531 sq.kms. Its total population according to 1991 census is 31,43,000 (Males 15,62,000 and Females 15,81,000), 14.97% of the total population of the district is urban and 85.03% rural.

### The Literacy Campaign

The literacy campaign for Ganjam was approved by NLMA in March 1991 for imparting functional literacy to 10,00,000 non-literates in the age-group 9-35. Out of this target, 7,82,631 learners were enrolled in the literacy classes, out of whom 3,07,535 were the males and 4,75,096 the females. Out of these 3,08,800 completed the IPCL Primer-III. The teaching work for the learners started in June 1991 and completed in March 1992.

### The Internal Evaluation

The results of internal evaluation indicate that more than 4 lakh learners attained the NLM level in literacy, so as to be treated as literate.

### The External Evaluation

The external evaluation of this campaign was entrusted to Post Graduate Department of Anthropology, Sambalpur University, Sambalpur (Orissa), under the leadership of Dr. Deepak Kumar Behra.

In order to evaluate the progress of the campaign, the external evaluation agency selected a sample of 3088 learners on simple sampling technique. During the course of evaluation, it covered 67 villages, 22 Blocks, 17 NAC areas and one municipality coming under the 3 sub-divisions of the district. It was decided by the team to cover only 1% of the learners who had completed the primer-III form each block, NAC area and the municipality, so as to make the sample, the representative of the universe. For each 50 sample learners form a block/NAC area/Municipal area, one village/ward was selected on a random basis. However, because of the non availability of learners, the team had to make a compromise in this regard in case of two blocks.

1. All the 3 divisions covered under evaluation mechanism, 76.79% per cent of learners were from Berhampur sub-division. The correspondence figures for Bhajannagar and Chatrapur sub-division were 64.67% and 61.55% respectively.

2. In the sample, 55.83% of the neo-literates were unmarried and 44.17% married.
3. 94.2% of the sample learners were Oriya speaking and 5.73% non-Oriya speaking.
4. 18.36%, 3.04% and 78.59% of the learners were from SCs, STs and general castes respectively.
5. In the sample, 16.39% were unemployed, 42.10% primarily agriculturists, 20.95% wage earners, 5.79% petty businessmen, 8.65% engaged in house keeping and the remaining had other types of primary occupations.

### **The Evaluation Tools**

Literacy achievement test to assess the performance of the learners and an interview schedule to know the views of Senior activists, Govt. officials, cross sections of the people and literacy volunteers were the two major tools adopted for evaluation of this campaign.

The literacy achievement test was prepared by the EET on the Dave committee norms, providing 40%, 30% and 30% weightage to reading, writing and numeracy respectively. The cut-off points were also fixed as per the NLM norms of attaining 70% marks in aggregate and 50% marks each in reading, writing and numeracy abilities.

The test was administered by 13 trained graduates of the Post Graduate Deptt. of Anthropology, Sambalpur University, Orissa for ten days in June 1992, under the supervision of Associate Directors of the External Evaluation Team.

### **The Literacy Outcomes**

1. 66% of the sample learners having secured 50% marks each in reading, writing and numeracy and 70% marks in aggregate reached the NLM norms, so as to be treated as literate. However, there were about 1.96% marginal cases quite near to this attainment. Therefore, total achievement of in literacy achievement test comes to 71.96%.
2. Success rate of the male learners was 76.35% and that of the female 67.71%.
3. The success rate in the rural areas was 72.03% and that of the urban areas was 70.55%.
4. The success rate in 9-18 age-group was 69.79%. It was 72.87% in the age-group 19-35 and 19.03% in the age-group 36-45 and 79.03% in the age-group 36-45.
5. The success rate of the SCs learners was 76.02% and that of the STs was 72.34%.
6. With regards to the achievement level in 3 literacy abilities, 92.49% of the learners were successful in reading, 76.78% in writing and 76.78% in numeracy.



However, the aforesaid figure does not present the actual picture. When the percentage of success is calculated in relation to the total number of illiterates enrolled under TLC i.e. 7,82,631, the success rate, drops down to 26.25%. Despite this, the EEA has considered this achievement to be noteworthy keeping in view the unavoidable constraints associated with the campaign.

### **Impact of Literacy Campaign**

The important aspect of the campaign was its impact on development activities. In some areas literacy campaign provided opportunity to the learners to participate in some of the developmental processes and with these efforts, the administration came closer to the people.

The campaign also created a tremendous enthusiasm among the parents to enrol their children in the Primary schools. Consequently, the rate of enrolment in the primary schools increased and the drop out rate came down considerably.

There has been a considerable rise of enrolment of the girls in the primary schools.

The literacy campaign supported the population education programme and it was observed that neo-literates realised the advantages of small family norms.

The campaign not only succeeded in development of human resources but also helped the learners to acquire positive personality traits and become participatory citizens to strengthen the functioning of the democratic institutions.

### **Drawbacks of the Campaign**

Some of the drawbacks of the literacy campaign have also been mentioned by the external evaluation agency, such as, inadequate number of volunteers, inadequate training, untimely delivery of material and some deficiencies in teaching-learning activities and in the internal evaluation. Lack of proper **coordination between the officers of literacy campaigns in some blocks/NACs and lack of healthy feedback mechanism within the organisational structure** were also some of the **weaknesses** of the campaign.

### **Suggestions**

1. Immediate steps are suggested to be taken for the supply of Telugu Primer-III and restart its teaching, so as to enable the learners to complete Primer-III and special attention to be given for designing the Telugu Post Literacy Primer.
2. Special schemes of teaching-learning process for PLC be designed for the learners from the fishing community of the coastal belts and the seasonal migrants from the rural area of Gujarat.

3. The PLC course curriculum should include some vocational training. Such training will provide some scope to the learners for learning while earning.
4. The sound feed back mechanism and a monitoring system be devised in order to make the programme more effective.
5. Mopping up operation be carried out to cover those learners who have not been enrolled in the literacy classes.
6. Fresh training programme be conducted for the orientation of the volunteers for PLC.
7. Certain short comings in the provisions for the female learners should be seriously looked into.

## EVALUATION OF LITERACY CAMPAIGN ROURKELA CITY (ORISSA) : 1992

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Rourkela, the steel city is situated in the district of Sundergarh (Orissa). It is almost an urban island between the large rural hinterland of the district. The installation of Rourkela Steel Plant played a major role for the growth of this city in a tribal predominant belt of north Orissa. According to 1991 census. The total population of Rourkela is 3,98,692 (Males 2,18,687 and Female 1,80,005) the core of the urban area is Rourkela Steel city, having a population of 2,33,036 persons. The Rourkela Municipal Area has a population of 1,40,192 with 25% of its population belonging to the SCs and STs. The literacy rate of Rourkela is 66.64%, according to the 1991 census.

The city has assimilated many linguistic and religious groups from various states of the country. Thus the demographic nature of Rourkela is very interesting with high degree of pluralism, multiethnic, multilingual and multireligious communities sharing their livings in a cooperative manner. Though, Oriya is most common language, still Hindi finds an important place as a language of communication.

### Literacy Campaign In Rourkela

The Literacy Campaign for Rourkela was approved by NLM authority in March 1991, to be implemented by Rourkela Saksharta Samiti (RSS) under the leadership of the District Collector. The objectives of the literacy campaign was to provide functional literacy to 93,000 non-literates in the age-group 10-60, to create awareness among the learners through various developmental programmes and to motivate the parents of the children belonging to age-group 5-10 for enrolments of their wards in formal schools. Out of the total target, 75,000 learners were enrolled in the literacy classes, out of whom 30,000 have been reported completing the Primer-III. In April 1991, actual teaching-learning work started in a phased programme of imparting instructions, starting from 10 slum areas of the city.

The RSS conducted an internal evaluation in Sept, 1992 and reported the achievement of 58,000 learners as successful candidates on the NLM norms.

### The External Evaluation

The external evaluation of this campaign was entrusted to the post Graduate Department of Anthropology, Sambalpur University under the leadership of Dr. D.K. Behra.

The External Evaluation Agency derived a sample of 450 learners (1.5% of the learners enrolled) to assess the literacy achievement of the learners. Thus,

the total number of 28 areas under each zone were selected and 15% of the learners in each area were further selected to derive the sample of 450 learners.

### **Evaluation Tools**

Learners achievement tests, one in Oriya and another in Hindi and the interview schedule were the two major tools adopted for evaluation of this campaign.

The learners achievement test was prepared following the NLM norms providing weightage of 40%, 30% and 30% each to reading, writing and numeracy. The minimum marks required for success in the examinations were 70% in aggregate and 50% in each of the reading, writing and numeracy abilities.

An interview schedule was also developed to assess the progress of the campaign and the performance of the learners. Apart from this, a number of interviews were taken with Senior activists, Govt. officers, slum dwellers, key resource persons, Master Trainers and Volunteers, so as to make an objective assessment of the situation. Relevant secondary data, wherever available were collected to supplement the primary data.

The main characteristics of the sample learners are as under:

- (a) 71.11% of the sample belonged to the females and 22.89% to the males.
- (b) 47.78% of the sample belonged to the age-group of 10-20, 30.44% to the age-group 21-30, 13.17% to the age-group 31-40 and 8% to the age-group 41-50 and above.
- (c) 51.78% of the sample learners were married and 48.22% unmarried.
- (d) 49.78% of the sample learner belonged to the general castes, 24.00% to the STs and 26.22% to the SCs.

The test was administered in March 1992 by a team of test administrators trained for 7 days by the external evaluation agency.

Only those learners were tested who had completed Primer- III.

### **Evaluation Outcomes**

#### **Literacy Outcome**

1. 70.76% of the sample learners could reach the NLM norms of literacy i.e. securing 70% marks in aggregate and 50% marks in each of the reading, writing and numeracy abilities.
2. 1.55% of the learners were able to secure 70% marks in aggregate but less than 50% marks either in reading or writing or numeracy abilities.
3. 74.53% (318) among the successful learners were females and 25.47% (132) learners were the males.

4. With regards to the zonewise performance of the learners, the Zone No.5 provided the best performance with 95.83% success rate. In the 9 other zones, more than 70% learners successfully completed the test, while the performances of the remaining zones were of the average order.
5. However, when the percentage of success is calculated in relation to the total number of illiterates enrolled under the LC i.e. 75,000, the success rate of the districts drops down to 30.7%.
6. With regards to the age-group wise performance, 71.53% of the learners in the age-group 10-20, 74.19% in the age-group 21-30, 82.14% in the age-group 31-40 and 75% in the age-group 41-50 passed the test.
7. With regards to the success rate of SCs and STs it was 70.34% and 65.59% respectively.
8. With regards to the achievement in the different literacy abilities, 96% of the males and 89% of the females scored 50% and above marks in reading, 82% of the males and 77% of the females scored 50% and above marks in writing, while 89% of the males and 91% of the females scored 50% or above marks in numeracy.

### Awareness Aspects

1. Majority of the sample learners had positive attitude towards the functional literacy. Many of them opposed the ideas of early marriage and dowry. Majority of them supported the idea of small family norms.
2. Majority of the learners were aware of the few development programmes meant for the weaker sections of the society. They had acquired some knowledge on health education and environment through the course contents of the primers.

### Impact of the Campaign

The campaign has left a wide impact on learners. They can now raise their voice against injustice and feel better to be treated as literates. LC has raised the level of aspiration and awareness among the girls and women. Many remarkable changes are seen in their total approach to life. A good number of them were in favour of providing minimum/higher education to the girl child, so as to make her self dependent.

Some of the sample learners remarked, "The LC has made us learn how to fight for our right". The Basti level Mahila Samiti provided them a forum to organise themselves to fight against injustice. There are various instances when a group of women went to ADM Office to discuss some of their problems. They organised processions demanding closer of country liquor shop in their basti.

Another positive impact of the LC was the increasing rate of enrolment in lower primary and upper primary schools and educational institutions in general for the year 1992. The attendance rate of the schools has also <sup>gone</sup> up significantly.

### **Some Draw Backs of the Literacy Campaign**

1. Volunteers were not provided adequate training to conduct the survey and the survey was conducted in a hurry.
2. Lack of motivation was noticed in many of the volunteers and Master Trainers.
3. Feed back mechanism within the organisation was not very sound.
4. Internal evaluation was not done in a systematic manner
5. In 3 resettlement colonies, no systematic attempt was made to provide literacy to the non-literate learners.

### **Recommendations**

The External Evaluation Agency has made the following recommendations :

1. More attention should be given to improve upon the feedback mechanism under the organisational structure of the PLC. A sound feedback mechanism is very much needed for making of an objective assessment of the achievements and shortcomings of the programme.
2. The deficiencies in conducting the survey and organisation of the training programme may be removed while conducting the survey and training for the PLC programme.
3. Mopping up operation should be carried out to bring the left out non-literates.
4. Fresh attempt may be made to complete the unfinished work of LC in the 3 resettlement colonies.
5. Separate primers in Hindi and Oriya should be designed and developed by RSS, specially keeping in view the learners interests, needs and requirements.
6. More and more number of NGO's be involved in the post literacy campaign.
7. Follow up programme for the post literacy should be designed well in advance to minimise the gap between post literacy and the follow up.
8. Special schemes should be provided under LC for placement of the neo-literates keeping in view larger socio-economic, background abilities and temperaments of the learners.

## **EVALUATION OF LITERACY CAMPAIGN SUNDERGARH DISTRICT (ORISSA): 1993**

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Sundergarh District, situated in the north of Orissa state on the boundaries of Bihar and MP. It covers an area of 9812.49 sq.kms. with a total population of 15,73,617. 8.91% of its population belongs to the Scheduled Castes and 61.43 to the scheduled tribes. The district is full of virgin forests (70%) extensive river valley and mountainous terrains. The district is full of mineral wealth, the most important minerals are iron ore, manganese ore, lime stone and donomite. Out of the 58 languages in the state, Sundergarh itself owns 36 language. The regional language oriya tops the list. The district is tribal dominating one with Mudari and Kurukh the main languages spoken by them. Administratively the district is divided into 17 Blocks and 3 Municipalities.

### **The Literacy Campaign**

The Literacy Campaign for Sundergarh was approved by National Literacy Mission Authority in March 1991; to be implemented by Sundergarh Zilla Saksharta Samiti, Sundergarh, under the Chairmanship of the District Collector. The initial target of the campaign was to provide functional literacy to 3.5 lakh non-literates in the age-group 9-45. However, through the survey conducted by ZSS, 3,25,635 (1,30,716 males and 1,99,919 females) non-literates were identified in the District.

The responsibility for implementation of the Literacy Campaign was decentralised forming 20 sub-projects (17 Blocks and 3 Municipalities) to secure better local support for the programme and a total of 161 Gram Panchayat level Samities and 1737 village level samities were formed for smooth management of the campaign and for providing resource to the campaign functionaries and for supervising their work. 22,687 (8,638 males and 14,049 females) literacy workers were selected for imparting literacy to the adult learners and were trained in the technique of teaching the IPCL primers to achieve the goal following scientific and systematic guidelines.

The internal evaluation of the campaign was made by the ZSS in 1993 on a sample of learners which revealed an achievement rate of 60%.

### **The External Evaluation**

The External evaluation of this campaign was entrusted to Tribal and Harijan Research Cum Training Institute, Bhubneshwar (Orissa) in 1993.

## **The Sample**

The External Evaluation agency adopted a sample of 3928 learners that was 2.53% of the total learners population. All the learners appeared in the test. For drawing a representative sample, one village from each Gram Panchayat was selected on random sampling basis for total enumeration and Block/Municipality was taken as primary unit of the study.

## **Evaluation Tools**

Literacy achievement test and an interview schedule were the two tools adopted by the EEA to assess the literacy achievement of the learners and to know the impact of the programme. The test paper was prepared on the basis of the NLMA guidelines providing 40%, 30% and 30% weightage to reading, writing and numeracy respectively. However, the cut-off points were fixed at securing 60% in aggregate and 50% each in reading, writing and numeracy deviating from the NLM norms of attaining 70% marks in aggregate and 50% marks in each of the literacy abilities.

The test was administered by a team of 40 investigators (graduates) pre-trained for the job. The evaluation work was supervised by an expert from THRT institute in each of the block and the municipal area.

## **The Evaluation Outcome**

### **Literacy Outcome**

1. Out of the sample of 3928 learners, 2,785 qualified the test on the EEA norms providing an achievement rate of 70%, 17% of the learners attained 30% marks or below, 13% were the attainers between 31-60% marks and 59% were the attainers of above 70% marks.
2. As regards the achievements in reading ability, 62.73% were able to read book-I, 50.59% book-II and 47.97% the book-III.

### **Causes of non-attendance of Learners**

Out of the total learners interviewed; 66.73% replied that they attended the classes regularly while 33.27% were irregular. With regard to the causes of non-attendance of literacy classes by the learners, 15.14% did not attend because of stiff courses of studies, 16.29% due to lack of proper teaching procedure, while 22.95% were unable to attend the classes due to several other reasons such as socio-economic and the personal constraints.

### **Impact of the Literacy Campaign**

Development of awareness among the people of Sundergarh District reveal the real impact of the campaign which is inferred through the following:



1. Many of the people have realised the concept of better life. The aspirations and imaginations of the people has changed a lot. The literacy skill has brought them to the main stream of educational development.
2. Literacy Campaign, directly or indirectly influenced the enrollment of students in formal educational institutions; acceptance of immunisation and other health care programmes, achievements in family planning targets, development in agricultural production.
3. The most important and significant achievement that can be noted is the development dynamism among the public workers of voluntary organisations and officials of the District administration. It has brought immense change in their mode of behaviour.
4. The impact and implication of the campaign on learners, particularly among the tribal communities and the women folk knows no bound. The aspirations, aptitude and quality of life that has been inculcated in the minds of the people is the outcome of the movement of the literacy campaign in the District. Almost all the scheduled tribes in the District are aware of their rights and provisions earmarked for them. The scheduled caste people are no more oppressed and looked down upon.
5. Those Learners who have completed their course have taken necessary interest in the various development programmes. They have started taking advantages from the socio-economic assistance, adopting of modern technology in agricultural operation and demanding of minimum wages for their labour.

## Suggestions

The EEA has suggested the following:

1. A resurvey may be conducted immediately to asses properly the number of illiterates, semi-literates and literates, so that the real literacy status of the District is ascertained.
2. While selecting the literacy workers, their interest, aptitude, educational background, capability and personality are to be taken into consideration. This will ensure better performance in the future programmes.
3. Supervision and monitoring system should <sup>be</sup> taken into consideration the preventive as well as curative measures in spheres of academic input, supervision and administration. The feed back system shall be designed in such a manner that all sorts of bottle-necks are nipped <sup>at</sup> the bud.

4. The literacy campaign should be followed up with post literacy campaign so that the literacy campaign can be a holistic and attempts already made are continued.
5. Special literacy drive should be launched where the achievement has not been adequate.
6. Training system needs to be improved.
7. The success of literacy campaign depends largely on the group of persons shouldering the responsibilities and the public for whom it is meant, hence all those who are involved in the process should cooperate whole heartedly and contribute their mite.

**UTTAR PRADESH**

## **EVALUATION OF LITERACY CAMPAIGN FATHEPUR PHASE - I (5 BLOCKS) U.P. : 1994**

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Literacy campaign in Fathepur district was sanctioned in March 1991. After the survey 4.89 lakh non-literates in the age- group 12-45 were identified in all the 13 Blocks in the District. The campaign was schedule to be completed by March 1994, but was delayed due to certain constraints such as frequent transfers of Mission leaders in quick succession and due to this factor the campaign lost almost all vigour and drive. It could only be reactivated in January 1994 when the 6th Mission leader Mr. M.A. Farooqi took over charge of the campaign. In July 1994, it was reported that 2.94 lakh learners were attending the programme and 1.86 lakh learners had completed Book-III.

The target of 5 blocks, of which evaluation was conducted by the External Evaluation Team, under the leadership of Shri Mustaq Ahmed was 1,63,043. The number of learners initially enrolled in the 5 blocks in 1991 were 1,30,592 and approximate number of learners on roll in these 5 blocks at the time of evaluation were 61,247. The names of these blocks are Bhitaura, Hashwa, Hathgoan, Vijaypur and Airayan. These blocks constitute 419 villages and 10 Mohalas in the urban areas

### **External Evaluation**

The external evaluation of 5 blocks of Fathepur was conducted by the External Evaluation Team under the leadership of Shri Mustaq Ahmed (Director, SRC Lucknow and member Executive Committee, NLM), between 23rd to 30th Nov.94.

The evaluation was made on the basis of Random Sampling Design. It was decided to take 5 to 10% sample of the reported number of learners on roll in each of the 5 blocks. All the villages in the blocks were serially numbered, noting down the reported number of enrolled learners in each of them. Using the table random number developed by Mr. Hall. A number of villages from each block were selected so as to provide 6% of the number of enrolled learners. 25 villages, including their hamlets were got selected out of the total number of 419 villages in these blocks. All the enrolled learners in each selected village was to be tested to assess the learning outcome of the block. In the urban areas, out of the 10 Mohallas 5 were selected, where the possibility of finding the learners in groups was greater and all the learners in these areas were tested. The sample size, thus derived was 1601 out of the total of 61,247 enrolled learners in the learning centres. The Sample thus derived comes to 2.6% of the total number of learners.

## The Test paper

The test paper was prepared on the basis of the Dave Committee norms providing 40%, 30%, 30% weightage to reading, writing and numeracy respectively. It was administered by 13 TAs from 24-29 Nov.1994. Each TA generally evaluated 10 learners. The marking of the test paper was also done by the same TAs. A sample of the papers of the learners of the sample papers were later rechecked by the members of external evaluation team. The genuineness of the learners was further checked while marking the test paper by the style of handwriting and by comparing the writing of the learners on the sample paper. In accordance with the NLM norms only those learners were declared successful, who scored 70% marks in aggregate and 50% marks in each of the reading, writing and numeracy abilities. In spite of advance notice 44% of the genuine learners on roll at the time of evaluation could appear for the test. This turn out was low in comparison to some other districts in the District. Agra with the turn out of 68.1%, Almorah with the turn out of 55.7% and Gonda (3 Blocks only) with the turn out of 55.0%.

## Findings

1. 58% of the genuine learners who took the test reached the NLM literacy norms in the 5 blocks.
2. In the urban areas, the success rate was only 43.6%. This was much lower than the success rate of the rural areas. The proxy learners in urban areas was as high as 41% as against the average of 25% in the District.
3. Distribution of marks obtained in reading, writing and numeracy was 64.0%, 67.5%, 67.7% respectively. It shows the reading, writing and numeracy abilities were almost at par. The weaker area, like in the other districts was writing. The ability to write a letter was not developed adequately. Little practice was given to this skill. One reason for this fact was that 60% of the learners had not been taught Primer-III, where the writing of the letter is taught to the learners.
4. As many as 25% of the learners who sat in the test were proxy learners. It is painful to note that the VTs and other educated persons in the village provided undue help to the learners who were taking the test.
5. In comparison to 58% of the success rate of the District (5 blocks), the following villages were found to be best villages :

— Ashikpur	90%
— Akbarpur	79%
— Garhiwa	76%
— Paragdaspur	75%
— Hamirpur	70%

## Recommendations

1. There is need to curtail the rate of the proxy learners in the district.
2. A fresh door to door survey should be taken up in these blocks and the remaining blocks to determine the exact number of non- literate adults and to launch a fresh motivational drive.
3. The distribution system of the teaching learning material may be improved by making ADM incharge of each block for distribution under his direct supervision.
4. Monitoring Information System and the method of teaching needs some improvement. Personal contacts by officers and supervisors should be increased. The visit should not be just a formality. But the visiting officers should spent at least half an hour in each centre and observe the mehtod of teaching, discuss the participation of learners to know the problems, examine the attendance and see if all entries are complete, check whether all the learners have received all primers, excerise books and pencils and check the reading, writing and numerical abilities of a few learners at random.
5. The external evaluation team has strongly recommended for preparation of the check list on the above lines and its printing and despatch to each supervisor so that they remember, what to check while visiting the centres.
6. Only 44% of the enrolled learners appeared for the test. This is rather a low turn out which needs to be improved.
7. The primer distribution system was found to be faulty. Only around 1/3 of the primer-III were managed to be distributed. This need to be improved.
8. Post literacy programme may be sanctioned to this district for 40,000 learners. This number includes small number of learners who obtained marks between 60 to 69%.

## District Literacy Scenario

The final position of the campaign in the 5 blocks comes as follows:

Initially there were 1,63,043 illiterates in the 5 blocks and 1,30,592 of them were enrolled in 1991. 4 years gap is quite a long period of time. Unless a resurvey is done, the exact number illiterates will not be known and thus, the total backlog cannot be established. However, out of 1,30,592 learners, who were initially enrolled, it seems that only 61,247 continued upto the last. Therefore, the district ( 5 blocks) literacy scenario cannot be estimated at this stage except that out of 61,247 learners 35,523(58%) became literate and 25,724 have still to become literate.

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