

# **A STUDY ON COMMUNITY PARTICIPATION IN LITERACY CAMPAIGN**

**(Financed by U.G.C. New Delhi under 9th Five year plan)**



**DEPARTMENT OF ADULT AND CONTINUING  
EDUCATION AND EXTENSION  
PROGRAMME, BARKATULLAH  
UNIVERSITY,  
BHOPAL**

**YEAR 2000-2001**

# **A STUDY ON COMMUNITY PARTICIPATION IN LITERACY CAMPAIGN**

**(Financed by U.G.C. New Delhi under 9th Five year plan)**



**DEPARTMENT OF ADULT AND CONTINUING  
EDUCATION AND EXTENSION  
PROGRAMME, BARKATULLAH  
UNIVERSITY,  
BHOPAL**

**YEAR 2000-2001**

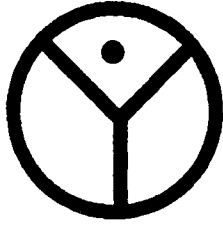
**LIBRARY & DOCUMENTATION**  
**National Institute of Educational**  
**Planning and Administration.**  
**17-B, Sri Aurobindo Marg,**  
**New Delhi-110016**  
DOC, No..... D-11195  
Date..... 11-09-2001

# A STUDY ON COMMUNITY PARTICIPATION IN LITERACY CAMPAIGN

(Financed by U.G.C. New Delhi)

सं. गच्छध्वं सं वदध्वं सं वो मनासि जानताम् ।  
देवा भागं यथा पूर्वे संजानानां उपासते ॥  
समानो मन्त्रः समितिः समानी समानं मनः सह चित्तमेषाम् ।  
समानं मंत्रमभिमंत्रये वः समानेन वो हविषा जुहोमि ॥  
समानी व आकूतिः समाना हृदयानि वः ।  
समानमस्तु वो मनो यथा वः सुसहासति ॥

-ऋग्वेद



DEPARTMENT OF ADULT AND CONTINUING  
EDUCATION AND EXTENSION  
PROGRAMME, BARKATULLAH,  
UNIVERSITY,  
BHOPAL

# Preface

Spread of literacy has been an important programme since independence. Between 1951 and 2001 the percentage of literacy improved from 16.67 percent to 65.38 percent and still 35 percent are illiterate. Adult literacy received special attention during the last ten years- administrative and technical resource structures have been established and voluntary agencies involved in large numbers. It is continuously realised that the only government agencies can not take full responsible for completely eradicating illiteracy from our society. The every member of the society should realise and come forward to take responsible combinely to wipe and illiteracy. So various N.C.C., V.C., and various community group like youth club, Mahila mandal and various developmental government departmental also join hands with community member for making india total literate.

The department of adult education conducted a research study titled "community participation in literacy campaign" with a view to know the attitude of the community member and level of participation in literacy campaign.

I would like to thanks to Dr. Hemanta Khandai, Project officer/Lecturer who completed this study with the assistance of Mr. Suresh, Rakesh, Narendra and Sobhaji. I would like to add that the Z. S. S., Bhopal, SRC, Bhopal and DAE, Bhopal who assisted for this work also deserve full praise for their contribution.

I am sure this report will prove to be useful treatise for all academicians administrators and field workers engaged in the area of literacy campaign.

  
Prof. Neeraj Sharma  
Director & H.C.D.

Date :

## CHAPTER-1

# INTRODUCTION

आपसी सहयोग, स्वयं सेवा और आत्मनिर्भरता की भावना का वातावरण बनाने में पंचायती राज महत्वपूर्ण भूमिका निभाता है । प्रत्येक गाँव के नागरिक कार्यों और आर्थिक कार्यक्रमों की सुचारू रूप से देखभाल करने के लिये पर्याप्त सत्ता सम्पन्न पंचायत एक अच्छी सहकारी समिति का होना आवश्यक है ।

— इंदिरा गांधी

# Contents

Preface	Page No.
<b><u>Chapterization</u></b>	
1. Introduction	1-10
2. Review of related literature	11-27
3. Study strategy	28-31
4. Analysis and interpretation of data Impact observation	32-45
5. Summary, findings & Recommendations	46-55
<b>References</b>	
<b>Appendix</b>	
(1) Interview Schedule	
(2) Literacy of Bhopal from 1951-2001	
(3) Sex ratio of M.P. from 1901-2001	

## An Introduction :

### “सा विद्या या विमुक्तये”

The above simple sanskrit sloka highlights itself that education can liberate from the bondage of ignorance. As it is known that ignorance is the cause of all bondage. So importance of education is highly required from time immorial. Recently the census report says that the literacy rate is increasing. The literacy rate according to 1951 census was 16.67 percent and now increased upto 65% (2001). After 54 years of independence we have not been able to make India total literate but strenuous efforts are going since 1882 till today for making India literate. It can be divided into four cycle of changing concept of adult education in India.

*Approachs	Cycle periods	Key concepts	Main programme
Traditional & religious	First cycle (1882-1947)	Basic literacy	Night school
Life oriented	Second cycle (1949-1966)	Civilliteracy	Social Education
Work oriented	Third cycle (1967-1977)	Functional literacy	Farmers education and functional literacy programme.
Social change	Forth cycle 1978-1983	Developmental literacy	NAEP, mass programme of functional literac TLC, PLC, CE.

\* Source – History of Indian Adult Education, New Delhi (1994).



In each of the four cycle variety of adult education programme were developed and implemented in different parts of india and under various nomanclature. Though a number of official and non-official agencies were associated with the planning and implementation of these programmes, the source of funding was mainly from the Govt of India which formulated the policy and designed the programme package. The changes in nomenclature, operational modalities, expansion of programme over the years and shifts in the approach. The main thrust continues to be on basic literacy. If we analyse the above approaches adopted by the GOI, it appears that public/community participation is not satisfactory for this cause. Now it is also realised and observed from the various research reports and programmes of primary education & health etc. that if community will take interest and participate then it is easy to solve the problem.

Village people are not averse to change and adoption of new skills. However, due to precarious nature of their subsistence economy they need a lot of persuasion before they agree to adopt new ways of doing things. Therefore the very first step in this massive programme of literacy campaign should be contact programmes to rouse people's interest in the programme. Once the local members and bodies are taken into confidence and their cooperation is gained, it is easier to contact the people with the help of local bodies and members, the message can be transmitted to the people in the language and medium they understand

through folk music, dance and other forms of art, village, cultural festivals, village theatres etc. As no programme can succeed without full participation of people, it is time that we charter the services of people & institutions for the achievement of goals of total literacy campaign.

Community and public bodies have their own identity and the confidence to decide its own agenda for education, economic, health and social action without dependence on outside agencies. The people of local area know each other and are close to each other. Various organisations like Janpad, Panchayat, various samitis like education, health, environment and members of village can contribute a lot towards promotion of literacy. Being residents of the village, the office bearers of Panchayat, Janpad and Zila Parishad have face to face interaction with the people and so they understand better their problems and needs. They can communicate with the people in their own language and dialect. This healthy relationship of people and the local bodies results in meeting in many places - Panchayat Ghar, Youth Club, Mahila Samiti Ghar are the places where villagers can assemble together and hold public functions. Places for the villagers like-Local bodies & communities are also empaneled to raise their own resources through such methods as taxation, organising fairs and festivals etc. These strengths can be converted into opportunities for the successful implementation of the total literacy campaign.

### **Concept of Community :**

The great sociologist Maclver defines community as "an area of social living marked by some degree of social coherence". He further says " whenever the members of any group, small or large, live together in such a way that they share, not this or that particular interest, but the basic conditions of a common life, we call that group a **community**."

### **Concept of Literacy :**

UNESCO defines a literate as one "who can with understanding both reading and writing a short simple statement on his everyday life and NLM also defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day to day life. Thus the goal of National achievement of self reliance in literacy and numeracy to functional literacy. The achievement of functional literacy implies :

- Self reliance in 3RS.
- Becoming aware of the cause of deprivation and moving towards amelioration of their condition by participating in the process of development.
- Acquiring skills to improve their economic status and general well being.
- Imbibing values of national integration, conservation of environment economics equality observance of small family norms.

Total literacy campaign concept came when the NLM (National Literacy Mission) was established in 1988. There are three phases like TLC, PLP, & CE, but in M.P. the new strategy for literacy was adopted known as "Padhana Badhana" and it was also successful implemented and literacy rate of the state is increased by 20 percent and left behind the states like Gujarat, Bihar, Andhra Pradesh and Uttar Pradesh.

So let us know the conceptual clarification of each phases of literacy campaign for better understanding.

### **Total literacy campaign :**

The total literacy campaign model is accepted of the dominant strategy for eradication of adult illiteracy in India. These campaigns are area specific, time bound, volunteer based, cost effective and outcome oriented. The thrust is an attainment of functional literacy through prescribed forms of literacy and numeracy.

The campaign is implemented in stages, which may be overlapping at times. These should be understood clearly and followed meticulously :

- Preparing the ground
- Creation of the organisational structure
- Survey and district profile.

- Environment building.  
(mobilising public opinion, creating community participation, use various media).
- Development teaching learning materials.
- Monitoring and evaluation.

After TLC, PLP programme appears with a view to keep the neoliterate to retain their literacy skills.

### Post literacy programme (PLP)

As a part of post literacy programmes attempt to give interested learners an opportunity to harness and develop their learning potential after completion of a course of basic literacy. Learning skills acquired by neo-literates during the short span on the literacy campaign are at best fragile. There is a genuine danger of neoliterates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possible enhance their literacy levels. The main objectives of PLP are :

- (1) Consolidation : To prevent regression to illiteracy
- (2) Remediation : To enrol dropouts and enable non-achivers to upgrade their literacy skills.
- (3) Continuation : To improve literacy skills to a self reliant level of learning.
- (4) Application : To enable learners to use post literacy skills

in their day to day life.

- (5) Skill development : To enable learners to acquire skills for economic self- reliance.
- (6) Institutionalisation : To promote collective action and facilitate "take off" to continuing education.

Just after the completion of PLP continue education, starts for moving the adult learners in a learning society.

### **Continuing Education :**

The continuing education scheme is postulated on the principles of

- Treating basic literacy and continuing education as one sustained, current learning process.
- Establishing a responsive and alternative structure for life long learning.
- Responding to the needs of all sections of society.
- Learning not to be seen as a function of alphabets, but as all modes of human capacity building.
- Addressing the socio-economic situations of the community to provide infrastructure for larger development initiatives.

Thus, the scheme of continuing education, taken up in a district after it has completed the total literacy and post literacy phases, makes the learners aware of the power and significance of education.

Establishment of continuing education centres (CECs) has is the principal mode of implementing continuing education programmes. The centres follow an area specific, community based approach. The centres run by full time facilitators or preraks, who are drawn from the community itself, the continuing education centre serves as

- Literacy and reading room.
- Teaching learning centre for continuing education programmes.
- Vocational training centre.
- Extension centre for facilities of other development departments.
- Discussion forum for sharing ideas and solving problems.
- A composite information window for the community.
- Culture centre.
- Sports and recreation centre.

Apart from establishing CECs, the scheme also undertakes the following programmes.

- (a) Equivalency programme - designed as an alternative education programme equivalent to existing formal, general or vocational education.
- (b) Income generating programme - where the participants acquire or upgrade their vocational skills and take up income generating activities.
- (c) Vocational skills which aims to equip / earners and the community with essential knowledge, attitude, values and skills to raise their standard of living.

### Objectives of the study :

1. To know the awareness regarding the concept of literacy campaign among community members.
2. To know the knowledge and understanding about literacy campaign among community members.
3. To identify the level of participation in literacy campaign by the community members.
4. To identify the process and possibilities of participation for literacy campaign.
5. To identify the problems and difficulties arises in literacy campaign for community participation.
6. To identify the priorities of needs of the neoliterates with reference of community.



**Hypothesis :-**

The following hypothesis have been formulated.

- (1) Community participation would result in greater comprehension and high performance of literacy campaign.
- (2) The local bodies like Panchyat, Janpad Panchyat and Zilla Panchyat's participation would promote literacy campaign.
- (3) The economic factors of the learners would effect the successful implementation of literacy campaign.
- (4) The effective implementation of literacy campaign is determined by the literate group of the village.

हर अनपढ़ को घर से बुलाकर लायेंगे  
सभी को प्यार से साक्षर करके छोड़ेंगे ।

# REVIEW OF RELATED LITERATURE

पंचायतें अपना एक मुख्य दायित्व मान कर उत्पादन में वृद्धि की व्यवस्था करेंगी एवं पंचायतें इस बात को अपनी जिम्मेदारी समझें कि उनके क्षेत्र में कोई व्यक्ति निरक्षर, बेकार या भूखा न रहे ।

— विनोबा भावे

## Introduction

The review of related literature in research studies helps for better understanding of methodology and easy clarity for further investigation of the topic. It also support the logistic of the study in a rational way and enables the reseachers to define two limits of the field. It helps the researcher to delimit and define his problem in a systematic way. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas and avoid unintentional duplication.

It is noticed that the various research in the area of training needs, interest, problems, motivation, monitering, management, administration, planning and evaluation of adult education has been done and it is also observed from the various reports journals, Newsletter and magazine relating to adult education it came to know that one of the major cause of unsuccessful of literacy campaign is due to lack of proper co-operation and co-ordination with community. The following few research studies will help to think in a deeper way for integrating community member for successful implementation of literacy campaign.

The govt of M.P. Launched few programme with the full support of community member. The programme like EGS (Education

Guarantee Scheme). Padhana Badhana Andolon, Rogi Kalyan Samiti etc. are burning example of community participation, so our research study titled "A study on community participation in literacy campaign" have a honest attempt to explore the process and possibilities of involvement of community member in literacy campaign.

The few related issue studies are given for giving the strong support of the present study.

### **Accessing the voluntary sector partnership with NGOS :**

The National Literacy Mission fully recognises the vast potential of NGOS in furthering its programme and schemes. Therefore, ever since its inception the National literacy Mission has taken measures to strengthen its partnership with NGOS. The National Literacy Mission has made all efforts to evolve both institutional and informal mechanisim to give voluntary organisations are active promotional role in literacy movement. Under the scheme of support to NGOS, voluntary agencies are encouraged and financial assistance is provided for activities such as :

- Running Post literacy and continuing education programmes with the objective of total eradication of illiteracy in well-defined areas.
- Undertaking resource development activities through establishment of State Resource Centres (SRCs) and District Resource Units (DRUs)

- Organising vocational and technical education programmes for neo-literates.
- Promoting innovative experimentation and action research.

### **Partnership with Universities**

The adult education departments in institutions of higher learning have a very useful and practical role to play. They have genuine contributions to make both in the sphere of policy making and in practical implementation. A special scheme practical implementation. A special scheme therefore, for the involvement of higher educational institution has been conceived with the specific purpose of making their role more focused. Some of the areas in which they can actively contribute are

- Provide special resource support to literacy activities in all phases.
- Undertaking evaluation, research and documentation of TLC/PLC on CE Programme.
- Participate in environment building.

### **Education Guarantee Scheme (EGS)**

(Community Demand for primary education) (CAPAM, 1998 awardee- Common wealth International Innovation Award )

#### **What is EGS ?**

Under the EGS, the government gives a guarantee to provide a

primary schooling facility to the children in a habitation where there is no such facility within a kilometer within a period of 90 days of receiving a demand for such a facility by the local community

### **Community Demand —**

The start-up point in EGS is the demand of the local community for a primary school for its children and villagers to support such a school by arranging for space for teaching-learning, identifying teachers and looking after the development of the school. The demand has to be from a rural area where no primary schooling facilities of the habitation, providing access on the basis of community demand has the advantage of locating schools on a need basis by identifying those gaps in access which may otherwise be unreported.

### **Guarantee :**

The govt's responses to the community demand is in the form of a guarantee to provide on school if the demand valid. This guarantee is not legalistic but pragmatic in nature. It forges a social covenant between the government and the community. Govt guarantee includes the following basic constituents of an EGS school.

- A teacher referred to as gurujee in the 1:40 teacher-pupil ratio.
- Teacher training.
- Free teaching learning materials.
- Operational contingencies.
- Monitoring and evaluation.

---

---

**Rogi Kalyan Samit : Community Participation for Medical Service  
(Awardee of World Development Award (WDA) by World Bank)**

"Rogi Kalyan Samiti" was formed by the various community member of Indore to change the pathetic situation of M. Y. Hospital Indona for the first time in the history of M.P. in 1994 under the dynamic leadership of the then Youth collector of Indore, Mr. Sudhir Ranjan Mahanty in 1994. The main objective behind the formation of this Rogi Kalyan Samiti is to keep neat and clean both out side and innerside of hospital with the participation of community member. The people of Indore donated lakhs of rupees to this purpose voluntarily and change the condition of M. Y. Hospital, Indore.

This "Rogi Kalyan Samiti" now spread all over M.P. and now the number of Rogi Kalyan Samiti is increased up to 1,200 in all over M.P. & Chattisgarh.

It is a matter of great pride that this "Rogi Kalyan Samiti" won "World Development Award (WDA)" by world bank in Jan., 2001 an the award worth Rs. 1,25,000 Dollar (57 Lakhs). The Jury member were the nobal laurate Dr. Amritya Sen, world bank chairman Douglas nortn, vice chair man Jons Wilfson etc.

**"PADHNA BADHNA" : A New Strategy for the total literacy campaign. (Community demand based literacy campaign)**

Madhya Pradesh adopted a new strategy for the total literacy campaign named "PADHNA BADHNA" during the year (Oct 99 to Dec 2000). Literacy it can be said demand based literacy. This new model that attempts to put people in charge. A model that the govt of M.P. is now proposing that centres on communities coming together to demand literacy and get it. It was remarkable achievement that 6 million people were covered under the scheme.

## **RESEARCH STUDIES :**

**TITLE :** "Sarpanch's participation in literacy (Campaign by the Rajendra Singh Rajputa Student (1997-98) Diploma in Adult education under the guidance of Prof. K. Yadav."

## **OBJECTIVES :**

- (1) To study the peoples participation in literacy campaign.
- (2) To know the real situation of Panch & Sarpanch regarding involvement of literacy campaign.
- (3) To study the situation of community with reference to literacy.



**METHOD :**

Survey type research

Sample – 25 female Sarpanch

25 male sarpanch.

Area – Block "Beresia"

**MAJOR FINDINGS :**

- (1) It was found that 13% female Sarpanch were literate where as 52% of male sarpanch were literate.
- (2) It was also found that 88% of the male sarpanch keep regular touch with public where as 60% of female were in touch with public.
- (3) 96% of the male sarpanch participated in literacy campaign where as 80% of the female sarpanch participated in literacy campaign.
- (4) 84% of the male sarpanch were in opinion that they conducted number of motivational activity for literacy campaign where as 73% of the female sarpanch were conducted motivational activities.

**Study -II**

Title : Participation of working women for population control :

Guide : Prof. Neerja Sharma

Investigator : Smt. Gitanjali Solanki (PG Diploma in Adult Education)

Duration : 1997-1998.

**Objectives :**

- (1) To make aware about "Population control" among working women.
- (2) To know the mentality of working women for population control.

- (3) To know the role of working women for making Ideal family.

**Hypothesis :**

- (1) The working women appreciate small family than house wife at family.
- (2) The illiterate house wise having more children than working women.
- (3) The working women want small family because of better maintenance of their children.
- (4) The working women strongly support for "small family" than house wife.

**Methodology :** Descriptive survey type research

Sample : 100 (50 working women & 50 house wife)

Field area : Kotra Sultanabad

**Major Findings :**

- (1) 56% of working women and 72% of the house wife coming under age group of (20-35) where as 44% working women and 28% of house wife coming under the age group of (36-47)
- (2) 52% of the house wife are illiterate and only 2% of are higher secondary where as as 36% of working women are higher secondary and 34% are P.G. level.
- (3) 100% of the working women and 36% of the house wife known about the population control.
- (4) 100% of the working women and 30% of the house wife aware about the over population and its consequents.
- (5) 70% of the working women having two children were as 76% of the house wife having three and more children in the family.
- (6) 86% of the house wife told lack of information relating to population lead to more children in the family.

---

---

## **Community Assessment of Six Nations New Credit Reserve : Strategies to Enhance the Utilization of Health Care Services on Six Nations Reserve**

Melinda Gillies, Amanda Allison, Kathleen Brandson, Mary Fallen, Jackie Kirchner, Robin Markle (Canada)  
McMaster University-2000.

A group of eight, second year McMaster University nursing students were involved in a community health project related to the health care of First Nations women. The project was conducted on Six Nations New Credit Reserve in Southern Ontario, Canada, jointly with Gane Yoh Health Centre in Ohsweken, Six Nations Reserve, Ontario. The specific aspects of this project were to explore the availability, accessibility and utilization of women's physical health care services on the Six Nations Reserve. The focus of our research centred around public health services, density, physician's services, pharmacy and the traditional birthing centre, Ona grahsta. There were three major objectives for this project. The first objective was to conduct a windshield/walk-about survey on the Six Nations Reserve in order to observe the community and assess the availability of health care services. The second objective was to conduct a Women's Health Perception survey involving women residing on Six Nations Reserve in order to explore their perception of health care within their community such as Gane Yohs Six Nations Health Care Services and physicians services. One hundred surveys were distributed with sixty-five completed surveys returned. The third objective was to evaluate components of the data and relay conclusions to our Project Consultant, Dorothy Russell in order for her to facilitate and increase in the utilization of health care services Six Nations

Reserve. Health care is an important issue to women living on Six Nations Reserve and is reflected in the numerous facilities on the Reserve and the diverse services they offer to women and their families. While these health care services are numerous diverse and modern they offer to women and their families. While these health care services are numerous diverse and modern they are not being utilized to their full potential. Our research indicates that the hours of operation should be extended to evening and weekends to better serve working women. Confidentiality assurance should be consistently given and promoted as evidenced by a small and close knit community, Lastly, a booklet or brochure including all health care services on the Reserve should be distributed in order to increase the awareness of services available including an emergency phone line directly connected to all of the services.

### **Determinants of Women's Health : Women's Education, Information and Communication Technologies**

Abdul W. Khan Vice Chancellor, Indira Gandhi National Open University, New Delhi

The new information and communication technologies (ICTs) have immense potential in creating opportunities for lifelong learning and promoting key paradigm shifts in education. In developing countries, however these educational technologies remain underutilized and inequitably distributed. This has created a serious divide between the "haves" and "have nots" and resulted in a veritable educational and technological apartheid.

ICTs are critical to the emergence of the knowledge societies of the future. women in particular are at risk of being marginalised in technology-mediated education and training environments. Combating the challenges to their active participation in such environments therefore, assumes added significance.

Gender issues the need to be explored and addressed in this context include : formulating enabling policies promoting access/availability, creating awareness, reducing costs developing positive attitudes and higher order skills in technology use and creating adequate support services.

Possible interventions with significant transformatory potential could be centred around training, provision of appropriate equipment, educational technology services and advice on institutional policy.

### **Community-Based Management of Fishery Resources : Leveling the Playing Field for Rural Women in the Central Highlands of Vietnam**

Mercedes Logarta (Vietnam)

Governments and other proponents of development proceed to effect development without being informed of women's crucial role and contributions to fishing more so the impact of the increasing social and economic influences on their communities and corresponding gender roles.

It is still strongly perceived that fishing is a predominantly male occupation, hence there's hardly any description and analysis of women's fishing activities and extent of contribution to household economies. Often women are associated with marketing and processing ignoring their role in actual capture. In subsistence fishing communities, where there may not be enough to trade, or enough to preserve women's roles are doubly made invisible.

This paper documents the roles women play in an indigenous subsistence fishing village economy in the Central Highlands of Vietnam and how they contribute to the livelihood and survival of their families.

Furthermore, it will show how women's traditional position in their communities have rendered them more vulnerable to the onset of changes introduced by development programs that tend to mainstream their subsistence economy to a more market-oriented economy. The paper will then proceed to discuss implications for intervention by a development project seeking to achieve sustainable reservoir fish production through community-based resource management.

## **More Effective and Less Expensive Community Approaches to Care of Vulnerable Populations : Lessons from Twelve Studies in Ontario**

Gina Browne, Jacqueline Roberts, Amiram Gafni, School of Nursing, McMaster University

A series of 12 studies (five historic cohort and seven randomized trials) examined clients in community settings in Southern Ontario suffering from a variety of chronic physical and mental health

conditions. These studies are appraised using a framework for evaluating possible outcomes of economic evaluation. In the 12 studies sample composition and size varied. Each study was designed to quantify the well-being outcomes and expenditures associated with different community-based approaches to care provided in the context of a system of national health insurance. As a collective, these studies represent increasing methodological rigour. Multiple-perspective client well-being outcome measures were used. In two studies, caregiver burden also was analysed.

In most cases, a recurring pattern of equal or better client outcomes, yet lower expenditures for use of community based health services was associated with well-integrated health oriented services. Integrated services aimed at factors which determine health are superior when compared to individual fragmented disease oriented and focused approaches to care. The main lessons from the 12 studies are that it is as or more effective and as or less expensive to offer complete, proactive, community health services to persons living with chronic circumstance than to provide focused on-demand, piecemeal services. Complete services would have a psychosocial and mental health focus included with the physical care approach. Furthermore, people with coexisting risk factors (age, living arrangements, mental distress and problem-solving ability) are the ones who most benefit at lower expense from health oriented, proactive interventions versus disease specific care. The orientation was found to have direct and measureable-impact on total expenditures for health service utilization and client well-being outcomes.

## **Self-Help Groups : A means of Empowerment of women**

B. Suguna and G. Sandhya Rani, Department of women studies, Sri Padmavathi, Mahila Visvidyalam, Tirupati

Empowerment is closely linked to economic independence. Nothing succeeds better than the power of the self help. The introduction of Self Help groups (SHGs) is a recent phenomenon in the economic structure of the country. The role of SHGs is significant to save some money regularly and use that amount as investment in some income generating activities. In the light of this, an attempt is made in this paper to study the functioning of SHGs in Chittoor District of Andhra Pradesh built up by voluntary organisation with the object of evaluating the performance of SHGs for ensuring empowerment.

The purpose of the paper is to successfully examine the meaning and aspects of empowerment, states of evolution and to evaluate SHGs as a means of empowerment besides citing some success case studies. The study is based on the collection of data from both primary and secondary sources.

Self Help groups are making great strides and Andhra Pradesh stands foremost in ranking NGOs are doing yeoman service in motivating Women to form into SHGs. The case studies highlight that women are empowered through SHGs. These enhance their household decision making ability, managerial capacity independence and self motivation. Despite various hardships the beneficiaries are confident and a model to other women. There is therefore a need to promote more number of SHGs, ultimately to reach all the poor families in the state and in each and every habitat.



## Female Involvement in Participatory Action Research

P. Thiara, Dr. N. Gibson, Dr. A. A. Cave (Canada)

Participatory Action research (PAR) is defined by Health Canada as a "systematic inquiry, with the collaboration of those affected by the issue studied, for purposes of education and taking action or affecting social change". Community Associates (CA) were recruited from six immigrant communities (Hong Kong, Vietnam, China India, Philippines and Poland) and three aboriginal communities to participate using the above principles in a three-year community based tuberculosis (TB) project. The TB project examines the socio-cultural factors affecting TB. The CA's all but two of them female, are to be involved in all aspects of the research process from planning the research, data collection and analysis to dissemination of research results. After undergoing a three-day training session. The CA's are currently conducting interviews their own communities.

My project involved investigating the motivation and expectations of ten of female CA's. My study is based on open-ended interviews with a thematic analysis of the qualitative data. This study attempts to gain an understanding of the motivation that direct the participation of the female CA's and more specifically focus on why females are more likely to become involved in PAR. Furthermore. I would like to understand the implications of PAR for the female with respect to research but also their own empowerment within the community. It is hoped that through te study not only will the results lay

the foundation for establishing the validity of the TB research process but also and future researchers in understanding the motivations and expectations of female participants in PAR.

## **Empowerment through Participation : Involvement of Immigrant Women in Canada Health Research**

S. Weerasinghe, W. Norman, C. Moncayo, (Canada)

Essential to the concept of women's empowerment is the freedom to speak for oneself and the ability to participate in discussion. In Canada, immigrant women represent cultures from around the globe and hold diverse educational and social backgrounds. These women share common barriers to providing input into health service access design and delivery. The authors' view is based on their experience in conducting a healthcare study among immigrant women in Nova Scotia, Canada. This paper shows how the methodology involved in conducting focus groups with 19 women, from 11 different countries, reveals several important issues relating to women's access to healthcare decision making.

Our target group, recent immigrant women over the age of 40, is a marginalized population that often faces language, societal and financial barriers. Organizations meant to aid immigrants assume a parental and protective role, and are sometimes reluctant to facilitate direct contact with these women. Once past these institutions, the researchers occasionally had to get the approval of a male family member, before contacting the women personally. A third barrier was

anegative perception of a academic reseachers. Once past these hurdles, women's willingness and ability to actively participate led to this hypothesis : the degree of participation of these women and related empowerment may be strongly associated with the gatekeeping role of organizations and their male family members.

There is little literature on effective methods of enhancing participation of immigration women in decision making. We will present the empowering experience of women who passed through these hurdles to share their voices. Enabling factors of empowerment through participation in discussion will be analyzed using socio-economic status, culture, religion, native country and family dynamics as possible predictors. The problems encountered by the researchers led to new strategies that enhanced women's involvement and the results presented in this paper will be beneficial to other researchers, program planners and policy makers working in this area.

जहां कहीं भी लोकतंत्र है  
शिक्षा उसका मूलमंत्र है ।

# STUDY STRATEGY

एक समाजवादी व्यवस्था में कोई चीज ऊपर से नहीं थोप सकते ।  
चीज का शुरुआत जड़ से गाँव से, ग्राम पंचायत से होनी चाहिये।

— पं. जवाहरलाल नेहरू

## **INTRODUCTION :**

The present chapter deals with methods adopted, in executing the study. Selection of villages, tools employed for data collection, techniques of data analysis. Limitation of Study.

### **Data required and its sources :**

Data were collected primary & secondary sources. The secondary data were collected from the records of Z.S.S., DAE, Bhopal etc where as primary data were collected from villagers.

### **Selection of Sample :**

Considering the time and resources available, the study was conducted on sampling basis. The sampling frame work adopted for the study can be described as : the investigator purposefully selected 20 villages of fanda block and total 2000 sample were taken. the list of villages are given below.

Name of district	Name of the block	Name of the villages
<b>BHOPAL</b>	<b>FANDA</b>	<ol style="list-style-type: none"> <li>1. Lamba Khedi</li> <li>2. Rabalia</li> <li>3. Prabalia</li> <li>4. Islam Nagar</li> <li>5. Khajuri</li> <li>6. Adampur</li> <li>7. Bilkheri</li> <li>8. Nilbad</li> <li>9. Ratibad</li> <li>10. Patnar</li> <li>11. Chawani</li> <li>12. Mangalia Chhap</li> <li>13. Barkheda Nath</li> <li>14. Barkheda Kala</li> <li>15. Babadia Kala</li> <li>16. Depari</li> <li>17. Iam Vadha</li> <li>18. Bangrasia</li> <li>19. Bhagaroda</li> <li>20. Ratanpur</li> </ol>

## **TOOLS USED**

For measuring qualitative and quantitative data for the present study questionnaire and observations method was used and primarily participating approach was also used for collecting information from the villagers. The details of the proforma and the questionnaire used for collecting data is provided under appropriate captions.

### **I- Section-A :**

- Personal profile villager member like, age, sex, marital status, education and income grade.

### **II- Section-B includes relating literacy :**

- Knowledge about the concept of literacy campaign.
- Undertaking of literacy campaign.
- Possibility of involvement in various phases of literacy campaign.
- Suggestions for effective implementation of campaign in community
- opinion about the needs of the community etc.

The detail schedule is annexed at the end of the report.

### **Pilot study for validation of Tools :**

A Pilot study on 4 centres namely Anna Nagar, Durga Nagar, Saktinagar & Shahpura was conducted for try out of tools. On the basis of feedback received during tryout stage modification in language, form of items was done. Some suggestions of field experts were also incorporated in the tools.

**Tabulation and statistical treatment of data :**

Data collected from both primary and secondary sources were tabulated and computed the corresponding percentage of each item of questionnaire. Both qualitative and quantitative analysis for closed as well as open ended questionnaire. Detail analysis has been provided in next chapter.

**Delimitations of the study :**

1. The study has been restricted to only one block of Bhopal i.e. "Fanda" block.
2. The sample was restricted to only 2000 community members.

बापु का भी यही था कहना  
अनपढ़ बनकर कभी न रहना ।



---

---

## CHAPTER-4

# ANALYSIS AND INTERPRETATION

पंचायतेँ जनतंत्र की नींव है और अगर यह नींव कहीं नेतृत्व और सामाजिक न्याय पर बनी है तो देश में जनतंत्र को कभी खतरा नहीं हो सकता ।

— लालबहादुर शास्त्री

## **Introduction :**

This chapter highlights the details of analysis and interpretation of the responses from community member and elected members like panch, sarpanch, youth. The effort is to present the clear picture of participation of community member in to literacy campaign. The detailed item-wise analysis is given below.

### **Sec A : Analysis & interpretation of personal profile of respondents.**

**Table - 1:** The table No. 1 shows about the age, sex and marital status of the respondents.

85% of the sample are male where as 15% are female, out of 85% of males, 17.45% are in the age group of (15-20) 20.4% are under (21-25), 23.75% are in the age group of (26-30) 17.35% are in the (31-35) and lastly 6.05% are male respondents are in the age group of 35 and above and it also shows about marital status, out of 85% of male, sample 67.7% are married where as 17.3% are unmarried.

Similarly in case of female respondents, 26.65% of the respondents are in the age group of (15-20). 22.19% are in (21-25) 25.65% are in (26-30), 18.45% are in (31-35) and 7.15% are in the age group of 35 and above out of total sample 12% female are married where as 3% are unmarried. The detail tabular form will be seen at the end of the report i.e. annex.

## Sex Ratio

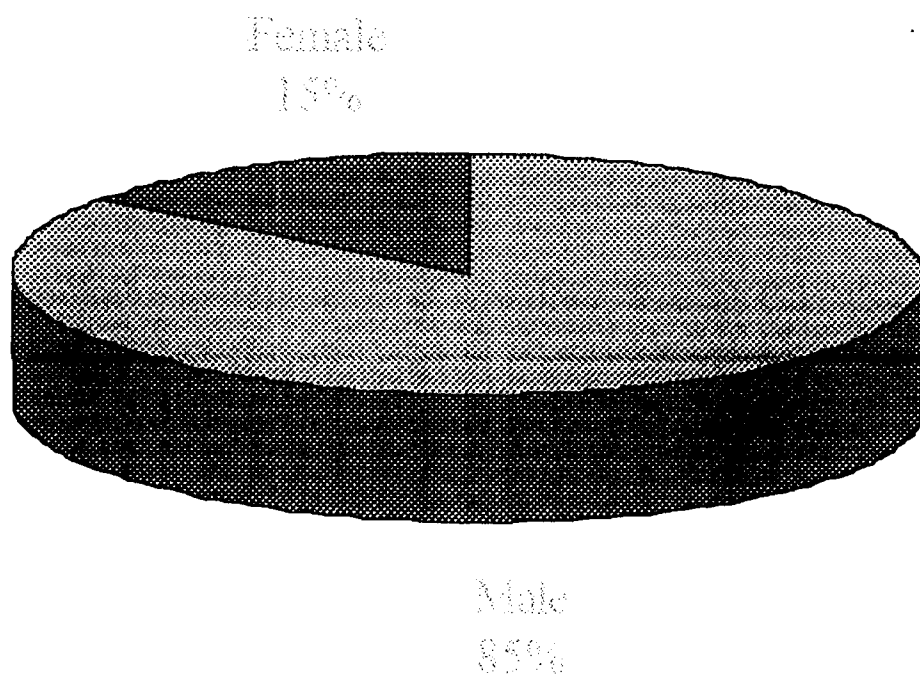


Table -2 : Table No. 2 represents the respondents livelihood & caste. 20.55% of the sample are SC, 7.45% are ST, 25.75% are OBC category where as 46.25% are general category out of the total sample 45.5% of respondents livelihood is agriculture, where as 25.55% are daily labours are working in industry and factory. Only 3.45% of the respondents depend upon business i.e. of grocer, bettel shop, vegetables, etc. 21.15% are coming under their regular and hereditary occupation like potter, carpenter, gold smith Black smith, etc and 4.7% of respondents are in service of state governments at Bhopal.

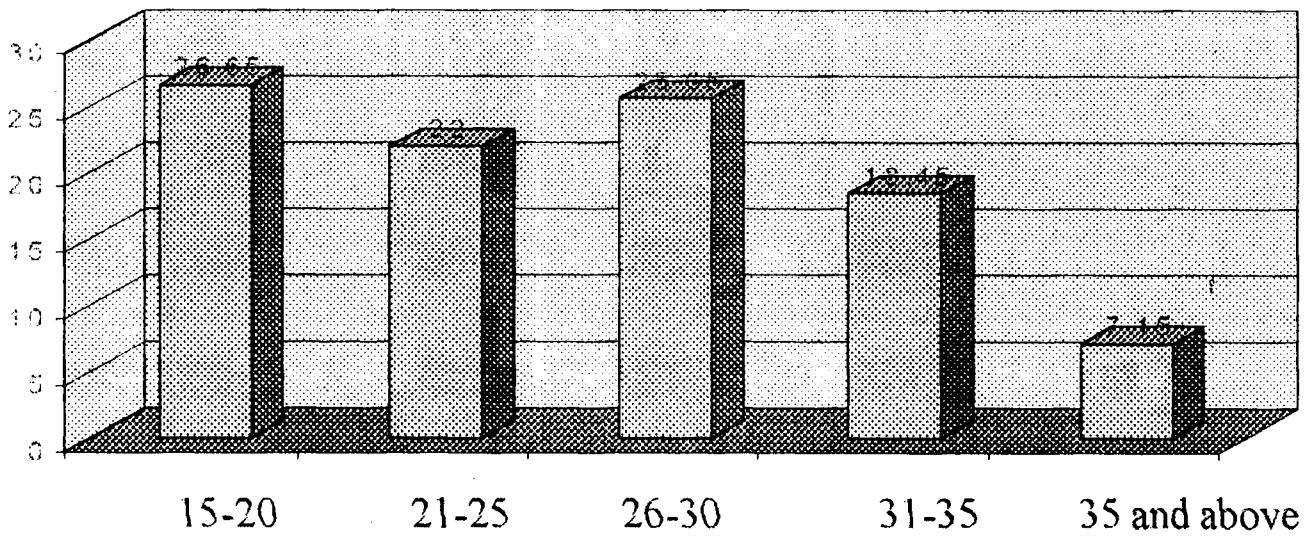
Under SC category, 5.6% are in agriculture. 4.6% are in labour, 0.5% are business and 8.6% are village artisian where as only 1.25% are in service category.

Under "ST" Category, 2.1% are in agriculture 2.9% are in labour, 1.6 are village artisian and 0.85% are in service group.

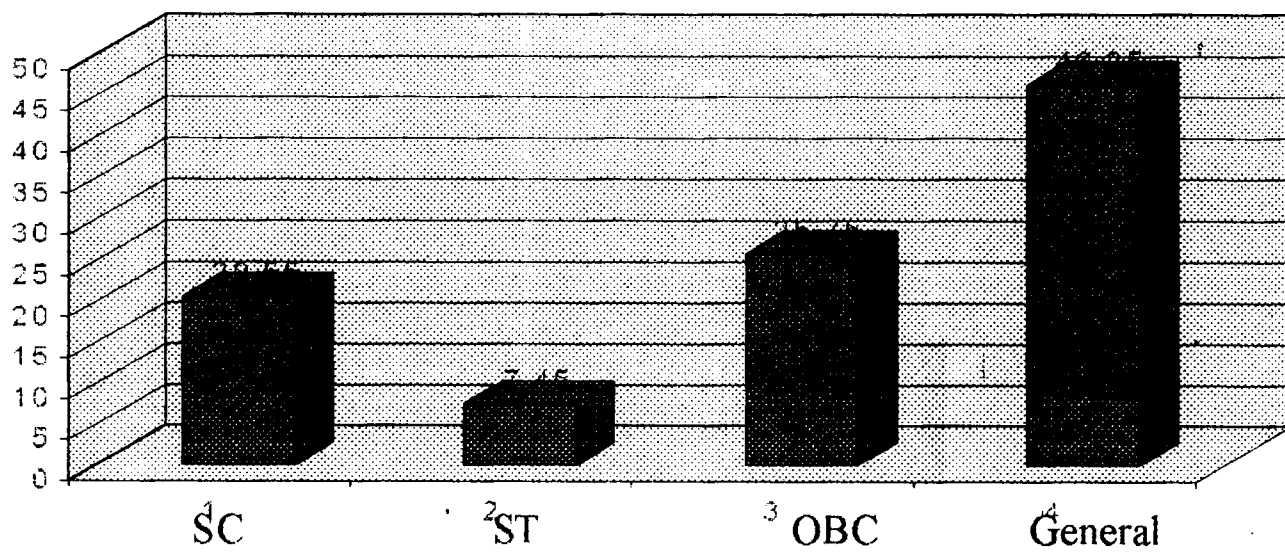
Similarly "OBC" category 11.85% are in agriculture, 8.4% are in Labour, 1.6% are in Business and 2.9% are in village artisian and only 1% are in service category.

In "General" category 25.6% are in agriculture, 9.65% in labour, 1.35% are in business, 8.05% are in village artisian, 1.6% are in service category.

## Age Distribution



## Caste Composition



### Table No. -3 Caste, Education & Income :

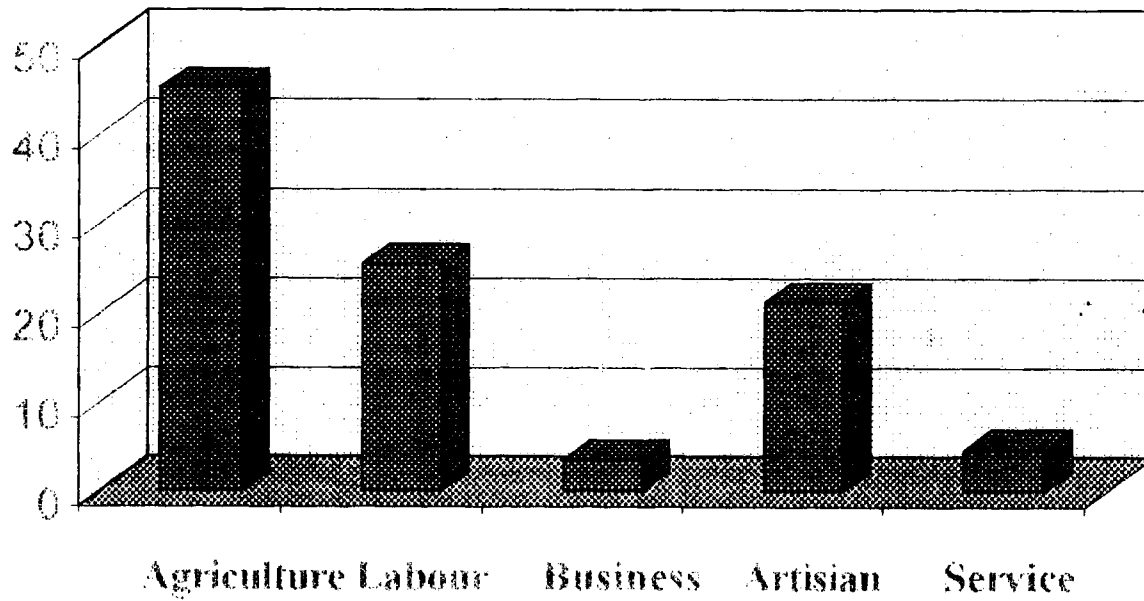
Table No. - 3 focus on caste, educational status and income grade of the respondents. Regarding caste category, out of the total sample 20.55% are SC, 7.45% are ST and 25.75% are OBC and 46.25% are general category. It is found that 11.85% are neo-literate. 11.1% are 5th class standard, 14.95% are 8th class standard, 19.3% are 10th class, 13.9% are 12th and 14.95% are degree level. Only 13.95% are illiterate.

Let us come to know the income status of the respondents according to caste composition and income status of our sample. 1.15% of SC's annual their income is Rs. 5000/-, 2% are in Rs. 5000-6000, 6.95% are in Rs. 6000 and above, 10.45% of Rs. 12000 and above.

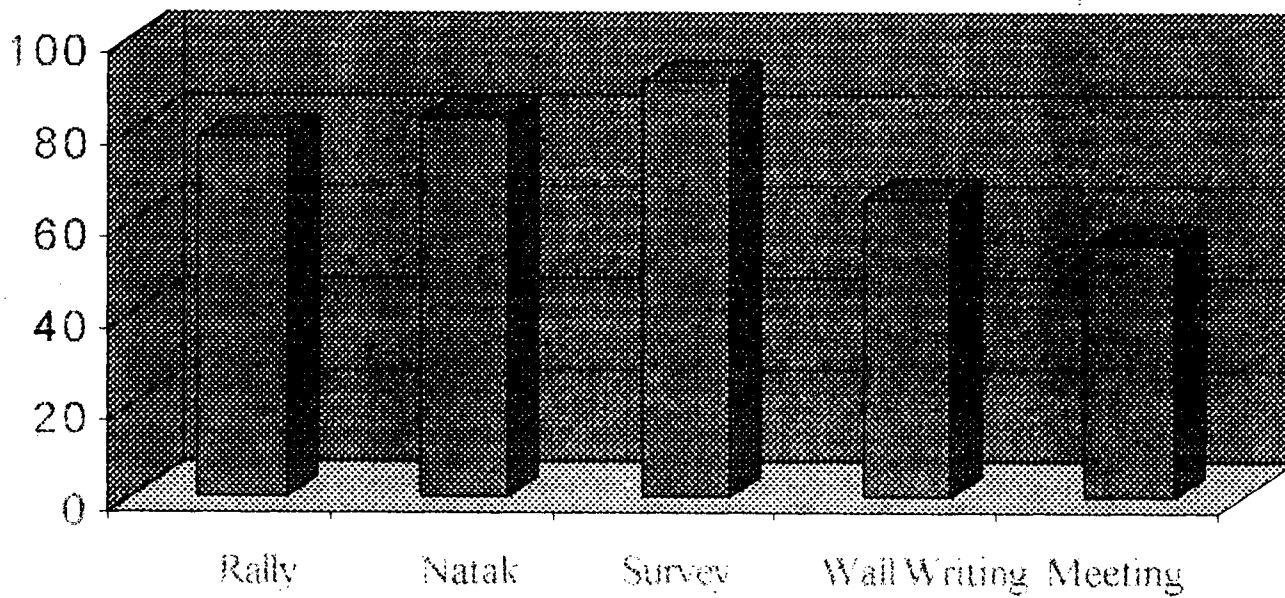
Similarly from ST category, 0.75% of ST earns abbyakkt Rs. 5000/-, 1.05% of ST earns annually in between Rs. 5001-6000/- 1.15% of ST earns more than is 6000/- and above, and Rs. 12000 earns per annual by only 5.5% of the ST respondents.

Among "OBC" category, 2.1% of the respondents earn, Rs. 5000/- per annum, 3.05% are earn of Rs. 5000-6000/- where as 7.85% of the respondents of OBC group earn Rs. 6000/- and 12.75% earn more than Rs. 12000 annually.

## Livelihood



## Activities conducted during literacy campaign



Similarly 4.15% of the "General category" earn Rs. 5000, annually 5.6% earn Rs. 5000-6000/- annually whereas 14.95% earn Rs. 6000 and above per annum and only 20.95% of general category earn more than Rs. 12000 per annual.

### Section-B (information regarding Literacy Campaign)

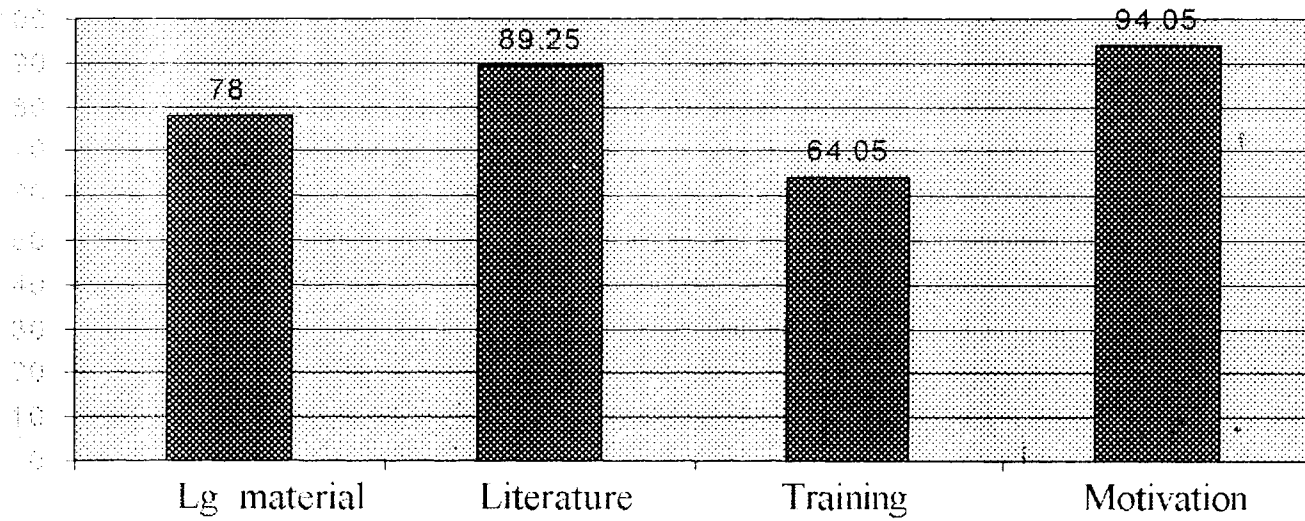
Illiteracy is a blemish in the face of mother land India. From time immemorial continuing effort are going on in various forms and names with a view to eradicate illiteracy in India. In June 1988, the govt of India launched NLM (National Literacy Mission) to eradicate illiteracy and to literate 100 million people by 1995 but satisfactory results could not be achieved. However M.P. Govt also launched literacy campaign and "Padhna Bahna" Andolan in all over state but continuously realising that the govt can not alone achieve this huge target itself. So this study has attempted to know the conception and perception of literacy campaign and their views, suggestions and possible ways to integrate community in literacy campaign.

The major analysis and interpretation are given systematically below.

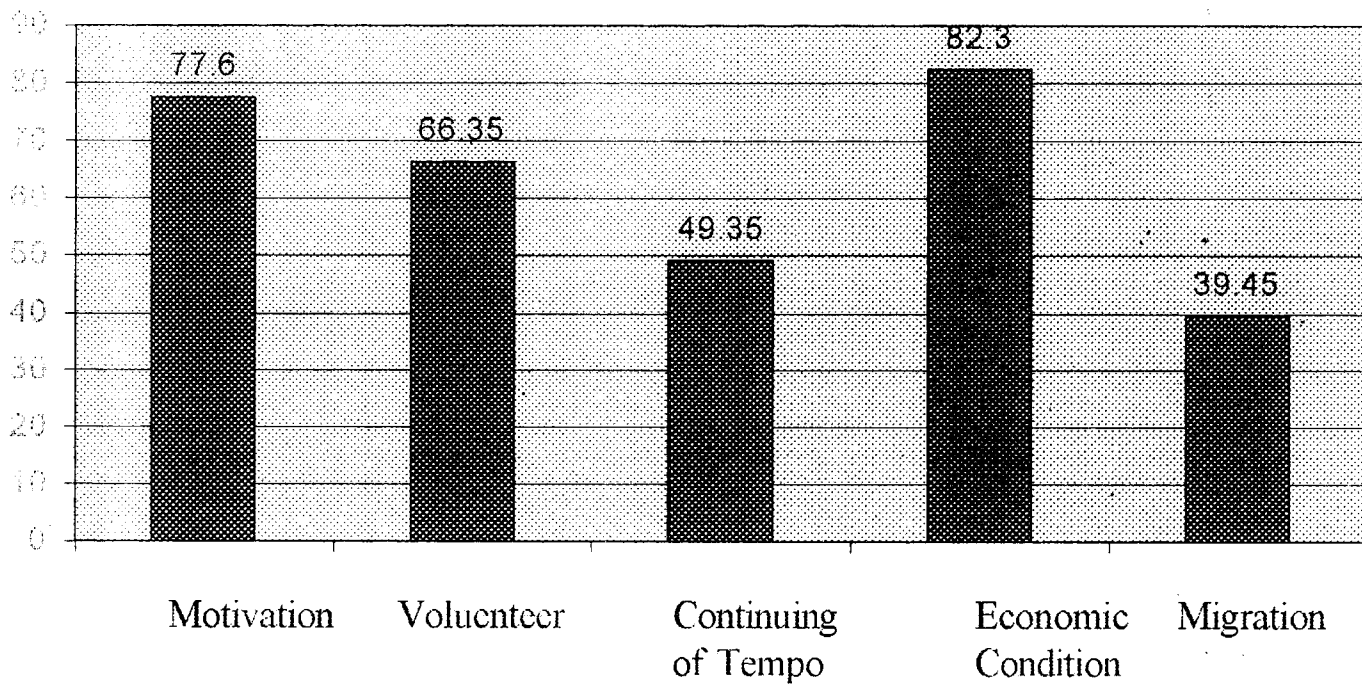
**LIBRARY & DOCUMENTATION CENTRE**  
**National Institute of Educational**  
**Planning and Administration,**  
**17-B, Sri Aurobindo Marg,**  
**New Delhi-110016**  
 DOC. No ..... D-11195  
 Date ..... 11-09-2001



## Necessary Requirement for Literacy Campaign



## Problems in Literacy Campaign



# Priority Needs of Village

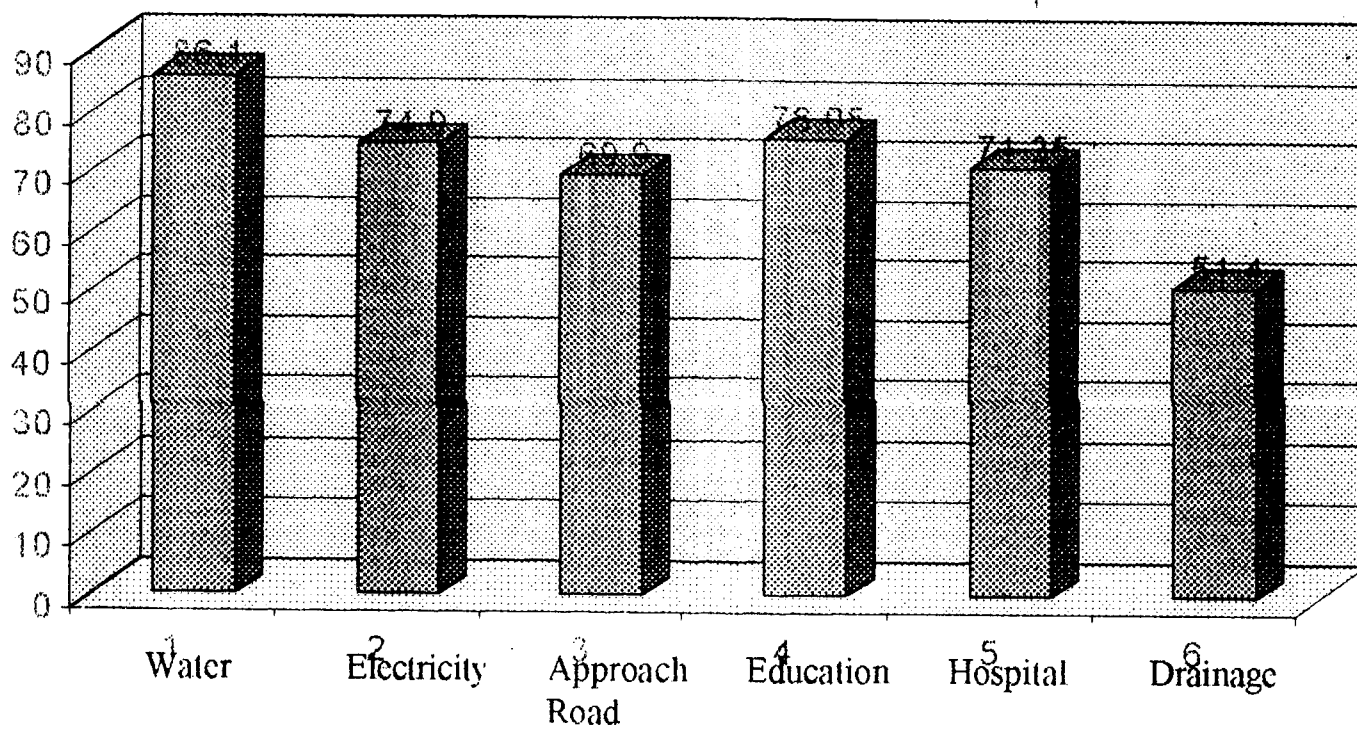


Table No. 1 reveals the knowledge aspects of the community members regarding literacy campaign. When the investigator asked to various community members regarding conception of literacy campaign out of them 78% of the people told to us that they know two fundamental concept of literacy but 22% knows nothing about literacy campaigning. It can be interpreted that still few sections of people are unaware about campaigning. It is unfortunate that after 54 years of independence the people are not aware of great and burning problem of India. So it can be suggested that continuing mobilisation is badly needed for the whole community member.

The Table 2 deals about the awareness and knowledge aspects of community member regarding literacy campaign. 68.5% of the community member admitted that the activities relating to literacy campaign were conducted at their village and 31.5% were unaware of any activities regarding literacy campaigning. It also shows that the whole community members were not involved in campaign approach (2.A) table tell us that the activities like rally, nukkad natak, door to door survey, meeting at panchat level were conducted. 82.62% of the community members were enjoyed the nukkad natak showed at their village and 90.87% of the members recall that few youth had come to door to door survey about literacy campaign and 65.32% of the members of the village told the few volunteers wrote slogan in wall of the village and draw literacy symbol at various places of the village. Table 3 deals about the idea of centres existence in the village 57.75%

of the villagers told that they know the centre is going on their village. Unfortunately 42.25% of the respondents have no idea of literacy centre and its function when the investigator interviewed a community member regarding the continuation of literacy campaign. It is a matter of great pleasure that 86.1% of respondents are in favour of continuation and they told us that, it is a good programme and it should not stop by the govt (table 5).

Table no. 6 reveals that the whether community members should involve in literacy campaign, the result was that 62.4% of the respondents are in favour but 37.6 are not in favour because they complained us that few members /volunteers were jointly taken money and doing nothing for the village.

Table No. 7 shows regarding the opinion of personal involvement in literacy campaign 71.75% of the community members were interested for involving in literacy campaign and 28.25% declined because they do not have time for sparing for this purpose.

Table No. 8 deals with level of participation in various phases of literacy campaign.

The literacy phases can be divided into major 8 parts from environment building to evaluation of the campaign. In each phase,

there are 3 options like (1) full participation (2) partial participation (3) Not at all. When the investigator contacted, 57.5% opined to give full participation, 7.35% opined for partial participation and 25.15 did not agree for participating during environment building.

Similarly in second phase, motivational activities" 68.75% of the community member agreed for full participate where as 9.95% responded not at all". During survey stage 43.75% agreed for full participation where as 3.6% for partial and 21.65% declined to participate during survey.

So far as "Training" is concerned, 26.4% agreed for full participation for conducting various training and 16.3% opined for partial participation and 57.3% shows his disinterest for joining in training for literacy campaign. 54.6% of the community member told that they can take full responsible for management of literacy centre and 31.35% opined for partial participation where as 14.05 told "not at all" participation in management of literacy centre.

"Teaching and Learning" is a major phase in literacy campaign. when the community members interviewed 67.25% told they can full participate for teaching to adult learners. It is a matter of great pleasure that the most of the students, house wife and employed youth said to us with great confidence for teaching to adult learners.

"Monitoring" is a phase where the strength and weakness of the campaign can be measured & observed. It gives a boost to campaign, wheather campaign runs in a track or not. 21.3% of the community member told that they can devote full time for monitor the various literacy centre in the village. 62.35% of the respondants told not at all participation.

The last phase of literacy campaign is said to be "evaluation" phase. The main purpose of the evaluation is to know the real achievement of the campaign When the investigator contacted with the community members only 45.6% told they can full involve and participate in literacy campaign evaluation where as 38.45% responded "not at all" involvement in literacy campaign.

Table No. 9 says about the necessary requirement needed for literacy campaign by community, member. 78% of the community member required the basic learning material like tatpati, Pencil, Primers, charts, Larntes, etc for continuing literacy centre in the community, 64.05% of the community member told they must be trained for teaching to adult learners and 94.05% of the community member needed for strong motivation and mobilisation for both, illiterate and literate group of the community.

It is observed that every body of the community members realises that the strong and effective motivational programme is continuously required for the community members.

Table No. 10 deals with the major problems involving the community member for literacy campaign.

77.6% of the community members told that literacy campaign fails due to lack of strong motivation and mobilisation. Some community members said that various programmes hold during campaign but it lacks the continuity, so people did not take interest. 66.35% of the community member told that the beginning of the literacy campaign the maximum volunteers joined but after 1/3 month they dropped out from campaign. So learners also dropped out. 49.35% of the community member told due to lack of interest by both learners and voluters, the campaign fails.

82.3% of the community member admitted that poor economic condition is a major setback failure of literacy campaign in rural area. As the most of the villagers are living below poverty line and they went from morning and returned home with tiredness and feeling bore for attending the literacy classes. 44.85% of the community member admitted that nasty party politics is also a cause for not functioning the literacy classes properly. 39.45% of villagers admitted that the people are coming from village to urban area for earning money after

harvesting the crops. 53.75% of the community members admitted that expected co-operation from local teacher and volunteer could not available properly.

Table No. 11 Deals with priority needs of the community. When investigator interviewed to community members. They ignored "Literacy" is their prime needs but 86.1% of the villagers told that the availability of water to us is the first priority of rural village. Now the community member is not aware of their education but very much aware of their children education. 76.05% of the members giving their 2nd priority of their childrens education. As the most of the villagers depend upon agriculture, so due to absent of electricity, they worried and harssed, so sufficient supply of electricity is the 3rd priority of the village and it was the opinion of 74.9% of the community members. 71.35% the community members told that hospial facilities is also basic needs of the community and lastly 51.4% of the community members told that they need modification of drainage system so that they can avoid unnecessary diseases occur in rural village.

Table No. 12 deals with the various departmental/organisation support for literacy campaign.

60% of the community members told to us that education department should involve in literacy campaign. As education is the part



of literacy campaign. 74.75% of the villagers opined that women and children welfare department should co-operate in literacy campaign.

It was noticed that the most of the adult learners in rural village are women learners. So proper care and welfare step should be taken by the department women through supporting literacy in rural area and that health department should come forward and take step for rural people through the special camp like pulso polio, health check up, eye camp, Diabeties camp, immunisation etc.

67.35% of the community members told that the Panchyat and rural development should actively involve in literacy campaign. As it is already known that literacy, education and other developmental work is the part and parcel responsibility of the Panchyat. So pancyhat head i.e. Sarpanch should take active role for eradicating ilitercy in panchyat level.

44.85% of the community members responded that social welfare department come forward with some lucrative incentives schemes for spreading literacy in rural village.

From the above table it can be interpreted that it is not only govt or only department can solve this problems. Both govt and NGO and community members should come combinely to solve the burning problem of society.

**IMPACT  
OBSERVATION**

## **IMPACT OBSERVATION :**

As per the report of Zilla Sakshrata Samiti (Z.S.S.) the literacy campaign was started on 15-2-1996. It was targeted to literate 159318 people of Bhopal district i.e. both (Fanda and Bersia block) and satisfactory result could not achieved and new strategy which is popularly known as "Padhana Badhana" Andolan was started on 15-30 october 99 (as per the state govt. documentation). It was observed from the field that the quantative results of literacy campaign was not sole aim of literacy campaing. It is more than mere knowledge of 3R and literacy campaign impact (Social, economic, education and health) can be qualitatively Judged.

That is why some of major areas are identified to know the literacy impact on learners.

### **(1) Primary school enrollment :**

It has been noticed from the various village members that the children are going to school regularly. Some of the learners told us from the village Nilbard, Ratibard, Chawani, Deepari that they have committed a great mistake and they will not committ same for their children. when contacted the primary teacher in chawani and Nilbani village, they told to us that from the last two years the dropped out rate has been decreased and the boys and girls of this villages are coming regularly. So literacy campaign helps to change the mentatility of adult learners regarding education of the children.

**(2) Immunisation :**

When contacted the villagers they told that they immunised to every children of village and actively participated in pulse polio campaign Jan 21- 2000 and pregnant ladies were also immunised timely by family members

**(3) Small family support :**

Most of the ladies are in opinion that one or two child for the family is sufficient. The 80% of the ladies are operated under small family norm after 2 or 3 children. It is also expected that the health department should keep vigil on pregnant mother & child with very carefully so that mortality of mother & child can reduced.

**(4) Attitudinal change on marriage :**

It is a positive signal of specially village girl, who told to us with strong conviction that the time had gone that parents only the final authority to select the spouse and support for late marriage because it helps both proper growth of physical and mental health of the adolescene girl.

**(5) Anti Dowery tendency :**

The rural village girls are strongly oppose the dowry system for marriage and in favour of inter cast marriage.

(6) **Gender equity :**

Literacy and adult education Campaign have actively promoted gender equity and have sought to empower women with regard to decision making about themselves, their families and their communities. The major strain running through the programme has played a significant role in improving the status of women within their own families.

(7) **Self help groups :**

Self help groups have slowly developed into institutions in their own right and act of banks for women's saving and credit. They formed 16 (SHG) self help groups. This group makes monthly collection from each individual member which are kept in a nationalised bank in Barali thasil of Raisen district, In case one of them wants a loan, she has to explain her need before the entire group. If found acceptable a loan is sanctioned.

घर-घर शिक्षा दीप जलायें  
जन-जन का सहयोग बढ़ायें ।

# SUMMARY

ग्राम राज्य में ग्राम एक ऐसा पूर्ण प्रजातंत्र होगा जो अपनी महत्व की जरूरतों के लिये अपने पड़ोसी पर निर्भर नहीं होगा । बहुतेरी दूसरी जरूरतों के लिये जिनमें दूसरों का सहयोग अनिवार्य होगा, वह परस्पर सहयोग से काम लेगा । हर गाँव का पहला काम यह होगा कि वह अपनी जरूरत का तमाम अनाज और कपड़े के लिये कपास खुद तैयार करे । उसके पास इतनी अतिरिक्त जमीन होगी कि उसके ढोर चर सकेंगे । बच्चों के मन बहलाव के साधनों का प्रबंध होगा ।

— महात्मा गाँधी

## Introduction :

The local bodies and voluntary action in literacy campaign embrace familiar parameters and strategies, so far as our country is concerned. It is well informed and known that eliminating illiteracy from the motherland India is an Herculean task and that the goal can never be reached without the involvement of local bodies and voluntary action. Ever since the national literacy mission was established in 1988, we have switched on to the campaign mode under the autonomy and zeal of a missionary attitude. In a populous country like India, where nearly 35% of the people are still illiterate, it is not feasible on the part of government alone to achieve the target of universal literacy. Hence there is now increasing realisation that unless there is massive involvement community and local bodies like panchayat, zila parishad, janpad and self induced voluntary action the goal would be forever beyond our reach.

The world is progressing through generation and adoption of new values and new attitudes, we in India should not lag behind clinging to old mind sets. There must be now a clear realisation that without active involvement of community and local bodies we cannot achieve universal literacy.

**Objectives of the study :**

1. To know the awareness regarding the concept of literacy campaign among community members.
2. To know the knowledge and understanding about literacy campaign among community members.
3. To identify the level of participation in literacy campaign by the community members.
4. To identify the process and possibilities of participation in literacy campaign.
5. To identify the problems and difficulties arises in literacy campaign for community participation.
6. To identify the priorities of needs of the neoliterates with reference of community.

**Delimitations of the study :**

1. The study has been restricted to only one block of Bhopal i.e. "Fanda" block.
2. The sample was restricted to only 2000 community members.

**Hypothesis :-**

The following hypothesis have been formulated.

- (1) Community participation would result in greater comprehension and high performance of literacy campaign.



- (2) The local bodies like Panchyat, Janpad Panchyat and Zilla Panchyat's participation would promote literacy campaign.
- (3) The economic factors of the learners would effect the successful implementation of literacy campaign.
- (4) The effective implementation of literacy campaign is determined by the literate group of the village.

### **Methods and procedures :**

Methodology is generally followed in consideration of the objectives, major areas or parameters of the study and assessment, correction of independent and dependent variables degree of precision required, access, etc. In view of the above factors, the modalities were framed and adopted for deriving valid results. The methodology followed was :

1. Collection of data and other documents from zila saksharta samiti and DAE, Bhopal.
2. Interview with community members.

Stratification and randomization system was adopted in this study.

**Tools used :**

The following tools were used during study :

1. Interview Schedule
2. Observation Schedule

**Major findings of the study :**

(1) The following major findings of the study are given below :-

1. Sex : Sex wise distribution of the total sample of 2000 (85%) are male where as 15% are female.
2. Marital Status : 67.7% of the male respondents are married, 17.3% are unmarried where as 12% female are married and 3% are unmarried.
3. Age group 26.65% of the total respondent are in the age group of (15-20) - 22.1% are in age group (21-25)- 25.65% are in age group (26-30) and only 7.15% are above 35 age.
4. Occupation : The occupationwise distribution of community members indicated that rural people were mostly (45.5%) engaged in agriculture and 25.55% in Labour.
5. Ednl status : 11.85% are newly literate through literacy campaign.  
11.1% are fifth class standard.  
19.3% are 10th class standard.  
14.95% are degree and above  
and 13.95% are still illiterate.

6. Caste : The caste wise distribution of the community members showed that majority of members belonged to "General Ccategory" (46.25%) followed by "OBC" (25.75%) ST (7.45%) and SC (20.55%)

### **Section- B :**

1. 78% of the community member have conceptual classification of literacy campaign.
2. 68.5% villagers admitted various activities of literacy campaign like, Kalajatha, Nukkad Natak, Rally, Door to door survey, wall writing conducted at their villages.
3. 86.1% of the villagers opined the literacy campaign should continue in village.
4. 62.4% of the villagers expressed their desire to join the literacy campaign.
5. When community member interviewed regarding personal involvement. 71.75% agreed for involvement in campaign.

### **Level of Participation :**

1. 57.5% of the villagers responded the they can full participate in environment building where as 17.35 agreed for partial involvement.
2. 68.75% agreed for full participation during motivational programme conducted at village level where as 9.95% responded "not at all" participate in campaign.

3. 43.75% of the villagers are ready for door to door survey but 34.6% are in favour of partial involvement survey.
4. 26.4% of the respondent giving full participation for training, 57.3% declined not participate in training for literacy functionaries like V.T., M.T. etc.
5. 54.6% of the villagers gave their opinion that. Centre management can be handled with full participation.
6. 67.25% community members strongly said that they support fully for teaching to adult learners.
7. 21.3% agreed for full participation for monitoring and 45.6% are for evaluation of literacy campaign.

**Necessary requirement :**

1. 78% of the villagers needed learning material for literacy campaign.
2. 89.25% of the villagers needed literacy kit primers, charts, etc for literacy campaign.
3. 64.05% of the community members are required training for volunteer, MT & R.P.
4. 94.5% of the community members required strong motivational programme for literacy campaign.

**Problems :**

1. 77.6% of the community member believe that campaign fails due to strong motivation and mobilisation.
2. 66.35% of the villagers complained that the literacy campaign failed due to unavailability of effective volunteer.

3. 82.3% responded that the poor economic condition is a major constraint before literacy campaign.
4. Migration is also great cause, because maximum adult learners migrate from one place to another place for "Roti Roji", so that they could not involve in literacy campaign. It was the 39.45% view of community members.

**Priority needs of the villages :**

1. 86.1% of the community members said that "water" is their first priority of village.
2. 76.05% said "school education", i.e. education for children is more important than literacy camp.
3. 74.9% of villagers told that electricity is our priority because we depend upon agriculture.
4. Hospital facilities (71.35%) and (69.9%) are for approach road.

**Departmental support :**

1. 74.75% of the community member responded that the department like "Women and child" should strongly support for literacy campaign. As the most of the adult learners are women.
2. 67.35% of the community members told to our investigator that the department like "Panchayat and Rural development" come forward for supporting literacy campaign in rural village.
3. 60% of the people said education department should involve and support for literacy campaign.

# **RECOMMENDATION**

## **Recommendations :**

Following major recommendations are given below :

### **Awareness & Awakening :**

It is essential on the part of the Panchayat, Janapad and Zila Parishad to motivate people to become literate and ensure their participation in literacy campaign. Motivation can be raised through popular medias like cinema, T.V., radio, Kalajatha, nukkad natak etc. Articles in newspapers and periodicals, wall posters and advertisement boards can also help in environment building. There should also be frequent seminars, film-shows, meetings etc. to propagate and convince the people about importance of literacy and its role in development.

### **Need of Training :**

Necessary training, refresher and orientation should be given to all elected bodies like panch, sarpanch, counsellor and president of janpad and zila parshad for conceptual clarification of TLC and PLC and needs and importance of involvement in various phases of the campaign.

### **Preparing volunteers :**

The local bodies should create a climate to convince students, educated, youth, educated unemployed youth having the inclination and potential should be engaged with a great advantage. It is a matter of gratification that number of office bearers of panchayats, who are educated and are in the younger age groups, can be used as volunteers in

the village. A large number of teachers, ex-servicemen and urban migrants are also returning to their home vilages taking keen interest in becoming office bearers of the panchayats. They bring with them skills and fresh ideas which have transformed the social and economic life of villagers. Besides, the number of educated youth in the villages are also increasing. his locally available human resource can be mobilised through the panchayats, to keep the torch of knowledge flaming in rural areas. Our earlier Prime Minister, I.K. Gujral also stressed upon the importance of students' participation in literacy campaigns. Maximum problems can be solved, if we select functionaries of literacy campaign at panchayat level.

### **Necessary cooperation and coordination ;**

Active cooperation and coordination would be sought from all local bodies, various development departments of government like health, agriculture, forest, education, revenue etc and ZSS for the effective implementation of literacy campaign. The ZSS should involve the local bodies in different committees like administrative, academic culture, monitoring and evaluation.

### **Entertainment and Sports :**

To promote and sustain the motivation of neoliterate it is essential to conduct entertainment and sports activities. The panchayat should provide outdoor, indoor game facilities, and provide musical instruments at the learning centres.



### Networking the Campaign :

It is not possible for ZSS to conduct literacy campaigns in whole district. So ZSS and different local bodies should prepare network in such a way by which they can communicate and conduct various programmes and share each other without any difficulty. So strong network is must for the campaign.

### Role of Panchyats for Monitoring and Evaluation :

Monitoring is a phase whether or not going to achieve desired goal and to know the strength and weakness of the campaign. So monitoring is possible in all manor phases of TLC and PLC. Here the panchayat, zila panchayat and janpad have to involve in following phases of TLC and PLC for monitoring and evaluation.

1. When should different committees be formed
2. Survey
3. Environment building
4. Training
5. Teaching and learning
6. During reporting.

**LIBRARY & DOCUMENTATION CENTER**

National Institute of Educational  
Planning and Administration.

17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC, No

Date

D-11195

11-09-2001

## REFERENCES

- (1) Kaul, Lokesy, methodology in Educational Research, Vikash Publication, New Delhi-
- (2) Bhushan Vidya and Sachdeva R. D. "An Introduction to Sociology" Kitabmahal Publication, Allahabad, 1995.
- (3) NLM - A Peoples movement - Directorate of Adult Education New Delhi-110011. Feb. 2000.
- (4) Indian Adult Education - A Historical Prespective, Directorate of Adult Education, New Delhi-110011, 1993.
- (5) Literacy Rates - An Analysis based on NSSO Survey 1997. DAE, MHRD, New Delhi, 2000.
- (6) Raj Hans. - Rural Sociology - Surjeet Publications, New Delhi-1992.
- (7) D. D. Sharma & L. L. Gupta - Samaj Sastra, Sahiya Bhavan Publication Agra, 1997.
- (8) P. L. Programme, Proposal - Z. S. S. Bhopal, 1998-99.
- (9) External Evaluation of TLC Project of Khandwa district of M.P.-Z.S. S., Khandwa, 1999.
- (10) Total literacy campaign of District Jabalpur - Z. s. S. Jabalpur, 1998.
- (11) Statistics Data base for literacy - M.P. NIAE, New Delhi, 1994.
- (12) From our school to your school"- Rajib Gandhi Siksha Mission, Bhopal 2000.
- (13) "Sarpanch participation in literacy campaign" - A research study conducted by Rajendra Singh Rajput, Diploma in Adult Education, Guided by Dr. K. Yadav in 1997-98.
- (14) Literacy in Madhya Pradesh - DAE, Rajeb Gandhi Siksha Mission, Bhopal, August 1995.
- (15) Satisfical Data base for literacy Madhya Pradesh- NAEÁ 19-B, I.P. Estate, New Delhi.
- (16) Women's status : Vision & reality - International women's conference Report Feb- 27 to March 2000, Ashoka Hotel, New Delhi.

# **ANNEXURES**

## Section-A

**Table No. 1 Age, Sex and Marital status :**

Age group	Male			Female			Grand Total
	Married	Unmarried	Total	Married	Unmarried	Total	
15-20	212 (10.6)	137 (6.87)	349 (17.45)	14.9 (7.45)	3.5 (1.75)	184 (9.2)	533 (26.65)
21-25	318 (15.9)	90 (4.5)	408 (20.4)	22 (1.1)	12 (0.6)	34 (1.7)	442 (22.1)
26-30	40.8 (20.4)	67 (3.35)	4.75 (23.75)	30 (1.5)	08 (0.4)	38 (1.9)	513 (25.65)
31-35	309 (15.45)	38 (1.9)	34.7 (17.35)	17 (0.85)	05 (0.25)	22 (1.1)	369 (18.45)
35 and above	107 (5.35)	14 (0.7)	121 (6.05)	22 (1.1)	—	22 (1.1)	143 (7.15)
<b>Total</b>	<b>1354 (67.7)</b>	<b>346 (17.3)</b>	<b>1700 (85)</b>	<b>240 (12)</b>	<b>60 (3)</b>	<b>300 (15)</b>	<b>2000 (100)</b>

Table No. 2 Livelihood and Caste

Livelihood	SC	ST	OBC	General	Total
1. Agriculture	112 (5.6)	42 (2.1)	237 (11.85)	512 (25.6)	903 (45.15)
2. Labour	92 (4.6)	58 (2.9)	168 (8.4)	193 (9.65)	511 (25.55)
3. Business	10 (0.5)	-	32 (1.6)	27 (1.35)	69 (3.45)
4. Village artisias	172 (8.6)	32 (1.6)	58 (2.9)	161 (8.05)	423 (21.35)
5. Service	25 (1.25)	17 (0.85)	20 (1)	32 (1.6)	94 (4.7)
6. Total	411 (20.55)	149 (7.45)	515 (25.75)	925 (46.25)	2000

आओ मेरी गाँव वासी जन  
उठो देखो युवा शक्ति आयी है  
तुम्हारी मुक्ति का संदेश लायी है  
तुम्हें संघर्ष करना सिखलाएगी हम  
पर उससे पूर्व अक्षर ज्ञान कराएंगे हम ।

**Table No. 3 Caste, Education & Income.**

Income	SC				ST				OBC				GENERAL				G. T.
	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Grade	5000	5001-6000	6000	<12000	5000	5001-6000	6000	<12000	5000	5001-6000	6000	<12000	5000	5001-6000	6000	<12000	
Ednl Status																	
1. Neo-literate	04	03	17	21 (45)	-	02	03	07 (12)	04	07	11	31 (53)	25	12	32	58 (127)	237 (11.85)
2. 5th	-	-	14	18 (32)	-	5	-	11 (16)	7	12	19	48 (86)	-	17	32	39 (88)	222 (11.1)
3. 8th class	-	-	21	16 (37)	8	4	5	13 (30)	03	07	32	22 (64)	25	10	52	81 (168)	299 (14.95)
4. 10th class	-	9	25	37 (71)	07	08	-	14 (29)	09	14	25	05 (99)	-	23	62	58 (183)	386 (19.3)
5. 12th class	02	07	10	42 (61)	-	2	8	12 (22)	05	07	22	38 (72)	09	27	38	49 (123)	278 (13.9)
6. Degree & above	-	-	17	39 (56)	-	2	7	16 (25)	2	10	27	59 (98)	-	22	47	51 (120)	299 (14.95)
7. Illiterate	17	21	33	36 (109)	-	-	-	15 (15)	12	04	17	06 (39)	24	13	36	43 (116)	279 (13.95)
8. Total	23 (1.15)	40 (2)	139 (6.95)	209 (10.45)	15 (0.75)	21 (1.05)	23 (1.15)	110 (5.5)	42 (2.1)	61 (3.05)	157 (7.85)	255 (12.75)	83 (4.15)	112 (5.6)	299 (14.95)	419 (20.95)	
9. G.T.				411 (20.55)				149 (7.45)				515 (25.75)				925 (46.25)	

## Section-B

Information regarding Literacy Campaign :

Table No. 1 – Wheather you known about the literacy campaign.

S.No.	Option	Frequency	Percentage
1.	Yes	1560	78
2.	No	440	22
3.	Total	2000	100

Table No. 2 – Wheather conducted any actvities in relation to literacy campaign.

S. No.	Option	Frequency	Percentage
1.	Yes	1370	68.5
2.	No	630	31.5
	Total	2000	100

Table No. 2 (2A) If yes, what

S. No.	Activities	Frequency	Percentage
1.	Rally (Pad yatra)	1075	78.46
2.	Nukkad Natak	1132	82.62
3.	Door to Door survey	1245	90.87
4.	Wall writing	5	65.32
5.	Meeting at Panchyat/School	785	55.10

**Table No. 3 – Wheather you know the literacy centre in your village**

S.No.	Option	Frequency	Percentage
1.	Yes	1155	57.75
2.	No	845	42.25
3.	Total	2000	100

**Table No. 4 Weather the literac campaign should continue.**

S.No.	Option	Frequency	Percentage
1.	Yes	1722	86.1
2.	No	278	13.9
3.	Total	2000	100

**Table No. 5 – Wheather conducted any actvities in relation to literacy campaign.**

S. No.	Option	Frequency	Percentage
1.	Yes	1435	71.75
2.	No	565	28.25
	Total	2000	100



**Table No. 6 – Level of participation**

S.No.	Various phases	Full Participation		Partially		Not at all	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1.	Environment Building	1150	57.5	347	17.53	503	25.15
2.	Motivational Activities	1375	68.75	426	21.3	199	9.95
3.	Survey	875	43.75	692	34.6	433	21.65
4.	Training	528	26.4	326	16.3	1146	57.3
5.	Centre Management	1092	54.6	627	31.35	281	14.05
6.	Teaching & learning.	1345	67.25	428	6.24	227	11.35
7.	Monitoring	426	21.3	327	16.35	1247	62.37
8.	Evaluation	912	45.6	319	15.95	769	38.45

**Table No. 7 – Necessary requirement for literacy campaign**

S.No.	Option	Frequency	Percentage
1.	Lg material	1560	78
2.	Literature	1785	89.25
3.	Training	1281	64.05
4.	Motivation	1881	94.05

**Table No. 8 – Problems arising for involving community members in literacy campaign.**

S.No.	Option	Frequency	Percentage
1.	Lack of strong motivation & mobilisation	1552	77.6
2.	Lack of effective & dynamic voluntary	1327	66.35
3.	Lack of continuing of tempo	987	49.35
4.	Poor economic condition	1646	82.3
5.	Party Politics	897	44.85
6.	Migration	789	39.45
7.	Non co-operation of teacher/	1075	53.75

**Table No. 9 – Priority needs of village.**

S.No.	Option	Frequency	Percentage
1.	Water	1722	86.1
2.	Electricity	1498	74.9
3.	Approach road	1398	69.9
4.	School education	1521	76.05
5.	Hospital facility	1427	71.35
6.	Drainage supply	1028	51.4

**Table No. 10 – Various departmental / organisations support for literacy campaign.**

S.No.	Name of Deptt.	Frequency	Percentage
1.	Education	1200	60
2.	Women & child	1495	74.75
3.	Health	974	48.7
4.	Panchyat & Rural development	1347	67.35
5.	Social welfare	897	44.85

**LITERACY RATE – 2001**  
(Only Bhopal District Literacy Rate)

Year	Total	Male	Female
1951	13.16	20.28	04.96
1961	21.41	32.96	08.88
1971	27.27	39.37	13.93
1981	38.63	49.25	20.07
1991	44.67	58.54	29.35
2001	64.11	76.80	50.28

**MALE – FEMALE RATIO**

Year	Ratio
1901	972
1911	967
1921	949
1931	947
1941	946
1951	945
1961	932
1971	920
1981	921
1991	912
2001	920

Source : Nav Bharat Bhopal Monday 2nd, 2001

प्रौढ एवं सतत् तथा विस्तार कार्यक्रम विभाग  
बरकतउल्ला विश्वविद्यालय, भोपाल

साक्षरता अभियान में जन समुदाय की भागीदारी

गांव का नाम : पंचायत का नाम :

विकासखण्ड का नाम : जिला का नाम :

व्यक्तिगत जानकारियां :

(1) नाम :

(2) लिंग : पुरुष/महिला

(3) आयु (1) 15 से 20 (2) 21 से 25  
(3) 26 से 30 (4) 31 से 35 (5) 35 से अधिक

(4) व्यवसाय : (1) खेती (2) मजदूरी (खेतीहार मजदूर)  
(3) मजदूरी (4) व्यापार  
(5) ग्रामीण कारीगर (6) नौकारी (7) अन्य

(5) जाति : (1) अनुसूचित जाति (2) अनुसूचित जनजाति  
(3) पिछड़ा वर्ग (4) सामान्य

(6) वैवाहिक स्थिति : (1) वैवाहिक (2) अवैवाहिक (3) तलाकशुदा

(7) शिक्षा स्तर : (1) साक्षर  
(अ) नवक्षर (ब) कक्षा पांचवी तक  
(स) आठवीं तक (द) दसवीं तक  
(इ) बारहवीं तक (प) स्नातक और अधिक  
(2) असाक्षर

- (8) वार्षिक आय: (1) 5000 (2) 5001 से 6000  
(3) 6000 (4) 12000 से अधिक

साक्षरता अभियान संबंधी जानकारी :-

- (1) क्या आप साक्षरता अभियान के बारे में जानते हैं। हॉ/नहीं।  
यदि हां तो क्या जानते हैं।.....  
.....  
.....
- (2) क्या आपके गांव में साक्षरता से संबंधित कोई कार्यक्रम हुआ है ? हॉ/नहीं  
यदि हां तो क्या-क्या हुआ है।.....  
.....  
.....
- (3) क्या आपको मालूम है कि आपके गांव में साक्षरता केन्द्र है ? हॉ/नहीं  
यदि हां तो कहां है ?.....  
.....  
.....
- (4) क्या आपको मालूम है कि साक्षरता केन्द्र में क्या होता है। हॉ/नहीं  
यदि हां तो क्या-क्या होता है ?.....  
.....  
.....
- (5) क्या साक्षरता से संबंधित किसी कार्यक्रम में बाहर के किसी व्यक्ति या अधिकारी ने आपसे  
सम्पर्क किया है ? हॉ/नहीं.....  
यदि हां तो कौन से व्यक्ति या अधिकारी ने.....  
.....  
.....
- (6) आपके विचार में साक्षरता अभियान चलना चाहिये। हॉ/नहीं  
यदि हां तो इसमें किस-किस लोगों को शामिल होना चाहिये।  
यदि नहीं तो कारण बताइये।.....  
.....  
.....

(7) क्या आपके विचार में साक्षरता अभियान में स्थानीय लोगों को भाग लेना चाहिये ।  
हाँ/नहीं .....

(8) आप साक्षरता अभियान में शामिल होना चाहेंगे ? हाँ/नहीं ।  
यदि हाँ तो (1) आंशिक रूप से (2) पूर्ण रूप से

(9) साक्षरता अभियान के विभिन्न चरण में आपकी सहभागिता का स्तर :-

विभिन्न चरण	पूर्ण सहभागिता	आंशिक सहभागिता	बिल्कुल नहीं
1. वातावरण निर्माण			
2. विभिन्न अभिप्रेरणा के कार्यक्रम में भाग लेना			
3. सर्वेक्षण			
4. प्रशिक्षण			
5. कक्षा संचालन			
6. पठन-पाठन			
7. मानीटरिंग			
8. मूल्यांकन			
9. अन्य			

NIEPA DC



D11195

10. अभियान संचालन के लिये आवश्यक जरूरतें  
 (1) सामग्री (पठन पाठन)  
 (2) साहित्य  
 (3) प्रशिक्षण  
 (4) प्रेरणा
11. आपके विचार में साक्षरता कार्यक्रम में लोगों को शामिल करने में क्या-क्या कठिनाई आती हैं ? .....
12. आपके विचार में साक्षरता अभियान में हम किस तरह से लोगों को शामिल कर सकते हैं .....
13. आपके विचार में आपके गांव की प्राथमिक आवश्यकताएं क्या-क्या हैं ? .....
14. आपके गांव के साक्षरता अभियान की सफलता के लिये आप किन-किन संस्थाओं से अपेक्षाएं रखते हैं ? .....
15. आपके विचार में साक्षरता अभियान के सफलता के लिये सुझाव -

**LIBRARY & DOCUMENTATION Unit**  
 National Institute of Educational  
 Planning and Administration.  
 17-B, Sri Aurobindo Marg,  
 New Delhi-110016  
 DOC. No ..... D-11195  
 Date ..... 11-09-2001

अनुसंधानकर्ता के हस्ताक्षर