

# GUIDELINES FOR EVALUATION OF POST LITERACY PROGRAMME

(Revised Guidelines – October, 2002)



**DIRECTORATE OF ADULT EDUCATION**  
Ministry of Human Resource Development  
Department of Elementary Education and Literacy  
Government of India  
New Delhi



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## **FOREWORD**

**(Second revised edition)**

The Guidelines for Evaluation of Post Literacy Programme were first brought out in June, 1999 and they were widely circulated to all concerned. A review of PL evaluation reports revealed some lacunae in the assessment of the programme vis-a-vis the objectives. The weaknesses of the PL evaluation reports were later discussed with the members of the core group on evaluation and with the representatives of some reputed research organizations in meetings specially convened for this purpose. The PL evaluation guideline was thoroughly examined by the members of the core group on evaluation and they felt a need for revision to make it simple and user friendly. Some of the subjective elements which appeared difficult to measure with acceptable accuracy had to be removed.

Post literacy activities are more complex than the TLC phase because this is the time when linkages with other development departments and schemes have to be forged in right earnest. Besides, a host of other activities including initiation of village library movement are undertaken during this phase. It therefore, needs a careful analysis of achievements with greater emphasis on objectivity.

The PL guidelines have now been revised keeping all the above aspects in mind. This was possible with the close cooperation of Shri Mushtaq Ahmed, chairman Core Group on External Evaluation, Dr. Sudhakar Gadam, Former Faculty Member, Gokhale Institute of Politics and Economics, Pune, Shri P.S. Bawa, Former Deputy Director, Directorate of Adult Education, Government of India, New Delhi and Shri P.P. Ghosh, ADRI, Patna. Also, our thanks to all the representatives of empanelled evaluating agencies for their valuable contributions in the revision of the guidelines.

We express our sincere gratitude to Shri Jagan Mathews, Director General, National Literacy Mission for his support and guidance in this endeavour. We would also like to thank Shri A.M. Rajashekar, Deputy Director, Shri Jagat Prakash, Assistant Director and Shri S.K. Sharma, Senior Technical Assistant for their valuable support in bringing out the revised guidelines.

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## **FOREWORD**

Monitoring and evaluation of any scheme, specially of any social sector scheme, has great significance as it helps one to know whether the scheme is on the right track. That is why, the National Literacy Mission has been laying so much stress on vigorous monitoring and systematic evaluation of the adult education campaigns launched under its aegis throughout the country. It has already developed and circulated the guidelines for concurrent and final evaluation of Total Literacy Campaigns (TLCs) which have helped the evaluation agencies to adopt standard procedures. In 1996, the National Literacy Mission instituted the Satyen Maitra Awards which are being given annually to the best three districts for their performance in total literacy campaigns.

Even as a number of districts are now entering the post literacy phase, there is increased need to develop standardised procedures for evaluation of the post literacy programmes also. As a preliminary step towards this, the Directorate of Adult Education, Ministry of Human Resource Development, Government of India organised four regional workshops at Chandigarh, Pune, Mysore and Calcutta between November 1997 and March 1998. In the second workshop, it was recommended that since post literacy activities are more complex than the TLC phase, a core group consisting of some experts should go through the proceedings of the workshops and evolve standard guidelines. The National Literacy Mission accepted the recommendation and constituted a core group under the chairmanship of Shri Mushtaq Ahmed, Chairman, National Institute of Adult Education, New Delhi. The other members of the core group were Prof. R. Chattopadhyay, Indian Institute of Management, Calcutta; Dr. Sudhakar Gadam, Faculty, Gokhale Institute of Politics and Economics, Pune; Dr. P.P. Ghosh, Hon. Director, Asian Development Research Institute, Patna and Shri P.S. Bawa, Deputy Director, Directorate of Adult Education, New Delhi (Member-Convenor).

After the conclusion of the four workshops, the core group met at Pune in June 1998 and gave final shape to the guidelines. These guidelines were thoroughly discussed at the National workshop on Evaluation of Post-literacy Programme held in New Delhi in August 1998. The workshop was attended by experts and resource persons, empanelled evaluating agencies, Directors of State Directorates of Adult Education/Mass Education and State Resource Centres/Regional Resource Centres. The guidelines thus evolved are only indicative in nature but it is hoped that these will fulfill the needs of the evaluation agencies and Zilla Saksharta Samities to a great extent. The guidelines have been presented in two parts – Mid-term Evaluation and Final Evaluation.

The Directorate of Adult Education would like to thank all agencies, social research institutions, literacy activists and experts who participated in the four regional workshops and the National Workshop on Evaluation of PLP, and helped in evolving the guidelines. We are also extremely grateful to the members of the core group who worked indefatigably.

We express our sincere gratitude to Shri Bhaskar Chatterjee, Director General, National Literacy Mission but for whose constant guidance, help and support it would not have been possible to bring out these guidelines. His conviction that objective, systematic evaluations are the key to the success of social sector programmes launched a paradigm shift in the thought process of the Mission. It has been on his insistence that evaluation methodology has come to occupy a central place in our approach. In conceptualization, implementation, preparation and encouraging and goading us – his has been the major contributory role. Special thanks are also due to Shri P.S. Bawa, Deputy Director, DAE for his valuable contribution in preparing the booklet.

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## **ABBREVIATIONS**

AIDS	–	Acquired Immuno Deficiency Syndrome
CEP	–	Continuing Education Programme
DAE	–	Directorate of Adult Education (Centre)
GOI	–	Government of India
DC	–	District Collector
GSJRY	–	Gram Suvarna Jayanti Rojgar Yojana
JCK	–	Jan Chetana Kendra
JSS	–	Jan Sikshan Sansthan
KRPs	–	Key Resource Persons
KVIC	–	Khadi and Village Industries Commission
MHRD	–	Ministry of Human Resource Development
MIS	–	Management Information System
MT	–	Master Trainer
MOP	–	Mopping Up Operation
NIAE	–	National Institute of Adult Education
NGO	–	Non Government Organisation
NLM	–	National Literacy Mission
NLMA	–	National Literacy Mission Authority
P I	–	TLC Primer I
P II	–	TLC Primer II
P III	–	TLC Primer III
PL-1	–	Post Literacy Primer 1
PLP	–	Post Literacy Phase/Programme
PL Index	–	Post Literacy Index
3 Rs	–	Reading, Writing and Numeracy
RP	–	Resource Persons
RRC	–	Regional Resource Centre
SDAE	–	State Directorate of Adult Education
SRC	–	State Resource Centre
T-3	–	Test 3
T-6	–	Test 6
T-9	–	Test 9
TLC	–	Total Literacy Campaign
TRYSEM	–	Training of Rural Youth in Self Employment
VT	–	Volunteer Teachers
ZSS	–	Zilla Saksharata Samiti

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- \* Construction of the Test Paper
- \* Test Administration
- \* Quality of PL Index
- \* Time duration
- \* Presentation of the Evaluation Report
- \* Budget

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**Quality of PL Index**

- \* Mathematical Formulation

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## **EVALUATION SYSTEMS UNDER NLM**

### **1.0 EVALUATION OF TOTAL LITERACY CAMPAIGNS**

#### **1.1 SELF EVALUATION**

Self evaluation of learning outcomes of the enrolled learners has been built into the body of the three primers used in the Total Literacy Campaign (TLC). Each primer contains three tests and it has been assumed that if a learner attempts these tests he/she will have a fairly reliable idea of his learning strengths and weaknesses. This self evaluation would enable the learner to perceive his own pace and progress of learning and should heighten his motivation.

#### **1.2 INTERNAL EVALUATION**

The terminal tests (T-3, T-6 and T-9) are used for the internal evaluation of the campaign. The records of completion of T-3, T-6 and T-9 by the learners are supposed to be maintained at the village/panchayat levels.

#### **1.3 EXTERNAL EVALUATION**

Beside the self evaluation of the learners and internal evaluation of the campaign, every campaign district is subject to two more evaluations namely 'Concurrent Evaluation' (process evaluation) which is carried out by the agencies within the State and 'Final Evaluation' (summative evaluation) which is carried out by agencies outside the State.

### **(a) Concurrent Evaluation**

The concurrent evaluation focuses on various activities in the process of implementation of the programme so as to detect bottlenecks, short-falls and deficiencies and suggest corrective measures to ensure optimum efficiency.

### **(a) Final Evaluation**

The final evaluation of TLC is carried out by an empanelled agency outside the State. The Zilla Saksharata Samiti (ZSS) initiates the process when, in its estimation, about 60% of the targeted learners have completed/almost completed primer III. Summative or final evaluation, which is normally executed at the end of the programme, mainly focuses on learning outcomes, success rate vis-a-vis the target. This approach of evaluation adopted by NLM is aimed at ensuring complete transparency and thus enhancing the credibility of the results declared.

## **2.0 EVALUATION OF POST-LITERACY PROGRAMMES**

The evaluation of PLP aims at studying the extent to which PLP objectives, have been achieved, assessing to what extent the requisite activities were undertaken and their effectiveness and providing feedback to the ZSS to overcome shortcomings and bottlenecks for the future programmes. It also evaluates the preparedness of the ZSS for the Continuing Education Programme (CEP).

## **Chapter II**

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### **POST LITERACY PROGRAMMES**

Literacy levels acquired by **non-literates** during the short span of a literacy campaign are at best fragile. There is a genuine danger that neo-literates may regress into partial or total illiteracy unless timely action is undertaken to consolidate their learning skills and make them permanent. This is the rationale for post literacy.

The National Literacy Mission has visualized the post literacy programme as an extension of the Total Literacy Campaigns in the continuum of life-long education. Each Total Literacy Campaign is followed by the Post-Literacy Programme (PLP) of **one-year duration**.

A post literacy programme envisages 40 hours of guided learning in contrast to 200 hours of teaching-learning during the Total Literacy phase. Post literacy is focussed not merely on **enhancing** the learning skills of the neo-literates; its aims are broader. Post literacy seeks to ingrain the reading habit in the neoliterate and to encourage him/her to use his/her literacy skills in his day-to-day existence. It also serves as an umbrella under which a host of developmental activities are undertaken. Skill development forms a major component of post literacy and enterprising District Collectors have been able to dovetail skill development with the on-going development schemes in the district very innovatively.

The post literacy phase is also the time when linkages with other development departments and schemes are forged in right earnest. Health, Rural Development and Environment are some of the areas in which this convergence is sought. The Jan Chetna Kendras or 'clusters' are being used as an 'open window' for dissemination of information of other development departments and schemes. Many districts have

brought out simplified booklets on development schemes for neo-literates that have enabled the neo-literate to make informed choices.

A village library movement is yet another initiative that has been launched by the districts in the post-literacy phase. There is a great scope for creation of a pool of literature and districts are encouraged to hold writers' workshops and encourage local talent to write stories including folk tales in the local languages, apart from encouraging neo-literate newsletters and magazines.

The Post literacy programme also undertakes a 'mopping up operation' to enable those who were unable to achieve the NLM norms, to attain them through remediation.

In keeping with the belief that each district is unique and its requirements are district specific, the NLM has avoided offering a single model for post-literacy. Instead it has been left to the local genius of the Zila Saksharta Samiti to create a model which suits the specific needs of the district and its learners.

To ensure that there is no time lag between the conclusion of the basic literacy phase and the start of post literacy activities which could result in regression for neo-literates, NLM has laid a great deal of emphasis on the planning and launching of Post Literacy Programmes. Therefore, they are now sanctioned along with the TLC project itself.

A quick survey is undertaken at the launch of the post literacy campaigns as the target group of post literacy includes not only the neoliterates emerging out of the literacy campaigns but other learners at different levels of literacy as well. A system of external evaluation has been envisaged to assess the achievements of the district in fulfilling the goals of post literacy, . Post literacy evaluation concentrates not merely on evaluating learning skills but also on other themes of post literacy including empowerment of women, skill upgradation etc. In keeping with the NLM's thrust on transparency and objectivity, the agencies assigned to undertake the final evaluation are external to the state.

Post literacy campaigns are meant to ensure that neo-literates make a smooth transition from guided learning to self-learning so that they can proceed towards life-long education.

## **MAIN FEATURES**

**I PL is to be treated as a preparatory stage for Continuing Education (CE) - Eventual dovetailing of PLP into CE to be constantly kept in mind.**

- \* Unlike TLC, not to be regarded as a 'Campaign' but as a 'Programme'.
- \* Duration to be strictly restricted to 365 days.
- \* Duration to be reckoned from the date of receipt of funds from the Government of India.
- \* No extension of time - Unspent balance to be refunded at the end of one year from date of receipt of funds from Government of India.

**II. Preparatory steps to be taken with balance of TLC funds (No Gap between TLC and PLP)**

**A. Target to be established by conducting re-survey.**

**During the PLP there will be two group of learners:**

- \* **MOP learners** : This group will consist of non-joiners, drop outs of TLC, new entrants etc. A simple yardstick will be to treat all adults between 15-35 as MOP learners who have not completed P III i.e. those who have not attained the NLM literacy norms
- \* **PL - I Learners** : Those who have successfully completed P-I.

The MOP learners will be given three basic literacy skills through PI, PII, PIII. Each learner will be treated as per his/her needs and would start at appropriate level and helped to attain the NLM Literacy norm. The PL-I learners will study Post-literacy Primer 1, known as PL-1, to enhance their level of literacy. It should be remembered that they are not non-literate by they are literates.

The main purpose of the resurvey is to find out the target number in each group namely, mopping up operation (MOP) learners and those who have successfully completed P-III so that the book PL 1 may be given to them to enhance their literacy skills.

**(ii) Modalities of resurvey:**

- \* Identification of survey team.
- \* Finalisation/printing of forms and formats.
- \* Orientation of survey team.
- \* Data collection by the team.
- \* Actual data collection to be done in one or two days. Data to be collated and compiled.
- \* Total duration not more than 30 days for all the above steps.

**B Environment Building:**

- \* To be combined effectively with the re-survey.

**C Mopping up:**

- \* Involves transaction of PI, PII, PIII.
- \* Involves taking stock of availability of primers and procuring more primers where required.

**D**

- \* Procuring and distributing, Post Literacy Primer (PL I).
- \* Redistribution of existing Primers (P I, P II and P III).
- \* Printing of Primers (P I, P II, P III) if required.

**III TRAINING**

- \* Training has been a weak link in our literacy programmes. Therefore, training should be emphasised and strengthened in PLP.

**(i) Chain of Training:**

- (a) KRPs to be trained by the SRC only.
- (b) MTs to be trained by KRPs at district level only.
- (c) VTs/V Preraks to be trained by MTs at Block, Mandal or Panchayat level and duration of training 4-5 days.
  - \* Preparation of Training handbook/manual by the SRC in the regional language.
  - \* Preparation handbook of tasks and duties VTs/V Preraks by the SRC in regional language.

- \* Two phase training an absolute must.
- \* Second phase of training in the 5th month of PLP.
- \* Duration of each phase could be 4-5 days.
- \* Training ratio of 1:30 to be strictly maintained i.e. 1 KRP to train not more than 30 MTs and 1 MT to train not more than 30 VTs/V Preraks.

(The worker at the post literacy centre is called by different names in different states. He/she is a voluntary worker generally selected on the basis of his/her contribution in the TLC. Some states continue to call him Voluntary Teacher (VT). Other names used are Prerak, Voluntary Prerak, Voluntary Guide, Monitor, etc. In the present guidelines we have used the term VT/V Prerak. It may be mentioned here that in the CE programme Prerak nomenclature is uniformly used and he is a paid worker).

## **(ii) Broad content of training of VTs**

- \* Two rounds of training
- \* Ist round - 4 days

(to be taken up within 15 days of receiving funds from GOI)

Day 1 – Orientation and motivation. New Features of PLP. Redefining role of VT's/V Preraks in PLP as opposed to role as VT in TLC. How resurvey and E.B should be conducted.

Day 2 – Definition of MOP and PL I learners, teaching/learning of Primers PI/P II/P III and PL-1.

Day 3 – Role of SRC. Collection of relevant literature. How to run the library. How to organise training programmes.

Day 4 – Skill building components.

What is Gram Swarn Jyanti Rozgar Yojna (GSJRY)?

Talk by officials of organisations having village level presence such as PRI, DRDA, DIC etc.

Jan Shikshan Sansthan (JSS) - Its role and functions in skill development (talk by Director JSS where possible).

- \* 2nd round - 3 days

Day 1 – Feedback and interaction.

Review of drop-outs and replacement of VT.



Day 2 – Teaching/Learning. Progress of mopping up. Progress of PL-1 transaction: Review of Library activities. Stock-taking of receipt of books and titles.

Day 3 – Full scale review of skill building activities. Review of dissemination of awareness about issues of development, empowerment etc.

#### **IV PROFILE OF VT's**

- \* Age: ideally more than 21 years. In case of non availability, 18+ will do.
- \* Resident of the village and belonging to the local community as far as possible.
- \* Preferably to be one of the literacy Volunteers Teachers.
- \* Women VT/V Prerak to be preferred.
- \* Educational Qualification 10th pass, as far as possible.

#### **V ACTIVITIES TO BE TAKEN UP IN A CLUSTER**

- \* Transaction of PI, PII, PIII and PL-1.
- \* Organisation of reading sessions of library books.
- \* Issue and distribution of books.
- \* Display of books.
- \* Organisation of Skill development training courses.
- \* Awareness generation through camps/sessions/discussions/dissemination.
- \* Organisation of a small interest group to help Prerak in running cluster activities.

#### **VI ROLE OF VT/V PRERAK IN LIBRARY FUNCTIONS**

- (i) Arrange attractive display/exhibition of neo-literate material.
- (ii) Facilitate loaning of books.
- (iii) Organize regular reading sessions.
- (iv) Make suitable arrangements for issue and distribution of books.

## **VII NEO-LITERATE LITERATURE**

- (i) At least 50 titles in each cluster (3-4 copies of each title).
- (ii) Literature to be secured from:
  - (a) SRC
  - (b) NGOs such as BGVS and others.
  - (c) National Book Trust
  - (d) Private publishers according to the guidelines for purchase of books.
- (iii) Literature may also be developed by ZSS locally through workshops etc.
- (iv) A Core Specialist Committee for neo-literate literature to decide on strategy for procurement/development.
- (v) Core Specialist Committee to screen and clear all neo-literate material.
- (vi) Development literature in original form not to be distributed.
- (vii) Development literature to be recast in neo-literate language before distribution.
- (viii) Presentation of materials in 'comics' form to be encouraged.

## **VIII SKILL DEVELOPMENT**

- (i) Norms on the basis of TRYSEM/DWACRA except where trades are not mentioned in these schemes.
- (ii) Access District Industries Centres and Jan Sikshan Sansthans
- (iii) Upto 1000 persons to be trained in each PLP.
- (iv) Types of skills to be chosen should be a judicious mixture of:
  - (a) Traditional, need-based, local-specific skills and
  - (b) Market driven, more modern skills for which there exists a potential.

## **IX ROLE OF SRC**

- (i) Training of key resource persons.
- (ii) Development of Trainer's Manual/Hand book in the regional language.
- (iii) Preparation of PL-1 book.

- (iv) Preparation of Neo-literate literature. Involving writers, illustrators and specialists.
- (v) Expeditious supply of material to ZSS, after receiving the purchase order.
- (vi) Preparation/translation of Handbook for Preraks - their duties and responsibilities.
- (vii) Periodic Monitoring of PLP materials to assess their suitability, acceptability and popularity.

## **X PREPARATION FOR CE**

- (i) To begin in 9th month.
- (ii) Identification of C.E. Centres and Nodal centres.
- (iii) Identification of Preraks and Assistant Preraks.
- (iv) Preparation of Project Proposal.
- (v) Submission of CE Project Proposal to State Literacy Mission Authority in 10th month of Post Literacy Programme

## **XI NEW FINANCIAL PARAMETERS**

**Proposed Cost for PLC: Rs.110 per learner per annum**

### **Activity wise break up**

Survey	Rs. 2.50	2%
Environment Building	Rs. 5.50	5%
Teaching/Learning Material	Rs. 40.70	37%
Training of Functionaries	Rs.22.00	20%
Monitoring & Supervision	Rs.11.00	10%
Evaluation	Rs.5.50	5%
Administration	Rs.13.20	12%
Contingencies	Rs.4.40	4%
Skill Development	Rs.5.50	5%
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Total	Rs. 110.00	100%
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## **GUIDELINES FOR EVALUATION OF PL PROGRAMME**

### **1.0 INTRODUCTION**

1.1 On the basis of the experience gained it was decided to limit the PL programme to one year only specially in view of the fact that after PL there will be a programme of Continuing Education for the learners as part of the life long learning. Therefore, now there will be only one evaluation of the PL programme, i.e., the Final Evaluation when the programme is completed. These revised guidelines, therefore deal with the modality and process of only one and Final Evaluation.

### **2.0 PROCEDURE**

1. The ZSS will initiate the evaluation procedure during the 9th month of PLP.
2. The ZSS will approach the State Directorate of Adult Education (SDAE) to assign an agency to carry out the evaluation of the district. The State Directorate will assess the readiness of the PLC district and approach the National Literacy Mission for undertaking the evaluation.
3. National Literacy Mission will recommend three to four agencies from its panel from outside the State to the State Directorate and ZSS.
4. The National Literacy Mission will also inform those agencies which have been recommended by it to the State Directorate of Adult Education and the ZSS.
5. The ZSS will correspond with all of them and enter into a contract with the most suitable agency.

6. The agency should have been properly oriented by the Directorate of Adult Education, Government of India, before assigning the task of evaluation to it.

2.1 The final evaluation will be carried out at the end of the PLP programme. The PLP evaluation has to cover assessment of literacy achievements of MOP learners, assessment of enhancement of literacy skills of the PL-1 learners and impact study. It may be mentioned here that detailed impact evaluation was kept out of the External Evaluation of TLC for the primary reason that the agency would not have the time to carry out an in-depth study and that the impact of programmes such as literacy can only be seen after a sufficient lapse of time. By the end of the PL programme, however, the impact can be studied meaningfully. The isolation of the effects of a literacy programme is not an easy research task when, as we know, there are many other causal factors and programmes operating. It will, therefore, be necessary to design appropriate tools by applying analytical methods and carefully carrying out field surveys to bring out the impact scientifically.

### **3.0 OBJECTIVES**

The following dimensions are identified as the specific objectives of the PLP Evaluation:

1. To assess the accuracy of the re-survey carried out at the beginning of the PLP;
2. To evaluate the impact of the second round of environment building activities;
3. To estimate the success of the mopping up operation;
4. To estimate the number of persons who have enhanced their literacy levels by completing PL 1;
5. To estimate the number and percentage of persons made literate at the end of PLP. This would include those made literate in the TLC phase as well as those made literate in the PL phase;
6. To study the quality and quantity of Post Literacy materials, such as library books, magazines, newspapers, posters, maps, charts etc. produced as well as procured and to study how

- the PL libraries in the clusters have been organised and the degree of access of the neo-literates to reading material;
7. To study the quality of the training programme. How effectively and how often have the VTs/V Preraks in the clusters been trained?
  8. To study the impact of vocational skill development programmes on individual learners and the community;
  9. To study the awareness level of neo-literates and the access they have to various development programmes;
  10. To study the impact of activities initiated for the empowerment of women;
  11. To study the direct and indirect impact of literacy programmes (TLC and PLC) on individual learners and the community, if any, including the ability to organize themselves for group actions to overcome the impediments which stand in their way of improving their life conditions;
  12. To study the preparedness for launching the Continuing Education Programme.

## **4.0 METHODOLOGY**

The following methodology is recommended to evaluate/study each of the objectives enumerated above:

### **4.1 To assess the accuracy of the re-survey carried out at the beginning of the PLP**

For this purpose two villages should be selected randomly from among the sample villages and door to door verification should be carried out covering the villages fully.

### **4.2 To evaluate the impact of the second round of the environment building activities**

The information regarding the various environment building activities carried out can be had from the ZSS and cross checked at the field level from the formal and non-formal leaders, the key-resource persons the learners and the VTs. After ascertaining this the impact of

these activities on the community in general and on the learners in particular can be assessed in the light of E.B. objectives given below:

The main objective of environment building are:

- Mobilising public opinion for and creating community participation in literacy efforts.
- Sensitising the educated sections of the society so that they participate as volunteer instructors;
- Mobilising learners as individuals and as a group to demand literacy for themselves and their children;
- Enthusing teachers to make more intensive efforts in enrolling, retaining and teaching children;
- Minimising dropouts from among the cadre of volunteer - Instructors and learners.

The evaluating agencies should find out from the learners, the VTs and the village people as well, whether the above objectives were attained. The finding should be supported by facts and figures and wherever applicable concrete examples of public participation should be given. For example, in certain villages people raise a small fund to purchase kerosene oil, dari, other equipments, exercise books, etc. Business people donate pencils, slates, etc. Of course, these should pertain to the second round of EB and what happened during TLC phase is not to be considered here.

Whether the learners and VTs/V Preraks were enthused to carry on, i.e., minimization of drop out. Whether the EB has helped in the motivation of learners. The above can be judged by considering the following:

1. High average attendance
2. Duration of teaching.
3. Number of class meetings/guided sessions held.
4. Whether the learners came to the centre themselves or they had still to be called for.
5. Original number of VTs and learners and number remained up to the end without studying the impact of environment building activities as suggested above, simply saying that "EB

can be considered as fairly good" will not amount to studying the impact of the above objectives.

#### **4.3 To estimate the success of the mopping-up operation**

How many of the target learners under the mopping-up operation, have obtained the NLM norms as determined by the test results (TLC test). In this case the sample result and the district result will be the same. Please refer to Annexure - VIII in the present guidelines.

#### **4.4 To estimate the number of persons who have enhanced the literacy levels (PL 1 learners)**

How many of the target PL 1 learners have enhanced their literacy skills as determined by the result of the test for PL 1 learners. Those who secured below 70 marks in the aggregate will be regarded as not having enhanced their literacy skills. Only those who obtain 70 and above marks will be considered as having enhanced their literacy skills. Compute the percentage of learners who have enhanced their literacy skills with reference to the PL-1 district target.

#### **4.5 To estimate the number and percentage of persons made literate at the end of PLP. This would include those made literate in the TLC phase as well as those MOP learners made literate in the PL phase.**

This would include those made literate in the TLC phase for which the relevant External Evaluation Report should be referred to as well as those made literate in the PL phase in the mopping operation. The Computation will be based on the total number of target learners and the number make literate during the TLC phase and those MOP learners made literate during the PLP phase. The method of calculation is shown below:

Example:

	Target	No. made literate	% achieved NLM norms
TLC	100	50	
MOP	25	20	70



To calculate the percentage, the 25 MOP target learners will not be added to the TLC target of 100, to make the total target 125, because the 25 MOP learners will usually be part of the TLC target itself.

**4.6 To study the quality and quantity of Post Literacy materials such as library books, magazines, newspapers, posters, maps, charts etc. produced as well as procured and to study how the libraries in the clusters have been organised and the degree of access of the neo-literates to reading material.**

The details of the Post Literacy material can be had from the ZSS along with their distribution. A set of distributed materials must be examined by some experts vis-a-vis their language, style, usefulness/suitability of content number of books for joyful reading books suitable to grade 1, 2, and 3 learners and other relevant dimensions. The extent to which these materials reached the learners, were appreciated and made use of by them must be assessed.

The information can be collected by examining the records available in the libraries about the borrowing of books, observing the functioning of libraries and by interviewing the neo-literates and the VTs.

The following points should be covered while evaluating material:

- Usefulness and relevance of content.
- Simplicity of language/style of presentation
- Authenticity of recommendation, whether based on scientific facts, whether unrealistic easy solutions of adults complex problems have been given.
- How many books for reading for pleasure
- How many belong to different grades (Annexure - IX) of learners

It should be noted that post literacy material here does not mean the primers but the supplementary reading material which will include books, magazines, etc., supplied by the ZSS to the centres.

The quality can be judged by assessing the following:

1. It has been recommended that **50% of the material should be for reading pleasure**. 25% for giving useful information and 25% relating to skill/vocational learning and upgradation. It should be seen whether the ratios are maintained.
2. It is generally found that the learners belong to three levels according to their reading ability. Therefore, graded material is recommended to be repurchased. Most of the learners belong to level I and II. It should be examined according to the criteria given in Annexure - IX and find out how many books/material belong to Grade 1, 2 and 3.
3. Physical: Whether the size of type and quality of printing led to ease of reading. Whether the illustrations are relevant to the content, easily understandable and appealing. Without under going the above exercise and simply stating that 'quality of materials was all right', will not be considered as evaluation of the objective.

**4.7 To study the quality of the training programme. How effectively and how often have the VTs/V Preraks in the clusters been trained?**

The evaluating agency should obtain the following from the ZSS

1. A copy of the training syllabus
2. Number of trainees in each batch. When and how were they trained?
3. Who were the trainers of VTs, were they trained?

Firstly the training syllabus should be carefully examined to see the coverage of specially the teaching learning process. Then the VTs should be interviewed to assess recall of essential training inputs. They should be asked to demonstrate how did they teach the learners some of the lessons in PL - 1 and primer - 1.

The emphasis of the evaluation should be on judging the effectiveness of training. The broad purpose of training is to develop the following abilities among the trainees.

1. To develop the ability among the learners to comprehend what they read, i.e., an attitude of reading with comprehension.

2. To develop the ability among the learners to make choices between alternatives.
3. To develop interest among the learners to continue learning.
4. To elicit the help of other capable persons in the community in the effort of teaching learning.
5. To develop the habit to chalk out a broad lesson plan before teaching i.e., he should read the lesson himself in advance and decide how is he going to teach.
6. To develop the ability among the trainees to get the participation of the learners in the process of teaching-learning, i.e. it should not be one way communication.

The evaluator should examine whether the training programme caters to develop the above abilities among the trainees. In addition to examining the training syllabus, a few learners and VTs and the trainers can also be interviewed.

#### **4.8 To study the impact of vocational and skill development programmes on learners.**

The main focus of the study will be to assess whether the skill development programmes have contributed toward economic advancement of the trainees, whether the programmes were selected in consultation with them i.e., whether they were need based also, whether a feasibility study was done of the programmes selected, whether self-employment/Income generating opportunities were created or not.

Whether the community also benefited by these programmes (e.g. repair of handpumps, pumping sets, horticulture) and in what manner? First information should be gathered from ZSS and then checked in the field.

In order to study the impact of vocational and skill development programmes on neo-literates, it is suggested that a list of the villages, trainees and vocational skill and training programmes organised by the ZSS should be obtained and cross-checked with the target in terms of relevance and utility, adequacy and technical aspect of the training.

The community might also have benefited from certain types of training like the availability of hand pump repairing, electrician in the village itself.

#### **4.9 To study the awareness level of neo-literates and the access they have to various development programmes**

In order to cover this objective it will be necessary to find out :

- Assessment of knowledge of learners, access to, and benefits derived from various socio-economic development programmes; A list of development programmes in the district may first be obtained from the ZSS.

#### **4.10 To study the impact of activities initiated for the empowerment of women**

The first step would be to review the activities implemented in specified areas such as health, education, mother-child care, family welfare, thrift and savings, legal awareness etc. Activities on social issues initiated by women, such as anti-liquor movement, demand for drinking water, functioning of ration shops, etc. should be studied. It should be ascertained whether self-propelling groups of women were organised. Thereafter, their functioning would need to be assessed. In addition to the enquiries with the ZSS, focus group discussions and interviews of the women learners would be useful for this purpose.

#### **Objective 10:**

Indicators to assess this objective can be classified into three broad categories as follows:

- I. Development activities
- II. Welfare activities including legal awareness
- III. Participation in Community Action

Some indicators are listed under each category as examples:

Those not relevant to the districts can be dropped, and some more specific to the district can be added.

## **I. Development Activities**

1. Participation in SHG and Income Generating Activities.
2. Participation in Government/NGO sponsored development activities.
3. Market awareness and able to market their products (if any).
4. Bargaining power within the family and outside the family.
5. Participation with confidence in Panchayat Raj as Officers bearers.
6. Enrolment for training in trade offered by JSS.
7. Formation and participation in women co-operatives.
8. Participation in vocational training and skill upgradation programmes.
9. Knowledge about Mahila Samakhiya, Mahila Mandal and Yuvathi Mandals and participation in them.

## **II. Welfare Activities**

1. Legal Awareness (property rights, family courts, maintenance act, factory laws for women etc.)
2. Awareness and Utilization of
  - Immunizations
  - Pre & Post natal care
  - Nutrition
  - Prevention of simple ailments
3. Awareness and say over
  - Family Planning
  - Marries and education of children
  - Family expenditure
4. Awareness of steps to be taken if the Public Distribution System (PDS) is not functioning properly.

## **III. Participation in Community Action**

- Activities on social issues initiated by women as a cohesive group
- Anti-liquor movement
- Early child marriage

- Drinking Water
- Ration shops
- Equal wages
- Other issues

**4.11 To study the direct and indirect impact of literacy programmes (TLC and PLC) on individual learners and the community, if any, including the ability to organize themselves for group actions to overcome the impediments which stand in their way of improving their life conditions**

A number of items could be listed for studying the impact on the individual learners and the knowledge, and behaviour. Some indicative items are given below:

1. Use of literacy skills;
  - Simple calculations while (making purchases) marketing the products.
  - Reading of books, newspapers, magazines, writing of letters, applications, filling in forms.
  - Improvement in self confidence as a result of participation in the literacy programme.
  - Encouraging others to participate in literacy programme.
  - Helping or taking interest in children's studies.
2. Attitudinal and Behavioural Changes in respect of:
  - Superstitions
  - Social evils
  - Gender Equality
  - Sending children to school specially girls
  - Age at marriage for girls
  - Food intake
  - Prioritization of family expenditure
  - Development of harmonious relations in the family.
3. Knowledge of:
  - Health hazards including drug meance, TB, AIDS, STD, etc.
  - Development activities and schemes.

4. Awareness about the importance of protecting the common resources and environment.

This is rather a difficult part of the final evaluation and a well designed schedule will have to be developed for the purpose and filled in by interviewing an adequate number of adult learners. It is not enough to report only percentage of responses but the responses should be appropriately analysed and proper inferences drawn.

It is possible to identify various problems faced by the people through Focus Group Discussions with them in a certain number of sample villages. For example, some common problems could be lack of approach road, repair of road, absence or repair of hand pump, irregular electric supply, problem of space and teachers in the primary school, cleaning village pond and so on. If there were such problems whether the people took some action individually or jointly to overcome them. Specific examples of action taken. The evaluating agency should establish relationship of literacy programme/literacy skills with such actions taken or for some of these actions literacy, if literacy was not a necessary input for some of the above knowledge and action, it should be clearly brought out

#### **4.12 To study the preparedness for launching the Continuing Education Programme**

The preparedness of CE could be judged in the following manner:

1. Has the project proposal for CE been prepared and sent to the State Directorate?
2. If it has been, then study the proposal carefully to see whether it covers all the essential steps for launching CE.
3. Whether the functionaries including the members of the Executive Committee of the ZSS and the members of the VECs have been oriented in the concept and the programme of CE (also to be ascertained in the field).
4. Has the possibility for housing CE in rent free building been explored?
5. Provision of facilities for literacy and reading room.

If the proposal has not been sent to the State Directorate, ascertain the status and also find out the reasons.

## **5.0 SAMPLING FRAME**

1. The village/ward will be the last unit of sampling.
2. Stratification will be necessary if there are pockets with predominantly SC/ST/ minority learners;
3. The sample size would be 2% or 5,000 of the universe i.e., PL-1 learners, whichever is less for studying the enhancement of literacy skills. A higher sample should be drawn to take care of sample loss. This group will be given the PL - 1 test. **All the learners** under mopping-up operation in each sample villages should be tested by giving them the TLC Test to ascertain whether they had acquired the required reading, writing and numeracy skills as per the NLM norms. No sample will be drawn from this group.
4. At least one or two contingent villages in each block should be selected randomly.
5. For undertaking an in-depth study to cover the other objectives (2,6,7,8,9,10,11) of the PLP evaluation around 1,000 learners and other relevant persons should be interviewed.

## **6.0 CONSTRUCTION OF THE TEST PAPER**

### **1. For Mopping-up**

The test paper for measuring the literacy achievements of mopping up learners should be developed on the pattern of TLC paper.

### **2. For PL-1 Learners**

A test paper to measure all the competencies (reading, writing and numeracy) at a somewhat higher level will be developed by the evaluating agency to test whether their literacy skills have increased as compared to the TLC level. The structure for test paper for PL-1 learners is given at Annexure VI.

## **7.0 TEST ADMINISTRATION**

- In principle all the learners (100%) in the selected sample villages, must be tested. However, conceding the possibility of the absence of learners on the day of evaluation for various



reasons, attempt must be made to cover at least 70% of the learners. For this purpose, if necessary, villages may be revisited by the evaluation team.

- Causes of absenteeism must be ascertained and indicated in the report.
- Test administrators **should not be from the same district.** (Therefore a list of TA, giving their address should be included in the report)

## 8.0 QUALITY OF PL INDEX

Estimating the percentage of literacy achievement was the main objective in the evaluation of TLCs and this was useful for comparing the performance of the districts once the TLCs were evaluated by the external agencies. As for the Post Literacy Programme, there are a number of objectives. The evaluation process needs to take all of them into consideration and come to an overall conclusion. Only then comparing the performance of different districts will be possible. It is, therefore, necessary to develop a composite index based on the performance of a district in respect of each of the 12 listed objectives. Such a composite index called **Quality of PL Index** has been developed and explained in the next chapter.

Computation of the Quality Index is the most important part of the evaluation process. It is on the basis of this index that the performance of the district in attaining the PLP objectives will be judged and **the districts will be compared with one another.** Therefore, it is imperative that the objective should be evaluated on the lines recommended in this guidelines. The findings must be supported by fact and figures and/or concrete examples where ever appropriate. Rationale for allotting the score to each objective must be given so that its appropriateness could be judged.

The details about the quality of PL Index are given in the next chapter.

## 9.0 TIME DURATION

The study should be completed within 150 days after the release of the first instalment by the ZSS unless the field work has been deferred by the ZSS itself, because of certain circumstances.

## 10.0 PRESENTATION OF THE EVALUATION REPORT

The ZSS may organise 'sharing of findings' meeting where the external agency will make the presentation of its report.

## 11.0 BUDGET

The budget provision for the final evaluation is between Rs. 2 to 4 lakhs depending upon the total number of learners identified in the Resurvey (MOP up learners plus PL-1 learners) as given in the following slab system.

### Number of learners identified in

### Re-survey (Mopping-up operation

### Learners plus PL-1 Learners

### Total cost

### (Rs.)

1.	Up to 50,000	2,00,000
2.	50,000 to 1,00,000	2,75,000
3.	1,00,000 to 1,50,000	3,50,000
4.	Above 1,50,000	4,00,000

# **Chapter IV**


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## **QUALITY OF PL INDEX**

The achievements of the TLC districts were easy to compare since the main objective in the external evaluation of TLC, was to estimate the percentage of literacy achievements base on Dave Committee norms. It was so because the main objective of the campaign was the acquisition of 3 Rs by the learners. As for as the Post Literacy Programme is concerned there are quite a number of other objectives in addition to the acquisition of three Rs by the MOP learners and enhancement of literacy skills by PL-1 learners. It is, therefore that 12 objectives have been set for the final evaluation of the PLP.

It is clear that certain objectives of the PLP are more important than the others. For example, acquiring a higher level of literacy, success in the mopping up operation, preparation and procurement of reading material suitable for neo-literates, extending library facilities, may be more important than the other objectives. Therefore, attainment of a more valued objective is to be appreciated more. It is, therefore, that the objectives have been assigned comparative weights.

In short, it is essential to suggest a common applicable methodology for reaching an objective assessment for the sake of making comparisons. Hence, it has been decided to give appropriate weightage to all the twelve objectives of PLP according to their importance. The scheme for allotting the weightage to the objectives and then reaching a composite score for comparison is presented in this chapter. The method has been explained with the help of hypothetical example along with the appropriate mathematical formulation. The composite score of one district can be compared with the composite score of another to reach an objective conclusion.



It is proposed that the performance of a district on each of these 12 objectives be assessed by the evaluating agency on a 5 point scale giving a score of 0, 1, 2, 3, 4 or 5. These scores then can be given appropriate weightages and the weighted composite score can be calculated. The following weightage is given to different objectives:

Sr. No. of the objective	Weightage
1	10
2	5
3	12
4	15
5	5
6	10
7	5
8	5
9	10
10	10
11	8
12	5

The score on each objective should be multiplied by the assigned weight and the resultant figures should be added together for all the 12 objectives and then divided by 5 to get the composite score which we shall call the **Quality Index of PL** performance of the concerned district. (Please refer to the last page for mathematical presentation).

Among the 12 objectives the objective numbers 3,4,and 5 are straight quantative and are to be expressed as percentages. Once the percentage for a district is estimated the five point scoring should be done as follows.

District%	0	1-20	21-40	41-60	61-80	81-100
Score	0	1	2	3	4	5

It is essential for evaluating agencies to determine the scores to be given to each objective by systematically evaluating that objective. Without evaluating an objective systematically neither score can be given nor the PL Quality Index can be worked out.

The allotmentment of scores will solely depend upon the judgement of the evaluating agency. If the ZSS is not satisfied with the scores allotted, it can discuss it with the agency. But the final decision will be that of the agency.

We shall now take up a hypothetical example and compute Index the Quality of PL Index:

### Hypothetical Example

S. No. of objective	5Pt score	% weight	Score x weight
1	3	10	30
2	4	5	20
3	2	12	24
4	3	15	45
5	3	5	15
6	4	10	40
7	3	5	15
8	4	5	20
9	2	10	20
10	3	10	30
11	2	8	16
12	1	5	5
Total		100	280

Composite Score = 280

or Quality Index  $280/5 = 56.00$



# Mathematical Formulation

Mathematically we may explain this as follows:

Let us say  $S_i$  stands for score on the  $i$ th objective.

$$(S_i = 0, 1, 2, 3, 4, \text{ or } 5 \text{ for all } i) \quad \text{where } i = 1, 2, \dots, 12$$

Let us call  $W_i$  the weight (%) for the  $i$ th objectives

$$\text{Then the composite score} = \sum_{i=1}^{12} W_i S_i$$

Composite score

$$\text{And Quality Index} = \frac{\text{Composite score}}{5} =$$

It can be easily seen that the maximum value of the quality index will be 100. Let us consider the maximum score of 5 for each objective.

$$\text{then Index} = \frac{\sum W_i \times 5}{5} = \frac{5 \times \sum W_i}{5} = \frac{5 \times 100}{5} = 100$$

since the weighting system has built in  $\sum W_i = 100$ .

# ANNEXURES

## **FORMAT OF REPORT**

**Executive summary**

**Background Data**

**Chapter 1 : Introduction**

**Objectives of PLP Programme as per sanctioned Plan**

- **General**
- **Specific**

**Plan of Action**

**Chapter 2 : Methodology**

**Chapter 3 : Findings (objective wise)**

**Both the table i.e. success rate of MOP learners and enhancement rate of PL-1 learners and both the TP's, must be included in the report.**

**Chapter 4 : Conclusions and Recommendations, if any**



## EXECUTIVE SUMMARY

- Date of sanction of the PLP Project
  - \* Amount sanctioned
  - \* Date of release of first instalment
  - \* Target number of learners as per re-survey
    - a) mopping up learners
    - b) PL 1 learners
  - \* Sample size
    - a) Planned Sample (PL - 1)
    - b) Actual Sample (PL - 1)
    - c) Number of mopping up learners in sample villages
    - d) Number of mopping up learners tested
    - e) Number of persons interviewed
  - \* Composite quality of PL index (Indicate number)

## **BACKGROUND DATA**

### **TLC (Source: External Evaluation Report of TLC)**

1. Date of sanction of the project
2. Date of door to door survey
3. Target after door to door survey
4. Enrolment
5. Teaching in TLC completed
6. Date of TLC Evaluated
7. Report submitted to ZSS
8. Number and percentage of target learners became literate
9. Total backlog (Col. 3 - Col. 8)

### **PLP**

1. Date of sanction of project
2. Date of start of teaching
3. Date of close of teaching
4. Date of receipt of first instalment
5. Date of re-survey
6. T.No. of MOP learners
7. T.No. of PL-1 learners
8. Planned sample size (PL-1 learners)

9. Percent turn out for the test MOP learners
10. Percent turn out for the test PL-1 learners
11. Date of external evaluation
12. T.No. of Blocks  
T.No. of Urban areas  
T.No. of Villages

(The agreement is to be executed in non-judicial stamp paper of Rs.10/-)

**AGREEMENT FOR CONCURRENT/FINAL EVALUATION  
OF TOTAL LITERACY CAMPAIGN/POST  
LITERACY/CONTINUING EDUCATION**

This agreement is made on \_\_\_\_\_ Day of \_\_\_\_\_ (Month) \_\_\_\_\_ (Year) between Zilla Saksharata Samiti (ZSS), Society Registered under the Societies Registration Act of 1878 having Registration No. \_\_\_\_\_ and \_\_\_\_\_ office at \_\_\_\_\_ through its Chairman or its representative who is fully competent and authorized to enter into this agreement vide Resolution No. \_\_\_\_\_ dated \_\_\_\_\_ hereinafter called Party No.1 and the expression should mean and include its legal representatives, successors-in-interest and \_\_\_\_\_ (Name of Evaluation Agency and its legal character i.e. whether registered society, public trust, university department etc.) through its representative \_\_\_\_\_ fully competent and authorised to enter this agreement vide Resolution No. \_\_\_\_\_ dated \_\_\_\_\_ hereinafter called Party No.2 and the expression shall mean and include its representatives and successors-in-interest.

WHEREAS Party No.1 is the registered society engaged in implementation of adult literacy projects sanctioned by the Government of India and is desirous of getting the Project implemented by it evaluated through a capable evaluation agency and

WHEREAS Party No.2 is capable of undertaking an evaluation study of the Literacy Project and is willing to take up the study on the payment of agreed sum to meet the cost of the study and

WHEREAS both Party No.1 and No.2 have agreed to give and receive a sum of Rs. \_\_\_\_\_ ( \_\_\_\_\_ ) (Rupees in words) towards the cost of evaluation study on the following terms and conditions:

NOW THE AGREEMENT WITNESSETH AS UNDER:

1. Party No.2 undertakes to do an evaluation study of Total Literacy Campaign/ Post Literacy/Continuing Education implemented in the \_\_\_\_\_ district \_\_\_\_\_ State with regard to following parameters:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Party No.2 will take a minimum sample of \_\_\_\_\_
3. The sample shall be representative of the total target group.
4. The Evaluation study will be completed within \_\_\_\_\_ month(s) from the release of the first instalment of the agreed amount i.e. by \_\_\_\_\_ (date)
5. ZSS will provide all the basic data concerning Total Literacy Campaign/Post Literacy/Continuing Education to the Party No.2 as per requirement by \_\_\_\_\_ (date).

6. Party No.2 undertakes to conduct the evaluation study having regard to the guidelines prescribed by National Literacy Mission for Evaluation of the Total Literacy Campaign/Post Literacy/Continuing Education.

7. The sum agreed (Rs. \_\_\_\_\_) (in words \_\_\_\_\_) will be released to Party No.2 in three instalments. The first instalment of 60% of the amount will be released alongwith the signing of this agreement; the second instalment of 25% of the total amount will be released when Party No.2 has completed the field work in case of PLP evaluation and has informed the ZSS accordingly and in case of TLC has submitted the final tables to Party No.1. The final instalment of 15% will be released only when the evaluation report submitted by Party No.2 is according to the agreed upon parameters. Party No.1 will release the amount within 30 days after the submission of the study report by Party No.2.

8. Party No. 2 will submit ten copies of the final report to Party No.1 and five copies to the Director, Directorate of Adult Education, Block No.10, Jamnagar House Hutments, New Delhi - 110011, two copies to State/UT Director of Adult Education, one copy to State Resource Centre of the concerned State and one copy to the Chairman National Core Group for External Evaluation.

9. If Party No.2 fails to submit the final report within the time schedule agreed upon, Party No.2 agrees to a deduction @2% of the last instalmentfor every 15 days of delay or part thereof.

10. If any disagreement arises between Party No.1 and Party No.2 about the implementation of the terms and conditions as laid down above, the matter will be referred to the Director of Adult Education in the State/UT/Directorate of Adult Education, Government of India, New Delhi whose decision would be final and binding on both the parties.

WITNESSETH both Party No.1 and Party No.2 named herein above have on the day, month and year mentioned herein above, signed and sealed these persons in the presence of following witnesses:

#### WITNESSES

1. Party No.1

2. Party No.2

**Information to be elicited from the ZSS by the agency  
(A checklist)**

- \* Target number of learners in the post-literacy programme a) Mopping operation b) PL learners(Village wise).
- \* How the re-survey was carried out.
- \* Statistical details pertaining to the areas covered, number of blocks and villages, Number of libraries, Number of titles of books supplied to each centre/JCK(s)..
- \* Sanctioned action plan of PLP.
- \* Post-literacy programme objectives in the ZSS action plan in relation to the NLM scheme of PLP Programme.
- \* Materials (teaching/learning) proposed to be supplied. Date and number of materials supplied.
- \* Problems faced and action taken to overcome them.
- \* Organisational structure of the ZSS and its functions.
- \* Co-operation taken from other agencies (NGOs and other development departments).
- \* Latest monthly monitoring (MIS) report.
- \* All other data required for background data sheet..

**Structure of model Test Paper for MOP learners and for PLP learners**

- I. Test paper for MOP learners will, be similar to TLC Test papers as given in TLC evaluation guidelines.
- II. The test paper for PL-I learners will be constructed on the following lines:

**WRITING: 30 Marks**

Write your name

No marks

**Q. 1** An easily understood and action-oriented visual will be depicted and the learners will be asked to write 5 lines/sentences on it. There should be some guidelines for responses like why, how, what etc.

(5 marks)

**Marking code:** one mark for each sentence

(Spelling mistakes may be ignored if the sentence conveys the meaning)

**Q. 2** The learners are required to give a brief description of any event that has happened in the village/his/her life in about 10 sentences. For example, celebration of festivals, marriages, elections etc.

(10 marks)

**Marking code:** 5 marks for logical sequence and 5 marks for complete sentences.

**Q. 3** Write an account of what a woman does from morning to evening.

(5 marks)

**Marking code:** give 5 marks for five complete sentences (spelling mistakes may be ignored if the sentence conveys the meaning).

**Q. 4** To fill-in a form required for various purposes in the area, e.g., school admission form, opening of bank/post office account form, withdrawal form used for withdrawing money from bank/post office, ration card form. The selection of forms should be made in consultation with ZSS.

(5 marks)

**Marking code:** 5 marks for all correct and complete entries; 3 marks for 50% or more entries and one mark for at least one correct entry.

**Q. 5** What are the two most pressing problems to develop the village/mohalla or what would he/she suggest be done for development of the area?

(5 marks)

Marking code: If the problems are expressed in the form of a sentence form, 5 marks may be awarded; 2 marks if they have named the problems in one or two words, one mark for each problem.

READING : 40 marks

Q. 6 Connect the two parts of a sentence to make a complete meaningful sentence, e.g., the month of June comes before July (do not give any example). Give five such problems.

(5 marks)

Marking code: One mark for each problem.

Q. 7 Filling-in-the-blanks with multiple choice. The sentences can be made in a manner to test knowledge as well, e.g., the purpose of DPT immunisation is to protect the health of the

(5 marks)

- father
- elder brother
- pregnant mother
- child

Five test items have to be given.

Marking code: for each test item one mark

Q. 8 Give two paragraphs each of about 50 words. Include elements of language difficulty like joint letters and long words in the paragraphs. The first question should be simple to elicit direct meaning. The other two questions should be such that the answer cannot be directly copied from the text. Three questions, one easy, and two difficult to elicit implied meaning.

(15+15 marks)

Marking code: The first question carries 3 marks and the other 2, 6 marks each.

### ARITHMETIC : 30 marks

Q. 9 Addition and subtraction questions. One addition sum without carrying over and one with carry over. Similarly, one subtraction sum with borrowing and one with two step borrowing avoiding borrowing from zero.

(4 marks)

617	572	879	945
+ 281	+ 359	- 658	- 758
-----	-----	-----	-----
-----	-----	-----	-----



Marking code: one mark for each correct answer.

Q. 10 Preparing household account with income and expenditure and working out whether saving, no saving or excess expenditure. The learners are expected to arrange income and expenditure in table/statement form.

(6 marks)

Marking code: 4 marks for making of table and one mark each for addition and subtraction.

Q. 11 Write in words how many rupees and how many paise e.g.

(2 marks)

Rs. 200.70 \_\_\_\_\_

Rs. 185.00 \_\_\_\_\_

Q. 12 Problem sum with division in 4-digit involving division of land, money etc. with no remainder

(6 marks)

Marking code: only correct answer should be given 6 marks.

Q. 13 Calculating interest for 1 year on amounts in round figures like 3,000, 5,000 and so on. Rate of interest not to exceed more than 10 and in whole numbers like 5,6,8.

(8 marks)

Q. 14 Knowledge of

<u>1</u>	<u>3</u>	<u>2</u>	<u>3</u>
4	4	3	6

(2 marks)

Q. 15 Calendar reading. However, in areas like Tamil Nadu where daily date sheets (tear off) are used, time reading can be substituted.

(2 marks)

## GUIDELINES FOR TEST ADMINISTRATORS

1. If possible talk to the learners for a while before giving them the test papers to remove examination fear, if any. Praise them for their efforts to acquire the skills of reading and writing.
2. If the provision of light is not enough, postpone the testing till satisfactory arrangements have been made.
3. Ask the VTs to seat their learners in a line of manageable circles so that they do not huddle together. Do not distribute the TPs till the learners are not seated properly and there is calm and quiet. If parallel TPs developed, give different TPs to different learners. Interview each learner and fill up the last page of the TP. This is obligatory. At the same time ask MOP learners to read a line or two from question No.5. If he reads without spelling out the words, even though he may read slowly, give 8 marks; if he reads with spelling give 4 marks; if he almost cannot read even with spelling give 2 marks.
4. Usually there is a crowd surrounding the learners, some just want to see that is going on and some to help them in solving the paper. This is not in favour of the learners. It is necessary to remove the crowd from there, but with tact and patience.
5. Some VTs, MTs and educated persons insist in helping them to solve the paper. Do not let this happen. But this is a touchy affair. Take the help of senior ZSS officers present there.
6. Some fake learners take the place of genuine learners. This is a serious problem. It is also not easy to detect fake learners. Take the cooperation of senior officers in detecting fake learners. When you are thoroughly

convinced that a particular learner is a fake learner, put 0 before your code number and write the reason on the TP itself for treating him/her as a fake learner.

7. If necessary, explain the questions. For example, explain in Q 2 how to frame sentences from words. Select new words and give several examples of framing sentences. If you give only one example they will try to frame all the sentences on the same pattern. Similarly, in Q 3 you can explain the body of the letter/application so that they have an idea of the content.
8. They must have been asked by the administration to bring their primers with them. Examine the primers and note down whether the exercises have been done, the tests filled in and the certificates distributed.
9. If you find that the testing situation has soured, try to control the situation with extreme patience and tact. Do not have the attitude of a policeman.
10. When a learner hands over the TP to you, ask him/her to wait for a while. Check the TP quickly and see if any question has been left out. If so, encourage the learner to complete the question.
11. Remember the principle that you are there to discover **what the learners know and not what they do not know**. Therefore, if with a little help from you they can solve a question, provide that help but in a way that you do not give the answer but lead them to discover the answer themselves.

वाक्य बनाने की कुछ मिसालें देकर समझाइये।

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2 चित्रों के नाम लिखो और उनसे वाक्य बनाओ:- (10)

उप

आपकी पहचान वाले का नाम

गाँव का नाम

पिता का नाम

अपना नाम

1 लिखो:- (5)

कैल अंक 30

T.P.  4

लिखाई

TEST PAPER

3 गांव तक सड़क बनवाने या सड़क को ठीक कराने के लिये जिला अभियन्ता को प्रार्थना पत्र लिखो। [7 + 8]

जिला अभियन्ता, फतेहपुर  
महोदय

पाने वाले का पूरा पता लिखो

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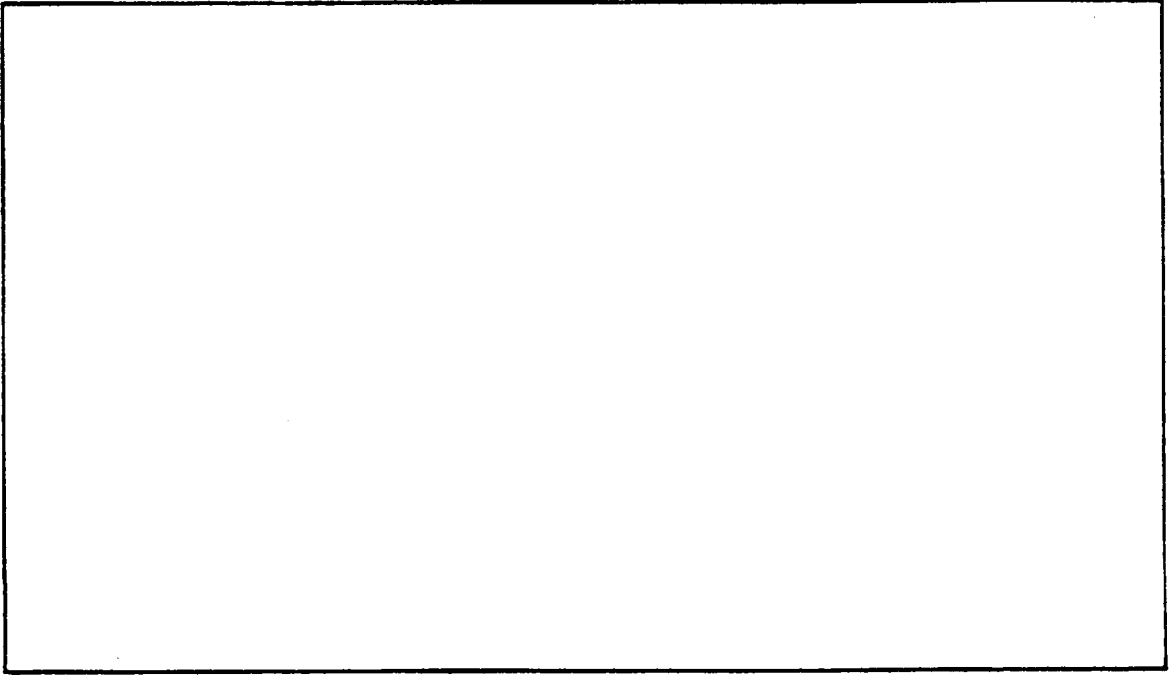
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(टी.ऐज. लोगों से बात चीत करके प्रार्थना पत्र का विषय बदल सकते हैं। पत्र में क्या लिखा जा सकता है, उसका कुछ अन्दाजा जबानी दे सकते हैं।)

# पढ़ाई

कुल अंक 40

सबसे अच्छी सेवा



4 सबसे अच्छी सेवा क्या है ?

[6]

उत्तर : .....

पढो

बुखार बहुत तेज हो तो माथे पर ठंडे पानी की पट्टी रखो नहीं तो बुखार का असर दिमाग पर पड़ सकता है।

प्रश्न: बुखार बहुत तेज हो तो माथे पर क्या रखना चाहिए ?

[6]

उत्तर: .....

**5** समझकर ध्यान से पढो और नीचे लिखे प्रश्नों के उत्तर लिखो। [8, 4, 2+20]

'सरपंच सुन्दरबाई ने प्रस्ताव रखा – "गांव की अधिकतर महिलाएं मजदूरी पर जाती हैं। इसलिए छोटे बच्चों की देखभाल के लिए झूलाघर खोला जाना चाहिए।" पंच रजियाबानो ने इस प्रस्ताव का समर्थन किया।'

प्रश्न: 1. सरपंच के प्रस्ताव का समर्थन किसने किया ?

उत्तर: \_\_\_\_\_

प्रश्न: 2. गांव की अधिकतर महिलाएं क्या काम करती थीं ?

उत्तर: \_\_\_\_\_

प्रश्न: 3. सरपंच का क्या नाम था ?

उत्तर: \_\_\_\_\_

प्रश्न: 4. छोटे बच्चों की देखभाल के लिए क्या खोला जाना था ?

उत्तर: \_\_\_\_\_

# गणित

कुल अंक 30

6. छूटी हुई गिनती लिखो :-

[3]

85		87				91			94
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7 जोड़िए:

[4]

$$\begin{array}{r} 53 \\ +34 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ +24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{किलोग्राम} \quad \text{ग्राम} \\ 40 \quad 250 \\ + 47 \quad 500 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{किलोमीटर} \quad \text{मीटर} \\ 80 \quad 40 \\ - 47 \quad 40 \\ \hline \\ \hline \end{array}$$

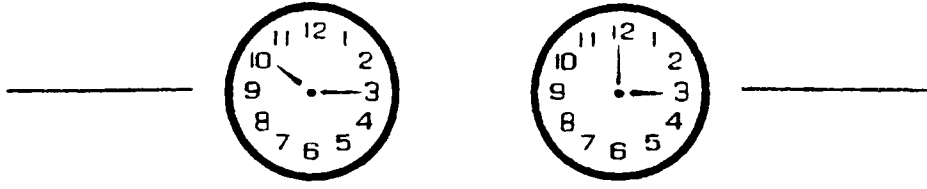
बालू महीने में 900 रु. कमाता था, लड़का 100 रु. और पत्नी 700 रु. उनकी कुल आमदनी कितनी थी?

[4]

लिखो कि घड़ियों में क्या बजा है ।

[2]





8. घटाओ :

[5]

7 8	7 0	किलोग्राम	ग्राम
-4 0	-1 7	55	75
		-	12 50

किलोमीटर	मीटर
65	45
-29	30

घंटा	मिनट
26	25
- 14	25

एक आदमी 80 रु. 50 पैसे लेकर बाजार गया। उसने 41 रु. 20 पैसे का सौदा खरीदा। तो उसके पास कितनी रकम बचेगी ?

[5]

9 गुणा करो:

[3]

$$\begin{array}{r} 20 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 7 \\ \hline \\ \hline \end{array}$$

10 भाग दो:

[4]

$$3) 40($$

$$9) 72($$

$$4) 28($$

$$3) 27($$

### CALCULATION OF SUCCESS RATE OF MOP LEARNERS

Slightly modified version of Table 2 on page 16 of the guidelines for Final Evaluation of TLC Districts (revised version August 2000) should be the format for reporting the MOP success rate. The modified table with an example is given below:

#### SUCCESS RATE OF MOPPING UP LEARNERS

(Figures are as example)

District Data	Sample Data							Pass Percentage	
Total MOP Learners Target	No. of MOP Learners	Appeared in test	Proxy	Genuine	Number of Absentees	No. of Geniuses+ AB Learners	No. AN (Qualified)	Out of tested + absentees learners	Out of District Target
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
53039	668	465	5	460	208	G=460 AB=208 Total=668	303 69 378	55.7%	55.7%

AB=Absentee Learners

Note: That in case of MOP learners the success rate of the sample and the target will be the same as **all MOP learners** formed the 'Universe'. In the case of TLC evaluation only **P III learners** were the 'Universe'. A table showing the enhancement rate of the PL-1 learners should be developed on the same pattern.

- Method of calculation is similar to the calculation of Table 2 in TLC guidelines.

#### The columns of the table are explained below

Col.1 Target i.e. total MOP learners as determined by the resurvey. In this case, MOP learners include all types of learners and not only P III learners, which was the universe in the case of TLC evaluation. Therefore the number of total target learners should be entered in this col.

Col.2 Gives the total number of MOP learners (target) in the sample units.

Col.3 Total number of learners who appeared in the Test.

Col.4 Proxy Learners

Col.5 Number of Genuine Learners appeared in the test (col. 3 - col. 4)

Col.6 Number of learners absenting from the Test. [col. 2 - col 5]

Col.7 Number achieving norm among genuine and %.

Col.8 It should be worked out on the basis of 50% of the success percentage of the genuine learners. In this example, the genuine learners were 460 and the success percentage was 65.87, then 50% of 65.87 will be 32.93. Out of the absentee learners 33.9% should be regarded as qualified (AN). The absentee learners in this example were 208. The, 33.9% of 208 i.e. 69 learners should be regarded as qualified.

Col.9 Thus, the figures in col. 9 will be:

$$303+69=372$$

Col.10 AN percentage (Genuine+Absentee)

$$= 372/668 \times 100 = 57.68$$

Computations of enhancement Rate in PL-1 Test:

The same format of table and the methodology of computations will be used for the computations of enhancement rate in PL-1 test.

### CONSOLIDATED NORMS FOR GRADING OF BOOKS

S.No.	Parameters	Grade - I	Grade - II	Grade - III
1.	Words	Known words formed of high frequency letters with minimum conjuncts	mostly known words formed of frequently occurring letters and conjuncts of similar/letters, 4-5 symbols in a word	Minimum unknown words, avoiding infrequent conjunct letters 5 - 6 symbols in a word
2.	Sentences length (average)	Upto 6 words	Upto 7 words	Upto 8 words
3.	Paragraphs length	25-30 words	30-40 words	40-50 words
4.	Text length (total number of words in the book)	250-350 words	350-500 words	500-750 words
5.	Illustrations' percentage to Print area	50 - 60%	40 - 50%	30 - 40%
6.	Type size	24 - 28 pt.	22 - 26 pt.	20 - 24 pt.
7.	Book size	Crown Octavo Demy Octavo Full scape Octavo	Same as for Grade - I	Same as for Grade - I
8.	Paper quality			
	Inside page	Maplitho 80 GSM	Same as for Grade - I	Same as for Grade - I
	Cover page	130 GSM	Same as for Grade - I	Same as for Grade - I
9.	Binding	Centrally stitched with two staples of 20 guage		



*Published by:*

**Directorate of Adult Education**

Ministry of Human Resource Development  
Department of Elementary Education and Literacy  
Government of India  
10, Jamnagar House, Shahjahan Road  
New Delhi - 110011

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*Number of Copies : 5000*

*Year of Printing : May, 2003*