

EVALUATION STUDY

on

I
Retention and
Use of Literacy

II
Empowerment of
Women

based on

ADULT EDUCATION PROGRAMME IN DELHI

Éducational Consultants Consortium
Delhi

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FOREWORD

The Government of India, Ministry of Human Resource Development (Department of Education), in consultation with the Central Directorate of Education and Directorate of Education (Adult Education Wing) Delhi Administration, assigned to the Educational Consultants Consortium (ECC) the task of conducting in-depth Studies on (i) Retention and Use of Literacy, and (ii) Empowerment of Women, based on the Adult Education Programme in the Union Territory of Delhi.

Both these studies have been conducted on a scale, perhaps not attempted before. Over 2500 respondents were interviewed on the basis of questionnaires embracing over hundred questions, practical exercises, discussion-points etc. etc. Thus, both in regard to the size of the tentative sample and the comprehensiveness of the Questionnaires, this has, perhaps, been no precedent with reference to any of such past studies. Besides, in the absence of any previous systematic study to evaluate the contributory role of adult education on the empowerment of women, the Evaluation Cell of ECC had to devise its own methodology and procedures. It was also problematic to assess whether, and to what extent, the changes noticed in women were partly or largely due to media and other variables which are quite powerful influencing factors in the context of the Urban/Semi-Urban explosion of almost all parts of the Union Territory of Delhi. Accordingly in the devising of methodology for study, a "Control Group" of illiterate women (from the same age-group as of neo-literate women, and drawn from the same localities as of neo-literate women) was formed in order to compare the responses between the "Experimental Group" of neo-literate women and the "Control Group" of illiterate women.

How successfully the task assigned to ECC has been accomplished, I would like to leave this to our sponsors and the end-users of our study.

However, I would certainly like to make mention of the diligent and sincerest efforts put in by all the members of the Working Group (listed at Annexure-III) especially the Co-Director of the Working Group, Shri Som Dutt Dikshit for his valuable contribution in the collection of field-data and his help in the preparation of the report.

Our sincerest thanks are also due to all the Members of the Working Group Advisory Committee (Annexure V) for their expert advice and moral guidance.

All those dedicated to the noble cause of Universal Literacy are expected to make some extra or special contribution in the International Literacy Year 1990. The conclusion of this report, though coincidental, is taken as a token contribution of Educational Consultants Consortium, to the ILY 1990. This gives us an additional satisfaction in presenting our Report to our Sponsors.

10. 1990.

sd- Hans Raj Gugnani
Chief Consultant, ECC &
Director (Evaluation Study)

INTRODUCTION

1.1 It is amazing to imagine how Grammar, Philosophy and Sciences could develop to surprisingly advanced level in India, when paper was unknown and skill of writing scarce. It was the tradition of adult education in a predominantly oral culture which is as old, as civilization itself. There are reasons and factual information to believe that illiteracy in India was an after-effect of British rule. In course of time the Pathshalas, Maqtabs, Madarsahs attached to temples and mosques lost their importance and relevance in the world of work. Certification and attendance after registration under institutions recognised by the Government were considered all important for jobs and social prestige. With limited number of schools, distantly located, only the privileged few could avail of the benefits of English or even vernacular education. Under such a situation the traditional centres of education in villages and elsewhere gradually sank into oblivion.

Adult Literacy in Retrospect

1.2 The need for universal literacy was stressed very early by Mahatma Gandhi when he described Mass illiteracy as India's "Sin and Shame". Thus in 1937 when the native Governments first came to power in Provinces they attempted to expand primary education and to spread literacy among adults, although the campaigns for literacy could not be sustained as these Governments resigned in 1939-40. The programme was, however, again stressed in 1944 when the Central Advisory Board of Education resolved that by 1984 the country should provide universal education for children and liquidate adult illiteracy. After independence in 1947, the first major step in this direction was taken in 1950 when the constitution of India included a Directive Principle to provide, by 1960, free and compulsory education for all children upto the age of 14 years. Adult literacy did not receive as high a priority as elementary education. This was to be carried on through "social education" as part of the Community Development programme and was pursued, as such, on a modest scale. There was however, one significant development in regard to adult education, viz: there was an attempt to move away from mere literacy and to link it with development.

1.3 The Education Commission (1964-66) accorded high priority to the liquidation of adult illiteracy as to the universal primary education and emphasised that, as a base for the country's development, the percentage of literacy should be increased from about 30 percent in 1966 to 60 percent by 1971; to 80 percent by 1976 and upto 90 percent by 1986 (considered as total literacy rate even by the highly industrialised countries). The Commission recommended promotion of adult education both through "mass" and "selective" approaches and gave importance to the setting up of National Board of Adult Education, with appropriate organisation at State and district levels. The recommendations of Education Commission in regard to literacy were endorsed by the National Policy Resolution (1968).

1.4 In the next ten years, three major programmes of adult education were launched by the Government of India viz:

i) Farmers Functional Literacy Programme

1967-68) (as part of the joint programme of Farmers Training and Functional Literacy of the three Central Ministries viz. Ministries of Education; Agriculture; and Information & Broadcasting and aided by UNDP, UNESCO and FAO at the international level) adopting a "selective" approach and linking literacy with work of illiterate farmers.

ii) Workers education, starting with the establishment of first polyvalent adult education centre at Bombay in 1967 followed by similar centres in other large towns, again adopting a "selective" approach aimed at improving skills and information to workers, relevant to their work.

iii) Non Formal Education Programmes for children and Adults started in 1975 having three main components

- (a) imparting skills in literacy
(reading, writing and numeracy)
- (b) improvement in skills of functionality
(as a citizen, in vocation and in family)
- (c) awareness of social obligations
(as an enlightened citizen)

1.5 The National Adult Education Programme (NAEP) launched formally on 2nd October 1978 broadly covered the above mentioned three elements - literacy, Functionality and Awareness. Early in the decade of 1980, Review Committee, under the chairmanship of Dr. D.S.Kothari suggested some modifications for strengthening it:

- need to reinforce the literacy skills and to help the neo-literates to acquire self-reliance in literacy, was highlighted.
- duration of the programme be increased by adding post-literacy and continuing education components to it.
- for motivating the learners, adult education be linked with development.
- every development programme should invariably include adult education.
- flexible approach to ensure relation between programme and environment, as well as relevance to the economic activity of the learners group, should be adopted.

1.6 Following the above recommendations, Adult Education was included in the minimum needs programme of the Sixth Five Year Plan, along with Universal Elementary Education for 6-14 years old boys and girls. It was felt that literacy should cast its impact in raising productivity. Practical skills relevant to economic activity were considered important in the literacy process.

.7 Desirability of a Mass Movement was felt in the Seventh Five Year Human Resource Development inputs were added to the literacy ting process. The National Education policy (1986) with its amme of Action emphasised " A substantial improvement in the quality Education" over and above the prime requirements of "Universal. ment" as well as " Retention " of Literacy achieved.

.8 To the all important goals of Universal Elementary Education (6-14 years) and Universal Adult Education (15-35 years) the following ators for quality were stressed in the National Literacy Mission:-

- Universal attainment of minimum levels of skills to be learnt, with due stress on value Education.
- Pursuit of excellence, through life long continuing education as reflected in article 51(A) of the const- itution viz" Every citizen of India to strive towards excellence in all spheres of individual and collective activity, so that the nation constantly rises to higher levels of endeavour and achievement".

ence the period under investigation synochronises more or less, Adult Education strategy as defined in the National Literacy n The main components of Functional Literacy cover both numerical alitiative dimensions, as analysed below:-

- literacy and Numeracy
- Skills to improve economic status and general well-being;
- Awareness of cause of deprivation and moving towards its amelioration through organisation and participation in the process of development;
- Imbibing essential values like national integration, women's equality, conservation of environment, small family norms etc.

hi and Adult Education:

0 The enlightened and educated members of society were awake to importance of literacy, even at a time when Bahadur Shah Zafar was over India from Delhi under the patronage of East India Compnay. d history in the files of Delhi Archives reveals that there existed " Schools" for Adults in Delhi during 1854 A.D. In addition to it al training for out-of-school youth was considered equally e. The present industrial middle school of Tiraha Bairamkhan (Post Office, Daryaganj) was running courses in vocational crafts, the same year, for six months in Delhi and for six months in Lahore tly in Pakistan). However the growth of illiteracy was finding roots in and around Delhi, by and by under the foreign yoke.

1.11 Under the illustrious guidance of the father of the nation Mahatma Gandhi, the national leaders like late Dr. Zakir Hussain of Jinnah in Delhi started a night school in 1926, which ultimately led to the establishment of the Institute of Adult Education. In addition to efforts at Jamia; Delhi has witnessed a number of Governmental programmes in the field of Adult Education with the purpose of eradicating illiteracy. Such efforts gained momentum, especially after the attainment of freedom in 1947. It was in May, 1949 that the Ministry of Education, Government of India with the organisational support of the Directorate of Education, Delhi, under the guidance of Shri Shalig Ram Pathak, B. K. Ghosh, B. K. Ghosh, Maulana Shafiqur Rehman Kidwai, Acharya J.E. Kripalani, B. K. Ghosh, A.H. Hemrajani, Ambika Shankar Saxena (Bharat Scouts) and others started the first six weeks training programme for the organisers of Adult Social Education at Najafgarh.

1.12 The programme for eradication of illiteracy has been run under different schemes. There has been a difference in nomenclature of the schemes launched, but the main objective has throughout been the removal of illiteracy and amelioration of the plight of poverty in deprived sections of society. Delhi has been involved in the implementation of all the national and state programmes of adult education launched from time to time since independence; e.g. : (i) Mass campaign for the eradication of illiteracy in the sixties (ii) Establishment of Adult Evening Higher Secondary School in 1964 at Jorbagh in New Delhi for school drop-outs and for weaker sections of society, followed by elementary schools; (iii) Rural Functional Literacy Programme (RFLP); Non-Formal Education Programme (NFE); (iv) National Adult Education Programme; (NAP) (v) Adult Education Programmes including Mass Functional Literacy Programme (MPFL); Jan Shikshan Nilayam (JSN) etc. under the National Literacy Mission (NLM)-all with the participation of Delhi Administrative and voluntary agencies; N.S.S. Coordinators; Nehru Yuva Kendras etc. The mass campaign for the eradication of illiteracy launched in sixties in the entire Union Territory of Delhi and other programmes helped improve the position of Delhi in the literacy map of India as it attained number one position in the country after Kerala according to the census of 1971. However, in the 1981 census Delhi receded to third position after Kerala (No.1) and Chandigarh (No.2).

1.12(a) A brief note on the current status of Adult Education in Delhi, based on the data for 1988-89, collected (mainly from the functionaries of implementing agencies), and from discussions with the officers of the Adult Education wing of the Directorate of Education, Delhi Administration, the State Resource Centre and different connected agencies etc. is given at Annexure I. Since the focus of the present evaluation Study was on the neo-literate adults and not on the state-of-affairs of the on-going programme the information included in the report, based, as it is, on secondary sources, cannot be authenticated.

Earlier Appraisals:

1.13 Among the earlier appraisals of adult education programmes in Delhi and other relevant studies outside Delhi with a bearing on the themes of the present Evaluation Study, mention may be made of the following:

Outside Delhi :

(1) Evaluation Study of the Gram Shikshan Mohim, Maharashtra by Directorate of Education, Maharashtra and the Planning Commission (1963 and 1964).

(2) Study on unorganised working women in Ahmedabad entitled "From Dissociation to Rehabilitation" by the Indian Council of Social Science Research with the support of Self-Employed Women's Association (SEWA) Ahmedabad (1975).

(3) " Retention of Learning Outcome" - a research study of Maharashtra by AIKARA and Henriques of the Tata Institute of Social Science, Bombay.

In Delhi:

(4) Study on a sense of Social Commitment in a Rural Community by the Central Institute of Research & Training in Public Cooperation, New Delhi (1970).

(5) Study on Development Programme and the Economics of Peasant Household by Shri Ram Centre, New Delhi.

(6) Study on Retention of Literacy Skills of women in Delhi and Haryana, by Dr. A. Nanda on behalf of University Women's Association, Delhi (1985).

(7) Evaluation Study on Adult Literacy Centres in Delhi (1988)

(8) Evaluation of Five State Adult Education Projects of Delhi by State Resource Centre, Jamia Millia Islamia, New Delhi (1988)

(9) Evaluation of Mass Programme of Functional Literacy (NSS) in Northern Region including Delhi (Dec. 1988)

Gram Shikshan Mohim Maharashtra

1.14 The Directorate of Education, Maharashtra made an evaluative study on the Gram Shikshan Mohim of Maharashtra. It was claimed that cent percent literacy was achieved in 1256 villages of Maharashtra, covered under the scheme. For the study, 63 villages were selected by random sampling. In each of the 63 villages, 20 neo-literates were selected. The survey was conducted through Questionnaires issued to Chief Executive officers, Zila Parishad Education Officers, Sarpanches of the Gram Panchayats, Secretaries of the Co-operative Societies and the Gram-sewaks as well as selected neo-literates from these villages. An adult illiterate covered under the Gram Shikshan Mohim was assumed to have become literate if he had acquired:-

(i) ability to read printed passages with understanding based on the vocabulary used by G.S. Mohim.

(ii) ability to write matter from the literature supplied in the classes.

Those reading fluently or slowly with help and writing correctly with ease or difficulty were categorised as LITERATES.

Adults reading slowly and partially with help and writing partially correct with help were categorised SEMI-LITERATES.

Those unable to read or write even with help were categorised as ILLITERATES. Females (20.5%) and Males (14.5%) were found to have totally relapsed into illiteracy.

Change in outlook towards habits of cleanliness, use of filtered water for drinking, use of latrines, washing of vegetables and grains with clean water and thought of providing good higher education to their children.

Self-Knowledge about matters concerning their family members in and outside house including items of expenditure was available with quite a large number of neo-literate men and women.

Over all Impact was visible through increase in enrolment of children in schools, expression by women in public though to a restricted extent, awareness of developments around, cooperation and self reliance, consciousness of the plan-efforts for upliftment of the village as a whole.

1.15 The study came out with convincing terms that Gram Shikshan Mohim is really a programme of the masses. Its achievements both tangible and intangible - are considerable. It has made a positive impact. It was felt that there was very little follow up work, leading to colossal wastage of effort in men, money and materials.

1.16 The Planning Commission, New Delhi also sent a Survey team which visited villages and had discussions with those involved in the programme. They reported on three important aspects and brought out the following information:

(i) Motivation of learners was affected by two factors namely:

- lack of time to attend literacy classes.
- doubt about utility of literacy in real life.

(ii) Mobilisation of Resources was fruitfully productive in districts and villages, where other departments like Revenue, Cooperation, Agriculture, Health, local Self Government and Community Development extended support to Education Department. Thus a united front was forged for mobilising resources.

(iii) Retention of skills learnt: the standard of attainment was not considered effective for functional use. In the absence of a regular follow up programme of continuing education and also for its supervision, the chances for retention of skills were minimised.

1.17 In all the above three aspects, many suggestions for improvement were made by the survey team. The achievements of the Mohim were appreciated by the UNESCO. The Education Commission (1964-66) in its report observed that, " The Mohim exploited the patriotism of the villagers to eliminate illiteracy from the village and expected all educated men and women to work for literacy. The scheme cost very little and its gains were much more than could be measured in terms of literacy."

Study by ICSSR on Working Women "From Dissociation to Rehabilitation"

1.18 The report "From Dissociation to Rehabilitation" is on the activities of the Self-Employed Women's Association (SEWA), Ahmedabad.

1.19 To meet the fundamental objectives of economic regeneration and social upliftment of women, it was the plight of the poor illiterate women workers that prompted the Textile Labour Association (T.L.A.) to conceive of a Mahila Bank as part of SEWA's activities: To quote from a SEWA REPORT:

1. Being all women, accompanied by children, filthy in appearance, not accustomed to manners and business talks, they were annoying to and not much welcome by the Bank Staff at their premises.

2. Being illiterate, they would go to the wrong Bank, go at wrong hours, could not fill the slips, were not consistent with their own addresses, names and surnames, sometimes affixing father's name, sometimes husband's name, the Bank staff has neither time nor understanding to deal with this class of borrowers and would start doubting their bonafides.

1.20 The textile Labour Association conceived of a Mahila Bank as part of SEWA's activities, to process all the loan applications and then submit to the nationalised banks. The Mahila Bank makes recoveries to relieve the nationalised banks of the administrative burden of small transactions for, rendering this service, the Mahila Bank gets service charges of Rs. 10/-per loan application -Rs.6/- at the time of advancing loan and Rs.4/-when the advance is repaid.

1.21 Functional literacy is also imparted by the functionary-girls of the Mahila Bank, The applicant women are assisted in filling the forms, guided for using the loan and educated on the need for repayment. The women beneficiaries enjoy a family and friendly atmosphere rather than the brusqueness of the typical bank-baboo. 97% of the women were slum-dwellers, and about 93% illiterate. Indebtedness ranged from 33% for junk-smiths to 79% for vegetable-sellers. 89% of the handcart pullers used rented carts. Shortage of capital and space to work were also their handicaps.

1.22 For repayment-- 44% repaid as per schedule, 43% delayed it from 3 to 6 instalments; 13% defaulted for more than six instalments. The main contributors to irregularity in repayment were found to be:

1. Heavy economic pressure on half-starving families--indebtedness, frequent sickness and unsteady employment of husbands etc.

2. Lack of efficient management -in some cases marketing problems.

3. Unplanned expenditure, often avoidable expenditure on social customs.

1.23 The study recommends to associate women first in certain categories of self employment in order to receive credit as the first step. The second step should be to organise programmes of health-care and nutrition etc. Only then education and literacy activities may be started in full swing.

1.24 For empowering the women the study indicates three factors common with TLA or SEWA of Ahmedabad in other cities and villages:

1. Any existing institution rendering social work.
2. Social workers (preferably with dedication and zeal).
3. Ability to organise and manage a bank.

1.25 With the above three inputs it should not be very difficult to initiate such programmes for the unorganised labour force working in the urban or rural areas. In the Union Territory of Delhi which also happens to be the heart of the National Capital Region, locating and seeking support of social workers suitable to the job, should pose no problem.

Study on "Retention of learning Outcome" A Research study

1.26 As a Unit for Research in Sociology of Education, at the Tata Institute of Social Sciences, Bombay during 1985 a study was undertaken. Nikara, J and Henriques, J studied "Retention of the learning Programme in Maharashtra". It was indicated that nearly half of the enrolled participants at Adult Education Centres lapsed into illiteracy within three years of their exposure to the basic literacy programme.

The findings of the study are indicative of the need for post-literacy and continuing adult education programmes.

Study on Sense of Social Commitment in a Rural Community

1.27 The Central Institute of Research and Training in Public Cooperation, New Delhi undertook a study in Deoli village about five kilometers from Qutab Minar in Delhi (1970). The study was taken up with a view to find out, among other things, to what extent the villagers had developed a sense of social commitment, as a result of the community action prompted by state incentives.

1.27(a) The study reveals that combined efforts of the community in this medium size village could not only tap the welfare resources of the New Delhi Municipal Committee but also of various Ministries of the Govt. of India. Official and Semi-official agencies like a school, a Maternity Medical Unit, a village Panchayat and a Multi-Purpose Cooperative Society were serving the people. Voluntary Community Institutions like the Youth Club (1957), Mahila Mandal (1958), the Multi-Purpose Cooperative Society (very old), Radio Rural forum (1964) and Television Club (1967), were organised by the villagers themselves.

1.28 These agencies successfully helped wipe out some of the undesirable social customs like wasteful marriage and death ceremonies, throwing mud and filth over each other for several days during Holi festival through persuasion and peaceful efforts. Social Education workers and members of the Youth Club were cooperating in the efforts to remove illiteracy, in imparting skills like knitting, tailoring and sewing etc. apart from having kitchen gardens of their own. The women were keenly interested in attending 'Bhajan Keertan', tailoring, embroidery, radio listening, literacy campaigns, discussions on family welfare and T.V. viewing programmes.

1.29 The above study was an exploration into potential of community cooperation for development and change. Will to work and proper motivation can go a long way in providing a face-lift to the community through efforts for raising the standard of living.

Study on Development Programme and the Economics of the Peasant Households

1.30 Shri Ram Centre, New Delhi under its Programme of Rural Labour Studies, studied the impact of the development programme on the income, employment, expenditure pattern and debt position of the small and marginal farmers and agricultural labourers in Delhi area.

1.31 The empirical evidence in this Study suggests that rural artisans, marginal farmers and agricultural labourers are interested in their Development through various agricultural and non-agricultural activities. It is possible through public attention and active assistance in terms of easy credit and marketing facilities and technical know-how to exploit their potential fully. It helps in lifting them above the subsistence level of living. Credit facilities through government sponsored agencies enabled them to become economically viable and to improve their socio-economic conditions.

1.32 Developmental activities included in the study were Dairying Programme, Minor Irrigation Programmes (tube wells and pump sets); poultry keeping; land-levelling; Marketing; storage-bins; credit for agricultural inputs; Programmes for Rural Artisans and Rural Works ; and setting up of Cooperative Societies.

1.33 The repayment position of the loans given by the Marginal Farmers and Agricultural Labour Development Agency (MFALDA) was quite satisfactory, as only 26 percent of the beneficiaries were reported as not repaying the instalments regularly. The majority of the beneficiaries reported a substantial increase in their income due to MFALDA assistance, and the average exceeded the expectations in the case of dairying.

1.34 The study reveals certain shortcomings and weaknesses in the working of MFALDA. The findings of this study can be of use in proper implementation of income-generation activities in the Adult Education Centres. The provision of credit facilities and cooperative venture can facilitate marketing facilities for the products obtained in the adult education centres.

Study on Retention of Literacy Skills by Neo-Literate Women of Delhi and Haryana.

1.35 The University Women's Association of Delhi, under the honorary Directorship of Dr. (Km.) A.Nanda undertook the study on "Retention of Literacy" with the financial grant sanctioned by the Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, G.O.I., New Delhi. The study was designed to find the extent to which skills of literacy (reading, writing and numeracy) were retained by the neo-literate women, two years after completing the adult education programme in Delhi. Later on general knowledge/awareness was also included:

The neo-literate women evaluated were
Delhi- Urban (265) Rural (142)
Haryana- Urban (225) Rural (227)

The study showed that performance of individuals and the extent to which they had retained the literacy skill depended upon the nature of work done with them initially by the instructor. Skills were strengthened through practice given by the instructor. The literacy skills were better attained by those neo-literates who had attained a measure of proficiency in the Adult Education Centres. The study highlighted the need for preceding systematic practice over a period of time so as to retain literacy. Non inclusion of Post-literacy programmes in Gram Shikshan Mohim of Maharashtra as well as the Farmers Functional Literacy Programmes resulted in mass relapse of neo-literates to illiteracy in the absence of facilities for post-literacy as a lifelong education.

1.36 Evaluation Study on Adult Literacy Centres in Delhi (1988)

1.36 The Evaluation Cell of Planning Department, Delhi Administration conducted an Evaluation of adult literacy centres in Delhi for:
knowing the actual functioning of A.E. Centres.
ascertaining how far the objectives of the programme are being achieved.

1.37 They selected randomly 193 centres out of total 2,100 centres; and only 36 centres were found functioning and those too mostly without earners at the time of visit. Instructors were available only in six out of thirty-six centres found functioning. The percentage of centres not traceable was 13.9%.

1.38 The functionaries were found interested only in completion of records and fulfilling the formalities rather than the success of the programme. The supervisory staff was found to check only the record and that too not in the centres.

1.39 The study recommended:
--- restructuring of the scheme at organisational and institutional level.
--- through evaluation actual quality of learning be judged.

1.40 Evaluation of Five State Adult Education Projects of Delhi by State Resource Centre, Jamia Milia Islamia, New Delhi. (1988)

1.40 Quick on the heels of the Evaluation Study of Adult Education in Delhi by the Planning Department of Delhi Administration, an evaluation study was conducted by the S.R.C., Delhi. The performance of five urban projects (Ajmeri Gate and four projects of South Delhi) during 1985-86 was studied. Data was collected during 1986-87 and no attempt was made to assess the level of literacy attainment. Against the original target of 40 learners only 204 could be completed.

1.41 The glaring findings were :

- 1. Space for centres in majority of the cases was adequate for 11-20 learners at a time.
- 2. The number of centres was found below the sanctioned strength in four projects.

3. Projects were observed to be understaffed. The supervisors were not replaced for many years.
4. Opening of new centres was based on the dictum "Enrol 30 learners and take a centre".
5. Marked average daily attendance was about eight percent (8%).
6. Keeping average attendance in view, the average of 14.5 persons per centre made literate could not be more than eight.
7. Dropout rate could not be calculated due to unreliable recording.
8. Reading material for the complete course were supplied only to 8% of the centres.

The enrolment figures and number of copies of books supplied, show that material was supplied to about ten learners per centre, on an average. Stationery material was also supplied only to one third of the 30 learners enrolled per centre.

9. Puppets and film-shows were organised in some of the centres run by Aanganwari workers. About 50% of learners acquired skill of tailoring by individual efforts of the instructors.
10. About 9% of the learners did not even know that they had any chance to continue reading.
11. Instructors on an average got training for five days instead of the desired 21 days.
12. 54% of the learners reported that nobody visited the centre in their knowledge.
13. Project Staff feels comfortable with the present system of monitoring, which is time consuming.
14. Usually final evaluation tests are prepared by the supervisors and rarely by instructors.

Evaluation of Mass Programme for Functional Literacy (National Service Scheme in Northern Region) by Training, Orientation and Research Centre (NSS), Department of Social Work, Delhi University 1986-87 (Dec. 1988) Sponsored by Department of Youth Affairs and Sports, Government of India.

1.42. The Training, Orientation and Research Centre (TORC), Delhi carried out Mass Programme for Functional Literacy for the year 1986-87. Delhi was one of the six States and two Union Territories of the Northern Region, covered under the study.

1.43. The main objectives of the study were to ascertain the views of the college programme officers, student volunteers, Principals, and Programme Coordinators on the planning, organisational and functional aspects of the scheme, to assess the impact of NSS programme on student volunteers and beneficiaries, and also to identify constraints so as to evolve guidelines for future, based on feed back.

1.44. In the three participating Universities of Delhi, in all 1,183 NSS volunteers participated with total number of 2,110 learners. There was an overall shortfall of 4,924 NSS volunteers against total requirement of 6,107 NSS volunteers (35%). In the adoption of MPFL by NSS Units, Delhi has the lowest number of Units (35%), as compared to other States in the Northern Region which have adopted MPFL. In Delhi 33.5% male and 66.5% female students were involved in MPFL.

1.45 The reasons given by colleges for not adopting MPFL are: lack of time with students (30.8%) little interest of students (23.1%) lack of support from beneficiaries (15.4%)

1.46 The classes were run at the home of beneficiary (50%), at the house of student volunteer (35.7%). In Delhi the number of beneficiaries was 555, and out of them 87.4% fall in ratio of 2:1. A total of 119 learners were made literate (1986-87) but 467 by the end of 1987 with an average 33 per unit and even this was the lowest when compared with the highest Uttar Pradesh (85) and Himachal Pradesh (82). In Delhi the number of units supervised by the Programme Officers were 28.6%. In Delhi only 50% students received the kit. Only 28.6% students identified learners after survey.

1.47 In Delhi the major problems faced by students in MPFL are lack of time with students (85.7%) and lack of motivation of the learners (74.3%).

1.48 The students themselves have suggested following improvements in the programme of MPFL :-

- Proper incentive to students and their Programme Officers (59.2%)
- More funds and more resources for MPFL (49.7%)
- Proper guidance and supervision be provided (45.2%)
- N.S.S. volunteers should play supportive role in teaching at Adult Education Centres (44.5%)
- Proper orientation about MPFL should be given to volunteers, incentives be provided to learners, propaganda done in favour of MPFL and learners kit should be made available in proper quantity and in time (40-45%)
- Recognition and weightage to certificates in jobs (5-10%)
- Other suggestions : (33.2%)
- (Camps during vacations; work sincerely; active interest by Programme Officer, night classes for learners; proper follow-up programme; use of local dialect and dress by volunteers; programme through local people; emphasis on women and children; use of computers; provision of A.V. Aids; cooperation of all sectors of Society).
- Additional suggestions: (less than 5%) (Make MPFL compulsory; more free time for students; provide proper space for teaching; financial assistance and jobs for learners).

1.49 In Delhi, Principals not involved in the M.F.F.L. being run in their colleges was only 16.7% when compared to Punjab (76.5%), Himachal Pradesh (57%), Jammu and Kashmir (37.5%), Chandigarh (33%). In Delhi 1.6% Principals reported dissatisfaction with the programme. The constraints of this programme according to the Principals are :

lack of time with students,
lack of competition among students,

- apathy of the learners,
- lack of their own conviction in the programme
- problem of drop outs.

1.50 Similarly, most of the Programme Coordinators of the Universities were not happy with the way MPFL was imposed on the Universities, without consulting them. There was no planning and coordination between NSS Departments of Universities, State Resource Centre and the Department of Adult Education. The main constraints/problems according to them were:

- NSS university office had little hold on the success of MPFL, as different agencies were responsible for training; preparation of kits; monitoring and evaluation.
- One day training of Master Trainers conducted by S.R.C. was not satisfactory regarding contents and duration.
- Kits were supplied late.
- Figures regarding extent of involvement of colleges, furnished by Programme Officers may be inflated ones (including figures of the centre-based programme).
- Government of India expecting 25% involvement of students is over-ambitious.
- MPFL be given to NSS units only as an optional programme
- Incentives be given to students
- Lack of follow-up of the programme is demoralising
- MPFL should be run as a centre based programme (felt by many)

1.51 On the whole the MPFL during its first year has revealed major focus on time constraint both for the Programme Officer as well as the student volunteers. The NSS functionaries feel that MPFL as the only activity for students will leave little scope for their personality development through participation in multidimensional programmes.

1.52 Training of Programme Officers and also student volunteers should be at least for three days involving TOCS/EURC with improved content. Summer vacation is the best time for implementation and functionaries need training before the vacations. Contents of kits should also be revised so as to provide motivation to learners. Phased evaluation after 50 hours should be built in the programme. Monitoring and Evaluation need strengthening.

Tasks Ahead

1.53 The tasks ahead to achieve universal literacy are both quantitative and qualitative, with an effective in-built system of monitoring and evaluation for both the programmes of elementary and adult education. The high hopes of the framers of the Constitution of India to achieve universalisation of elementary education for all children upto the age of 14 years, by 1960, and the targets visualised by the Education Commission to achieve 80 to 90 percent literacy by 1986, are still a far cry. As against these "visions", the literacy rate recorded in the 1981 Census was just 36.23 percent. Numerically speaking, more than 437 million people comprising 63.77 percent of the population, were illiterate in India, as per the 1981 Census; and this is about one half of the world's illiterate population. The position of female illiteracy is still worse which was 24.82 percent in the 1981 Census as against the male percentage of 46.89. Even this all-India low rate of female literacy

hides the appallingly lower rates in the educationally backward States of India e.g. Rajasthan (11.42%), Bihar (13.42%), U.P. (14.04%), Madhya Pradesh (15.53%). It has been estimated that at the present growth rate of literacy, it may take 72 years to attain full literacy in India—52 years in case of males and 98 years in case of females; and that too, if our aim is just what might be termed as "Census Literacy" which means that any one who has the ability to read and write in any language is a literate. The task ahead therefore is much more because our aim is not merely "Census Literacy" but qualitative, wholesome and retainable, "functional literacy" as defined in the National Literacy Mission document in terms of the following parameters:

- achieve self-reliance in literacy and numeracy
- become aware of the causes of their deprivation and move towards amelioration of their condition through organisation, and participation in the process of development.
- acquire skills to enable them to improve their economic status and general well-being.
- imbibe the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc.

1.54 In regard to women, the task ahead is again not merely the universalisation of female literacy but also the "empowerment of women" which has been defined in the NLM document in terms of the following parameters:

- building a positive self image and self confidence;
- developing ability to think quickly, critically and act;
- building up group cohesion and fostering decision making and action;
- ensuring equal participation in the process of bringing about social change;
- encouraging group action in order to bring about change in the society;
- providing the where-withal for economic independence.

1.55 Women constituting nearly one-half of India's population are still not participating fully in the national development. The fact is testified by the comparative figures of enrolment of boys and girls of the same age groups, up the formal educational ladder. To assess the contribution of any literacy programme in the empowerment of women, we must try to define, what it should be like. Educational efforts for women to be purposeful and valuable should become an instrument of arousing consciousness about the oppressive structure that keeps them in a position of powerlessness. That the overwhelmingly large majority of women have remained outside the reach of formal education system, is not out of hope but out of the force of circumstances. The attitude towards educating women has remained negative in rural areas and particularly the

lower socio-economic strata. Women's participation should be free and full to enjoy the fruits of developmental learning. It is possible only through non-formal approach by reducing the psychological gap between the learners and their teachers. To empower the women, their instructors have to develop a feeling of identity of interests and common pursuit in sorting out problems. Our educational programmes can be termed meaningful only when the women are led beyond the responsibilities of "Cooking and Looking". The unfathomed fountain of energy enabling her to work from morning to late night has to be tapped creatively. She has to be transformed from unknown to known, from marginal to central, invisible in economic contribution to visible, ignorant to aware, illiterate to educated and object to subject. The New Education Policy (1986) envisaged that education will be used as an agent of basic change in the status of women and has to play an interventionist role in the empowerment of women, as an act of faith and social engineering.

1.56 In a recent study, the World Bank has pointed out that the only way to lift India out of poverty is to educate and enhance the status of women. 'Women in India as a group are more vulnerable to the extremes of poverty and its consequences in terms of education, employment, wages, health-care usage and mortality rate and the range of other indicators.' The World Bank enlightens in its Annual Report (1988-89):

"Paradoxically, in poor households the women bring in more earnings than men". This conclusion is based on World Bank draft assessment report "Gender and Poverty in India: Issues and opportunities concerning women in the Indian economy". While women suffer, "at the same time", says the Report "it is also clear that for poor households, a woman's capacity to work, her health, her knowledge and her skill endowments are the only resources to call upon for survival." "Women's labour force participation and their relative contribution to total family income are higher in households with lower economic status. This means that the poorest families are the most dependent upon women's economic productivity." "It also means that in addition to viewing women as a key target group for poverty alleviation programmes, anti poverty policies need to recognise and harness the strategic potential of women as critical players in the process of moving their families out of poverty."

1.57 Accordingly, the emphasis in the Adult Education Programme on the "Empowerment of women" is an important indicator of the objectives as well as the tasks before the National Literacy Mission (NLM). Another important task before the NLM is the time-bound achievement of targets viz to impart functional literacy to 80 million illiterate persons in the 15-35 age group by 1995, 30 million by 1990 and additional 50 million by 1995. Although the All-India statistics are still under collection and compilation in the Central Directorate of Adult Education, it is estimated that against the target of 30 million by 1990, the achievement may not exceed 16 million. Thus, with a backlog of about 14 million from the period 1985-90, the task ahead of NLM is to impart functional literacy to about 64 million illiterate adults in the age-group 15-35 during the period 1990-1995. And, considering the qualitative dimensions of the Adult Education Programme that aims to impart "functional" and not mere "Census" literacy to the target-group, the tasks before the NLM, are indeed, challenging.

Monitoring & Evaluation

1.58 In the context of above-mentioned tasks of NLI, the Monitoring and Evaluation (M&E) system, built into the Adult Education Programme, assumes a key role in ensuring optimum efficiency both, in speeding up the pace of target-achievements and in improving the quality of the programme, all along the line of implementation. This M & E system, embracing both the concurrent and summative evaluation by the implementing agencies themselves, along with evaluation and impact studies by the external agencies, has to have focus not only on the learners i.e. illiterate adults, currently attending the adult education centres, and the state-of-affairs of the ongoing literacy projects, but also on the end-products of the literacy projects i.e. neo-literate adults, and the status of the post-literacy learning opportunities for neo-literates e.g. Public Libraries; Jana Shikshan Nilayams etc. etc.

EVALUATION METHODOLOGY AND PROCEDURE

Background

2.1 The past evaluation studies of the adult education programmes generally have had their main focus on the on-going projects through inter-action with (i) the learners attending the adult education centres; (ii) the functionaries implementing the projects at different levels; (iii) the local community including voluntary agencies, around the locations of the projects and (iv) the officers of the Government development agencies working in and around the project areas. The principal objectives of these studies have been to bring out the strong and weak points of the programme: strong points for further strengthening the process of implementation of the programmes and for replication elsewhere, if feasible under the local conditions; and weak points (i.e. short-coming and specific problems etc.) for suggestive remedial measures, with a view to improving the quality, content and coverage of the programme. However, very little had been done in the area of impact evaluation, by taking up case studies of selected programme-aspects for deeper insight into post-project effects, especially those having qualitative dimensions. Two such programme-aspects, requiring in-depth study, were suggested by Shri R.S. Mathur, Additional Director, Directorate of Adult Education, Government of India, New Delhi, in the context of the case-study of the adult education programme in the Union Territory of Delhi, namely the following:

1. Retention and use of literacy; and
2. Empowerment of Women.

2.2. The Educational Consultants Consortium (E.C.C) Delhi was identified by the Ministry of Human Resource Development (Department of Education) in consultation with the Directorate of Education, Delhi Administration, Delhi and the Central Directorate of Adult Education, New Delhi, as the suitable agency for undertaking this Impact Evaluation Study. On being asked by the Ministry, the E.C.C. prepared the draft outlines of the Evaluation Study in consultation with :

- (i) the specially-constituted Evaluation Advisory Committee of such of the Member-Consultants of E.C.C. as have expertise in adult education and/or evaluation methods and techniques (Annexure V);
- (ii) Shri R.S. Mathur, Additional Director, Directorate of Adult Education, Government of India, New Delhi; and
- (iii) Shri Kali Charan, Additional Director, (Adult Education)- Directorate of Education, Delhi Administration, Delhi.

2.3. After submission of the draft outlines, the Ministry's approval was conveyed to E.C.C. through the sanction letter issued in mid-February, 1989, followed by release of grant (first installment) in mid-March, 1989; and, after initial preparations, the study commenced practically in the new fiscal year.

Methodology

2.4. The main considerations that determined the methodology in conducting the Evaluation Study were its two themes (as mentioned above) which, in fact, formed integrated parts of the objectives of the National Literacy Mission (NLM), as indicated below:

Themes of the Study

- 1) retention and use of literacy
- 2) empowerment of women

Corresponding objectives in the N.L.M. document

- 1) "Achieving self-reliance in literacy and numeracy."
- 2) "Instilling the values of... women's equality and observance of small family norms etc."

Respondents

2.5. Accordingly, the first consideration was the identification of the target group of respondents which, in relation to this study, were not the "captive" learners attending the adult education centres, but the "scattered" and presently "unattached" neo-literate adult men and women who had attended these centres in the past. While it was relatively less difficult to locate the addresses of such respondents who had left the centres during the year immediately preceding this study, there were problems in locating the addresses of the respondents of the earlier years from the records maintained in the project offices. However, with the help of the project functionaries in different areas earnest efforts were made to trace their addresses and to reach them in as large a number as possible, either at their homes or work-places. Nonetheless, the choice in the selection of respondents could not go behind 3 years preceding the evaluation Study or in other words, study was confined to the neo-literates who had attended the adult education centres during the year 1984-87, 1987-88 and 1988-89 till the completion of the course, and, among them, the largest number comprising the respondents from the 1988-89 batch.

Sample Size

2.6. Considering the programme-coverage in terms of enrolment in any one year, as in 1988-89 (Annexure I) and computing the number who attended the centres till the end of the course at the highest average achievable rate of 40 per cent, the number in terms of total programme-coverage during the year 1988-89 was calculated at 32,080. The Evaluation Study aimed to cover roughly 10 percent of this number viz 3,200; and, accordingly, planned to reach 3000 (three thousand) respondents. But, taking into account, the migratory nature of some sections of Delhi's population and some other factors of non-traceability of selected respondents at the addresses carried by the field investigators, the actual number who could be contacted and interviewed by the Investigators was 2008.

2.7. Since the post-project impact relating to "Empowerment of Women" required closer scrutiny due to the processing of data based largely on qualitative variables, as compared to largely quantifiable norms for

measuring literacy and numeracy, it became imperative to form a "Control Group" of illiterate women in order to compare results with the "Experimental Group" of neo-literate women. Accordingly another sample of illiterate women, drawn from the areas of Government run projects was taken to form the "Control Group" The size of this additional Sample was 571.

2.8. Thus the size of the total sample of respondents actually evaluated was 2579 including 2008 neo-literate men and women and 571 illiterate women. This was quite a large representative sample: perhaps the largest as compared to similar earlier studies in the past in any part of India.

Sampling Procedure

2.9. The lists of prospective respondents was supplied by the project offices in some cases; but in other cases, these were compiled by the field Investigators themselves from the project records made available to them due to shortage of staff with the project officers. In some other cases where the records were not completely available in the project offices, the help of Instructors and at times, of the local workers/community, based on their personal knowledge and supervisors of the project areas, came handy in identifying them.

In whatever manner, the names and addresses etc. were procured, the actual sampling was done in the Evaluation Cell of E.C.C. under the guidance of the Project Director and Evaluation Supervisors. By and large, the criteria of random sampling was followed; but in doing so, a set pattern was adopted in selecting from each list. For example, in the list ONE of the project office area "A", every 8th person was selected, while from list TWO of project area "B" every 6th person was selected (as per the size of the list) and so on and so forth, with the following variations:

(1) In the lists where there were more females and less males, or vice-verse variation was made to keep the proportion of selected persons "even" in accordance with their number in those lists. But in "all-male" or "all-female" lists the above criteria of random sampling was followed.

(2) As far as possible it was ensured that a proportionate number of scheduled castes and scheduled tribes - both men and women were selected from each list in accordance with their number in those lists.

(3) Respondents selected from different project areas were broadly classified into urban, semi-urban; re-settlement colonies and rural areas, although such distinction, in case of Union Territory of Delhi seemed to have become almost "extinct" because of the people's day to day mobility, continuing exposure and inter-action in the metropolis.

(4) It was kept in view that only the persons within the ages of 15 to 35 were included in the sample; and therefore those not falling in this age-group, were ignored, even when their names came in the general criterion of random sampling as determined above.

(5) While the number of persons selected from those made literate in the year 1988-89 was the largest, the sample included a fair number of respondents from the earlier two years 1986-87 and 1987-88. Accordingly, while selecting persons for the sample, the year-wise consideration of

-illiterates was taken due care of, although in the final assessment of illts, the year wise classification could not be maintained, as was done in the case of women and scheduled castes etc.

With regard to the study on "Empowerment of Women" a special sample of illiterate women from the project areas of Government-run projects was taken as a "control group" in order to compare results with the "experimental group" comprising women who had attended the adult education centres in the same project areas. This size of the sample was 574 illiterate women in the age group 15-35 residing in and around the project areas who had not attended the adult education centres.

Study Approach

1. The "out-lines" submitted to the Government, prior to taking up the Study termed it as

"a cooperative venture of the Ministry of Human Resource Development (Department of Education; Central Directorate of Adult Education, Directorate of Adult Education, Delhi Administration and the E.C.C."

The functionaries of the Evaluation Cell of E.C.C. were advised to follow this basic approach of cooperation while inter-acting with functionaries of the other Cooperating Agencies. Following this approach, participatory character of evaluation was developed right from the beginning of the study:

- (i) Thus, at the stage of planning the Study, the "out-lines" were adopted through close consultations in personal meetings by the E.C.C. officers with the concerned officers in the Ministry and Central and State Directorates of Adult Education; and the same participatory approach was followed at every other stage of the conduct of the Study:
- (ii) Again, before undertaking field work, the Evaluators from the E.C.C. personally visited the Project Officers in their offices to discuss the "tools" devised for collecting data from the respondents, and the "Schedules" proposed for collecting data from the project functionaries, with a view to establish personal rapport with them and to facilitate the day-to-day work of the conduct of the study.
- (iii) The field investigators appointed by the E.C.C., during their two-day pre-service training programme, were instructed to work in close cooperation and understanding with the project officers in order to get maximum help from the field functionaries in their day-to-day work. As per the plans of the Study, the investigators were required to

collect the addresses of the respondents (i.e. of neo-literates who had attended the adult education centres during the last 3 years) from the Project Officers. While most of the Project Officers got such lists prepared in their respective offices, a few among them had difficulties in compiling the lists due to shortage or absence of clerical staff. In the latter cases, therefore, the E.C.C.'s investigators willingly offered themselves to prepare the lists from the records maintained in the project offices. The random-sampling from these lists was, however, done in the E.C.C. office by the Project Director (i.e. Chief Consultant, E.C.C.) in consultation with the Evaluators.

- (iv) During the course of conducting the field investigations, the Project Officers helped the investigators in locating the addresses of the selected respondents by providing local help of teachers/instructors, social workers etc., wherever such help was needed by the investigators, on payment of nominal amount by E.C.C. to such local helpers.
- (v) The same mutually cooperative and participatory approach also helped in collecting the requisite data from the functionaries of the projects, reflecting the current status of their respective projects, based on the pre-determined "schedules".
- (vi) Before finalisation of the Study-report, its draft was discussed by the Chief Consultant and the Member-Consultant (Evaluation) of the E.C.C. with the concerned officers of some of the agencies, as well as some other concerned with the themes of the Study, in the same spirit of participatory approach, with a view to ensuring that the final report reflected the ground realities; was objective in the presentation of findings and realistic in suggesting remedial measures.

11. However, the conduct of the Study was not without a few instances of non-cooperation or misunderstandings:

- (a) An Investigator resigned within a few days of appointment because of reluctance on the part of the Project Officer in furnishing the list of respondents. As per the investigator's version, the Project Officer wanted that the Questionnaires be filled in by the investigator in the project office itself in his presence, without going and meeting the respondents at their addresses. Through a timely intervention by E.C.C. in clarifying the position to the Project Officer and replacing the investigator by another, the matter was quickly resolved before making it an "issue."
- (b) In another similar case, the investigator was denied the information by the project staff as he was told that the required information about respondents was under lock and the key and was

with the project officer who had proceeded on long leave. In this case, the intervention by the Directorate of Education, Delhi Administration was sought who helped to resolve the matter;

- (c) In another case of Voluntary Agency, the official designed by the Agency to assist the investigator in reaching the respondents declined to help the investigator. The matter was discussed with the Head of the Agency on whose advice, the Investigator was again deputed to the same official; but this time, too, the investigator could not get any help from the concerned official. However, instead of making this as an issue, the E.C.C. decided to substitute the "sample" from another project area under the jurisdiction of another Voluntary Agency.
- (d) The response from the functionaries under the different schemes was, by and large good, except under the Mass Functional Literacy programme run through N.S.S Coordinators, from where only one "sample" of 10 respondents could be taken for the purpose of the "Evaluation Study."

2 Notwithstanding the above mentioned few instances (a-d) which were expected to be resolved by mutual consultation/adjustments, the basic participative and participatory approach permeated through the various stages of Evaluation Study as indicated in subpara (i) to (vi) above.

1s of Data-Collection

3 The tools of data-collection were carefully designed to achieve the specific objectives of the Evaluation Study viz to obtain the qualitative & quantitative measurements of :

- (1) the retention and use of literacy skills; and
- (2) The empowerment of women, resulting from the all-round impact of their participation in the adult education programme.

Literacy Skills

4 In designing the tools, the following indicators were developed for measuring the literacy skills of reading, writing and numeracy with comprehension as also the degree of application of these skills in the day-to-day living and work of the respondents :

- (a) Level of Reading Ability : measured through (i) correct loud reading with pauses; (ii) silent reading speed (per minute); (iii) reading with understanding road-signs; posters; instructions printed on packets; cartons etc; Literature/News-papers for neo-literates; short sentences relating to simple messages on one's day-to-day living and work.
- (b) Level of writing Ability : measured through copying (words per minute); taking dictation (words per minute); writing with proper spacing and alignment; filling up money order form, writing letter or application.

- (c) Level of Performance in Arithmetic : measured through, reading numbers upto 100; addition and subtraction upto three digits; multiplication and division upto two digits; working knowledge of metric weight, currency, Area, time; idea of simple interest; proportion; reading entry in Bank Pass-book.
- (d) Degree of application of reading, writing and numeracy ability : measured through conversation; filling in of blanks in the short sentences included in the specially-devised information evaluation sheet for conversation with respondents, actual specimen exercises on additions, subtraction, division, filling up money order forms etc. and oral question-answers concerning metric weights and measures, reading of simple paragraphs from the reading materials for neo-literates etc.

Empowerment of women

2.15 The development of indicators for evaluating this programme aspect of the Study, due to its largely qualitative dimensions (as against the largely quantifiable parameters available for measuring literacy skills) was a difficult and complex exercise. Secondly, it was also problematic to assess whether (and to what extent) the "changes" noticed in women were due to direct impact of the 'adult' education programme or were partly or largely, due to media (TV, VCR, Radio etc) and other variables (e.g. exposures through their men-folk working in the metropolis; through their school-going children and others) as these are all powerful factors in the context of the urban/semi-urban explosion of almost all parts of the Union Territory of Delhi. In order to overcome this problem, it was decided to take another sample of illiterate women in the same age group of 15-35, residing in and around the same project areas of the sample of neo-literate women and to administer to them the same tools of measurement. However, in applying the same tools as for neo-literates, the field investigators were advised to be discreet and conscious that they were registering responses from women who had not attended the adult education centres. The comparison in the findings between the "Experimental Group" of neo-literate women and the "Control Group" of illiterate women was expected to help, in some reasonable measure, in assessing the impact of the adult education programme on empowerment of women.

2.16 In designing tools for attempting quantification of an otherwise qualitative subject-matter i.e. "the empowerment of women", the possible indicators had to be related to the sources of power of women. Thus, apart from the acquisition, retention and use of literacy skills that empower women, other source of power, particular to women, ingrained in the Adult Education Programme, had to be identified. In doing so, a distinction had to be made between the programme-elements that 'benefitted' women and those that 'empowered' women, just as a distinction is made between the welfare oriented programmes that view women as "beneficiaries" (e.g. Nutrition, primary health, family planning, I.C.D.S. etc.) and the Production-oriented programmes that view women as "Producers". Keeping these considerations in mind, the following indicators were developed for evaluating the aspect of the adult education programme relating to the "Empowerment of Women".

- (a) productive-skills learnt in the adult education classes (e.g. stitching/embroidery, sewing, doll making, plastic thread-bags, pickle making, Jam making, food and fruit preservation, spinning)
- (b) Acquisition of knowledge about any new income generation programmes, during attendance at the adult education centres: (e.g. waste-paper container making, plastic container-making, grinding of spices, Flower-garlands and bouquet-making for sale, calender fixtures, ready-made garments on work charge basis, Papad-making, beed-making, Zari work, cooperative work for production/marketing etc.
- (c) Increase in women's decision-making and influencing power (as a result of increase in literacy skills; productive skills; increased income-generation etc) manifested through (i) better say in family matters with husband and other family members; (ii) ability to express better one's views; (iii) ability to take independent decisions in the education; health, nutrition and marriages of children (iv) greater control over income and expenditure of the house-hold; (v) increased influence over husband in such matters like smoking; drinking; gambling; earning for the family; etc.
- (d) Increase in women's self confidence (as a result of participation in the adult education programme) (i) in moving to better income jobs; (ii) in bargaining wages with employers and contractors (iii) in running one's own shop or a small business (iv) facing matters concerning the right of women in factory; home; community and on such matters as right of voting; salary for same work etc. (v) facing outsiders; children's problems; husband's behaviour; household maintenance etc.
- (e) Increase in social/political and community participation, noticed through (i) accompanying other women to Health and family planning centres (ii) participation in women's welfare/ICDS centres; (iii) attending panchayat meetings; (iv) casting votes during local/State/parliamentary elections and/or taking active part in election-work; etc.
- (f) Level of general knowledge and awareness about (i) matters of cleanliness (ii) common diseases and their cure; (iii) Government development programmes around; (iv) Banking/post office and other utility services in the neighbourhood; (v) children education; (vi) maintenance of Bank Accounts etc.

17 The above mentioned tools of study were incorporated into two main and two supplementary Questionnaires viz.

Main

- (1) Level of literacy and numeracy: Retention and use;

(2) Empowerment of women.

Supplementary

(3) Information evaluation; and

(4) Conversation.

2.18 All these 4 questionnaires (both main and supplementary) were administered to all female neo-literate respondents; 3 questionnaires (after leaving out (2) above) were administered to all male neo-literate respondents; while only one questionnaire at (2) above, with suitable modifications, was administered to illiterate women forming the "Control Group" for comparison purposes.

2.19 The supplementary questionnaires as at (3) and (4) above were designed to test the level of general knowledge/awareness about (a) common matters of day-to-day life situations; (b) elementary arithmetic calculations in day-to-day market dealings; (c) 'why' 'what' and 'who' of a few basic questions of daily living etc. The complete questionnaire, in all four parts, is given at Annexure II.

2.20 Besides, the field investigators were also instructed to record their "personal observations" they came across during investigations on any aspects of the implementation of the programme, not covered in the questionnaire. For this purpose, all the field investigators were issued "Diaries" by the E.C.C. office. The observations recorded by the investigators in their diaries were also scrutinised.

2.21 Apart from the above mentioned tools for collecting data from primary sources, a set of schedules was devised to collect data about the current status of the Adult Education Projects from the secondary sources, viz the project officers and other functionaries of the projects being run by different agencies in the Union territory of Delhi. This data, collected from project implementing agencies, reflecting the current status of each project for the year 1988-89, on the following five aspects, is indicated at Annexure I.

1. No. of Adult Education Centres
2. Enrolment
3. Teaching/learning materials
4. Use of media and mobility
5. Staffing position

Study Management

2.22 The Evaluation Team comprising of (i) Director and Co-Director of the Study; (ii) Officers and staff of Evaluation Cell of E.C.C. and (iii) Field Investigators (including local area-helpers to Field Investigators in some cases) is listed at Annexure III. The field investigations were conducted through a team of 19 investigators who were drawn from college/university students, without earlier connections with the adult education programme. They were given orientation to the adult education programme, about the questions, tests and items of conversation etc. included in the Questionnaire, to be administered by them to the respondents, as well as training in skills concerning evaluation and

rapport building with the functionaries and beneficiaries of the adult education programme. This initial training was supplemented by weekly meetings on every Monday at the office of E.C.C. (when they came with the week's work of completed Questionnaires) and this provided them an opportunity not only to exchange their field experiences and observations, but also to seek guidance from the Evaluation Director on any problems faced by them in their day-to-day work in the field. The copy of the bilingual Questionnaire (Hindi & English) which formed the basis of inquiry by the field investigators is at Annexure II.

.23 The work of the field investigators was cross-checked by the Project Director and the officials of the Evaluation Cell of E.C.C. by making unscheduled visits to the randomly selected addresses of the respondents who had already been interviewed by the investigators. The officials of the Evaluation Cell also kept liaison and rapport with the functionaries in the field in order to ensure smooth in-flow of data from the field to the E.C.C. office.

.24 The responses of respondents in 19 urban and rural projects, including re-settlement colonies, as listed at Annexure IV were tabulated separately for each project. The voluntary agencies which could furnish record of neo-literate adults were only 3 (as listed in the same Annexure) while only one N.S.S. Coordinator could furnish a short list of neo-literate adult beneficiaries under the N.S.S. Scheme; and none of the Shri Yuvak Kendras had any list to furnish.

.25 For the evaluation of literacy/numeracy skills, a three-point scale was used, with quantification of scores. The first two scores indicated Excellent to Very good; and "Good to Fair" while the third category indicated 'Poor to Nil'. This last category of scores revealed all those just sinking into illiteracy or already sunk therein.

.26 At the E.C.C. office, the primary field data collected through investigators along with information furnished by the functionaries and taken from other secondary sources was scrutinised and treated by team work of Project Director, Co-Director, Research and Statistical Officer and other officials of E.C.C. The data requiring tabulations was fed to the computer by the R & S Officer under the guidance of the Co-Director. The interpretation of the data was mainly done by the Co-Director, in consultation with the Director, before the draft report was prepared. The draft report with its main findings and trends was then discussed with the key-officers of the participating agencies (viz Shri R.S. Mathur, Additional Director, Central Directorate of Adult Education; Shri Kaliharan, Additional Director in-charge of Adult Education, Directorate of Education, Delhi Administration; Officers of the State Resource Centre, etc.) others connected with women welfare and adult education agencies outside the Government; and the members of the Evaluation Advisory Committee of E.C.C. All these important discussion meetings, jointly held by the Director and Co-Director, proved quite useful in the final preparation of the report.

Duration

.27 The Study took almost 13 months to complete. In fact, it was not one but two studies on two independent themes. Accordingly, the

representative sample taken was very large, perhaps, the largest taken for any such studies in the past in any part of the country. Besides, an additional sample of illiterate women to form the "Control Group" had to be taken in relation to the part of the Study concerning "Empowerment of Women" in order to compare results between the "Experimental Group" of neo-literate women and the "Control Group" of illiterate women to assess the contributory role, if any, of adult education programme. All these factors contributed to the relatively longer duration for the completion of the study.

Limitations

2.28 A few limitations of the study are indicated below:

- (1) It may not be out of place to point out that in the proposed national capital region, the present Union Territory of Delhi forms the heart. Here no area can be demarcated as Rural/Resettlement/Urban in strict terms. However, for the matter of this study, the entire territory divided into projects has been considered. No attempt has been made to find out if the achievement of learners differs according to the characteristic conditions of the locality they live in. As almost the whole of Union Territory of Delhi is predominantly urban in nature, overdosed with media-influence, and does not reflect a true picture of the Indian rural populace, the area-wise interpretation of data was not considered to be of much practical use. Nonetheless, the data has been broadly recorded under three groups: Rural, Re-settlement colonies and Urban, according to the grouping indicated at Annexure IV
- (2) The intention at the start of the Study was to record year-wise "achievements" of the beneficiaries of the adult education programme during the 3 years 1986-89, especially in relation to retention of literacy. There were, however, problems of the availability of records and hence the traceability of the addresses of the beneficiaries of the early 2 years of 1986-87 and 1987-88, but the addresses of the beneficiaries of the age year 1988-89 were readily available. The sample therefore included the largest number of beneficiaries of the year 1988-89, although it also included a fair number of respondents from the earlier two years. Accordingly, while selecting persons for the sample, the year-wise consideration was taken due care of, with the limitation stated above, but in the final assessment of results, the year-wise classification could not be maintained

FINDINGS

PART - I : RETENTION AND USE OF
LITERACY

RETENTION AND USE OF LITERACY

3.1 The Study has attempted to find out :

- (i) the overall status of "Literacy" in terms of both retention; "and use" as also in terms of simple literacy and functional literacy
- (ii) The status of each of three major elements of literacy viz Reading, Writing and Numeracy skills; and
- (iii) The status of the various sub-components of each of the three major elements of literacy.

3.2 Thus, a comprehensive exercise has been attempted beginning from (iii) and climbing upto (i) above. The intention was to examine, in detail, the role of various sub-components of each of the three major elements of literacy in the first instance, as this would not only determine the true status of each of these three major elements but also provide opportunities to identify "shortcomings" wherever visible and to suggest possible remedial measures to improve their role. These various sub-components of the three major elements of literacy on which attention was focussed are indicated below :

<u>Reading Ability</u>	<u>Writing Ability</u>	<u>Numeracy Ability</u>
1. Loud Reading	1. Copying (words per minute)	1. Reading numbers from 1 to 100
2. Silent Reading	2. Dictation (words per minute)	2. Additions (upto 3 digits)
3. Reading with understanding (Road signs etc.)	3. Writing with proper spacing and alignment	3. Subtraction (upto 3 digits)
4. Reading with understanding (Posters)	4. Filling up blank forms (Money order form etc)	4. Multiplication and Division (upto 2 digits)
5. Reading with understanding (instructions written on Cartons, packets etc.)	5. Writing letter or Application	5. Maintenance of personal account
6. Reading with understanding (literature/newspapers for neo-literates)		6. Knowledge of metric (weights and measures)

7. Ability to follow simple messages (concerning one's living)

7. Measuring currency

8. Ability to follow simple messages (concerning one's working)

8. Measuring time

9. Measuring areas

10. Simple proportion (Broad idea)

11. Simple interest (Broad idea)

12. Reading entry in Bank Pass-Book

3.3 While the examination of above-mentioned items determined the Reading, Writing and Numeracy abilities of the respondents, these also gave an indication of the "retention" and "Use" of literacy; and of the "simple" and "functional literacy". Thus under the component of "Reading ability", the first two items would give a broad idea of the 'Retention' and use of the simple literacy, while all the remaining items are indicators of the reading ability in day-to-day "use" and hence of the "functional literacy". Similarly, under the group heading of "Writing ability", the first three items are broadly indicative of the "Retention" and the remaining 2 of "Use and Functional literacy". Under the third group heading of "Numeracy Ability" the first 4 items could be taken as indicative of "Retention" and the remaining for determining "Use" and "functional literacy".

3.4 The following paragraphs indicate item-wise analysis of the sub-components of Reading, Writing and Numeracy Abilities; the individual status of each of these three elements of literacy; and the overall status of literacy, its "Retention" and "Use" by the respondents and of the comparative idea of simple and functional literacy prevalent among them.

READING ABILITY

LOUD READING

3.5 Out of total of 603 males and 1263 females evaluated in the predominantly rural resettlement and urban areas altogether 155 males and 313 females were found to read loudly, with pauses, under the excellent to very good category. Males 281 and females 520 could be categorise as "good to fair". However 167 males and 450 females were found either to have sunk into functional illiteracy or fast sinking therein.

TABLE I
RETENTION/USE BY NEO-LITERATES (LOUD READING)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	Male	Female	Total	Male	Female	Total		Male	Female	Total
TOTAL	23	61	84	63	117	180	264	20	71	91
RESETTLEMENT	x	55	35	x	138	138	173	x	109	109
URBAN	132	217	349	218	265	483	832	147	270	417
TOTAL	155	313	468	281	520	801	1259	167	450	617
RETENTION%	8.21	16.52	24.84	14.89	27.57	42.47	67.28	8.89	33.34	32.74

TABLE - II
SEX-WISE COMPARATIVE RETENTION (LOUD READING) PERCENTAGE

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	25.70	46.60	72.30	27.70
FEMALE	24.39	40.53	64.92	35.08

3.6 On the analysis of the data it was revealed that nearly one fourth of those responded (24.84%) retained excellent to very good skill of loud reading; Good to fair retention existed with 42.47% of the neo-literates but nearly one third 32.74% had lost the skill for any functional use. Further the retention rate is higher for MALES (72.30%) as compared to Females (64.91%).

3.7 The higher retention by the males is because of frequent exposure to advertisement posters, road-signs etc. while moving out-side. The females have little opportunity for sharpening their reading skills which naturally calls for better organisation of post-literacy and continuing education programmes suitable for varying needs.

3.8 However the retention figures for the Rural, Urban and Resettlement are also tabulated for the benefit of those specially interested in such special studies.

TABLE III
RETENTION/USE BY NEO-LITERATES (SILENT READING)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	Male	Female	Total	Male	Female	Total		Male	Female	Total
RURAL	39	97	136	59	121	180	316	09	31	39
RESETT- LEMENT	00	109	109	00	87	87	196	00	86	86
URBAN	93	131	224	275	368	643	867	129	251	380
TOTAL	132	337	469	334	576	910	1379	137	368	505
Percent- age	7.00	17.88	24.89	17.72	30.57	48.30	73.19	7.27	19.53	26.81

TABLE IV
SEX-WISE COMPARATIVE RETENTION (SILENT READING) PERCENTAGES

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	21.89%	55.38%	77.27%	22.73%
FEMALE	26.30%	44.96%	71.26%	28.74%

SILENT READING

3.9 On comparison of retention of silent reading skill with regard to speed and accuracy, it was revealed that the women performed better than men in the category "Excellent to Very Good"; while men showed better results in the category of "Good to Fair". On further analysis of results sexwise it was found that larger number of women (28.74%) had relapsed into illiteracy as compared to men (22.73%). The probable reason may again be lesser exposure due to their fewer chances of coming across written material in their predominantly domestic chores.

3.10 However it was also revealed that a larger percentage of women had retention of the highest order (26.30%) when compared to men (21.89%). This may be due to their undivided attention towards learning the new skill of reading in comparison to men who in their out door pursuits are compelled to learn many a new things and varied engrams counteracting the persistence of memory.

3.11 Such a situation calls for continuous reinforcement of silent reading skill through selective and suitable reading material, under post-literacy programme.

TABLE III
RETENTION/USE BY NEO-LITERATES (SILENT READING)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	Male	Female	Total	Male	Female	Total		Male	Female	Total
RURAL	39	97	136	59	121	180	316	09	31	39
RESETT- LEMENT	00	109	109	00	87	87	196	00	86	86
URBAN	93	131	224	275	368	643	867	129	251	380
TOTAL	132	337	469	334	576	910	1379	137	368	505
Percent- age	7.00	17.88	24.89	17.72	30.57	48.30	73.19	7.27	19.53	26.81

TABLE IV
SEX-WISE COMPARATIVE RETENTION (SILENT READING) PERCENTAGES

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	21.89%	55.38%	77.27%	22.73%
FEMALE	26.30%	44.96%	71.26%	28.74%

SILENT READING

3.9 On comparison of retention of silent reading skill with regard to speed and accuracy, it was revealed that the women performed better than men in the category "Excellent to Very Good"; while men showed better results in the category of "Good to Fair". On further analysis of results sexwise it was found that larger number of women (28.74%) had relapsed into illiteracy as compared to men (22.73%). The probable reason may again be lesser exposure due to their fewer chances of coming across written material in their predominantly domestic chores.

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1. Such a situation calls for continuous reinforcement of silent reading skill through selective and suitable reading material, under the literacy programme.

TABLE V

RETENTION/USE BY THE NEO-LITERATES
(Reading with Understanding (Road Signs etc))

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL (I + II)	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
MALES	33	51	84	66	96	162	246	7	102	109
FEMALES	0	54	54	0	137	137	191	0	91	91
TOTAL	165	217	382	124	227	351	733	229	288	517
PERCENTAGE	19.8	32.2	52.0	19.0	46.0	65.0	117.0	23.6	48.1	71.7
PERCENTAGE	27.55			34.44			62.003	38.00		

TABLE VI

COMPARATIVE RETENTION
(Reading with Understanding)

GROUP	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALES	31.73	30.44	62.17	37.83
FEMALES	25.49	36.42	61.91	38.09

Reading with Understanding (Road signs etc.)

2. A large number of the total neo-literates and also men and women separately (39%) have sunk back into functional illiteracy as they are unable to make out the traffic signs etc. Partly it is due to inadequate coverage and identification of such topics in the curriculum.

3. The position of females is poorer (25.49%) as compared to males (31.73%) under the "excellent to very good" category. On the whole however women were found marginally inferior to men and the reason once again is reduced opportunity and need for use of such signs etc.

TABLE VII
Reading with Understanding (Posters)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	20	18	38	75	120	195	233	11	111	122
RESETT- LEMENT	0	54	54	0	162	162	216	0	66	66
URBAN	155	170	325	138	245	383	708	205	337	542
TOTAL	175	242	419	213	527	740	1157	216	514	730
RETENTION Percentage	22.09%			39.21%			61.31%	38.69%		

TABLE VIII
 SEX WISE COMPARATIVE RETENTION
 (Reading with Understanding)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	28.97%	35.26%	64.23%	35.77%
FEMALE	18.86%	41.07%	59.93%	40.07%

Reading with Understanding (Posters etc)

3.14 On the whole (38.69%) a large number has fallen into illiteracy to the extent that they are unable to understand ordinary boldly written posters.

3.15 The position of women is markedly poorer (18.86%) as compared to men (28.97%) under the category of "excellent to very good." More than two fifths of the women cannot understand the posters.

3.16 The reason could be lack of interest and opportunity to read this kind of material.

3.17 In the adult education and literacy centres posters and boldly written material for publicity could be obtained through Development Departments and informally discussed.

TABLE IX

Reading with Understanding (Instructions written on cartons/packets)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	10	15	25	56	83	139	164	40	151	191
SEMI-URBAN	0	50	50	0	137	137	187	0	95	95
URBAN	115	107	222	147	253	400	622	256	372	628
TOTAL	125	172	297	203	473	676	973	296	618	914
RETENTION PERCENTAGE	15.74%			35.82%			51.56%	48.44%		

TABLE X

SEX WISE COMPARATIVE RETENTION
(Reading with Understanding)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	20.03%	32.53%	52.56%	47.44%
FEMALE	13.61%	37.45%	51.06%	48.94%

Reading with Understanding (Instructions on Cartons/Packets)

18 This is the area of maximal use for the clientele of literacy centres and here the situation is awfully bad. Nearly half the number of neo-literates were found to be functionally illiterate.

19 The position in the case of women for whom it is all the more important to be able to read instructions on medicines and other containers for house hold use, the gradation under "excellent to very good" category was only 13.61% as compared to 20.03% by men.

Such out-of-text material needs special attention in the Adult Education centres and also at the Jana Shikshan Nilayams.

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TABLE XI

Reading with Understanding (Literature/Newspapers for Neoliterates)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	8	12	20	31	75	106	126	67	166	233
RESETT- LEMENT	0	4	4	0	35	35	39	0	247	247
URBAN	97	80	177	150	233	383	560	251	450	701
TOTAL	105	96	201	181	343	524	725	318	863	1181
RETENTION Percentage	10.54%			27.49%			61.97%			

TABLE XII

SEX WISE COMPARATIVE RETENTION
(Reading with Understanding)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	17.38%	29.96%	47.34%	52.66%
FEMALE	7.37%	26.34%	33.71%	66.29%

Reading with Understanding (Special material for neo-literates)

3.21 The performance of neo-literates was found to be depressingly dismal with regard to the literature and newspapers etc. specially prepared for them. On the whole 61.97% of the total population under study and 66.29% of the women cut a sorry figure to read anything worth the name.

3.22 Only 10.54% of the total neo-literates and just 7.37% of women could come under the category "excellent to very good".

3.23 Such a situation invites special attention and need for availability of suitable literature for neo-literates. Special pre-testing will be required for such material.

TABLE XIII

Ability to follow Simple Messages (Concerning one's living)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
GENERAL	11	23	34	43	83	126	160	52	143	195
SECTI- ONAL	0	6	6	0	40	40	46	00	236	236
TOTAL	187	142	329	169	345	514	843	168	237	405
TOTAL	198	171	369	212	468	680	1049	220	616	836
RETENTION PERCENTAGE	19.57%			36.07%			55.64%	44.36%		

TABLE XIV

SEX WISE COMPARATIVE RETENTION

Ability to follow Simple Messages concerning one's living)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	31.42%	33.65%	65.07%	34.93%
FEMALE	13.62%	37.29%	50.91%	49.09%

Ability to follow Simple Messages (concerning one's living)

24 Here too the position was found to be far from satisfactory as 9.07% of neo-literate women and 44.36% of the total neo-literates investigated were functionally unable to make out anything.

25 The number of women under the category of "excellent to very good" was just 13.62% as compared to 31.42% of the male neo-literates although under the category of "Good to Fair" the position was better among women (37.29%) than men (33.65%)

TABLE XV

Ability to follow Simple messages concerning one's working

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	20	39	59	37	51	88	147	49	159	208
RESETT- LEMENT	0	5	5	0	44	44	49	0	233	233
URBAN	198	183	381	156	309	465	846	144	260	404
TOTAL	218	227	445	193	404	597	1042	193	652	845
RETENTION PERCENTAGE	23.58%			31.67%			55.25%	45.75%		

TABLE XVI

SEX WISE COMPARATIVE RETENTION

Ability to follow simple messages concerning one's working:

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	36.09%	31.95%	68.04%	31.96%
FEMALE	17.69%	31.48%	49.17%	50.82%

Ability to follow Simple Messages concerning one's working.

.26 Here also the situation more or less was similar to the preceding one as 45.75% of the total of those evaluated and 50.82% of the females had scored under the category "poor to nil".

.27 Only 23.58% were found to be under "excellent to very good" categorisation. The women fared worse, with score of 17.69% under this category

WRITING ABILITY

COPYING WORDS (PER MINUTE)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
URBAN	26	92	118	66	112	178	296	14	45	59
SEMI-URBAN	0	89	89	0	108	108	196	0	86	86
TOTAL	163	226	389	209	305	514	903	126	221	347
TOTAL	189	406	595	275	525	800	1395	140	352	492
PERCENTAGE RETENTION	31.53%			42.44%			73.97%	26.03%		

TABLE XVIII
SEX WISE COMPARATIVE RETENTION
COPYING WORDS (PER MINUTE)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	31.29%	45.52%	76.81%	23.19%
FEMALE	31.64%	40.91%	72.55%	27.45%

COPYING WORDS

3.28 More than one fourth (26.03%) of the neo-literates were found not to be able even to copy the words already written/printed. The position was poorer in the case of women (27.45%) as compared to men (23.19%).

3.29 A little less than one third (31.29%) men and (31.64%) women could be categorised under excellent to very good category.

3.29 This finding calls for special efforts and drilling in letter formation and copying practice on proper lines even in the continuing education programme.

TABLE XIX

DICTATION (WORDS PER MINUTE)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	13	35	48	42	115	157	205	51	99	150
RESETT- LEMENT	0	7	7	0	63	63	70	0	212	212
URBAN	81	129	210	225	277	502	712	192	339	531
TOTAL	94	171	265	267	455	722	987	243	650	893
% AGE			14.09			38.40				47.51

TABLE XX

SEX WISE COMPARATIVE RETENTION
(WORDS PER MINUTE)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	15.56%	44.20%	59.76%	40.24%
FEMALE	13.40%	35.65%	49.05%	50.95%

DICTATION

3.30 The performance with regard to dictation was poor in nearly half (47.51%) of the total neo-literates studied. However the women (50.95%) placed under category "poor to nil" far exceeded the males (40.23%)

3.31 Only a small percentage of males (15.56%) and females (13.40%) could be categorised as "excellent to very good."

3.32 It appears that practice and drilling in dictation is usually neglected in the programme. Play-way techniques through competitive scoring can prove helpful in mending the existing state of affairs both at literacy and post-literacy stages. Frequent exercise in dictation can contribute to improvement in literacy skill of proper hearing as well.

TABLE XXI

(WRITING WITH PROPER SPACING AND ALIGNMENT)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	8	27	35	43	115	158	193	55	107	162
SEMI-URBAN	0	12	12	0	132	132	144	0	138	138
TOTAL	96	113	209	205	297	502	711	197	387	584
TOTAL	104	152	256	248	544	792	1048	252	632	844
AGE			13.25			40.99				45.76

TABLE XXII

SEX WISE COMPARATIVE RETENTION
(Writing with Proper Spacing and alignment)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALES	17.21%	41.05%	58.26%	41.74%
FEMALE	11.44%	40.96%	52.40%	47.60%

WRITING WITH PROPER SPACING AND ALIGNMENT

35 This is again an area which appears not to have been intensively worked for, through constant practice.

36 Against the total scored under "poor to nil" category (45.76%) the position of women is slightly worse with 47.60% and that of males a bit better with 41.72%.

37 The achievement of female neo-literates under category "excellent to very good" was mere 11.44% as compared to 17.21% scored by the males.

38 It should be worth while if the learners and neo-literates are given ample opportunity and exhortation to keep on practising even on dry oil or sand during their spare time.

TABLE XXIII

FILLING UP BLANK FORMS (M.O. ETC)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	18	10	28	54	102	156	184	34	137	179
RESETT- LEMENT URBAN	0	3	3	0	55	55	58	0	224	224
TOTAL	22	39	61	107	113	220	281	369	600	969
	40	52	92	161	270	431	523	403	841	1364
AVERAGE			4.87%			22.84%				72.29%

TABLE XXIV

SEX WISE COMPARATIVE RETENTION
(Filling up blank forms (M.O. Etc.)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	6.62%	26.65%	33.27%	66.73%
FEMALE	4.05%	21.04%	25.09%	74.91%

Filling up Blank forms (M.O. etc.)

3.37 This area forms part of the functional and applied use of literacy in actual day to day dealing.

3.38 The achievement retained by the neo-literates for any functional utility appears to be extremely poor. The general categorisation of all the neo-literates taken together was only 4.87% under the "excellent to very good" category and 22.84% under the "good to fair" category. However in the case of females it was still lower: 4.05% and 21.04% respectively. Three fourths of the females were categorised as "poor to nil." The position of males too is equally bad.

3.39 This is an area where J.S.Ns can exploit the situation through need based support and practice.

TABLE XXV

WRITING LETTER OR APPLICATION

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
URBAL	14	24	38	42	86	128	166	50	139	189
SETTLED	0	10	10	0	42	42	52	0	230	230
RURAL	47	60	107	137	170	307	414	314	528	842
TOTAL	61	94	155	179	298	477	632	364	897	1261
AVERAGE	8.18%			25.19%				66.63%		

TABLE XXVI

SEX WISE COMPARATIVE RETENTION
(WRITING LETTER OR APPLICATION)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	10.09%	29.63%	39.72%	60.28%
FEMALE	7.29%	23.11%	30.41%	69.59%

WRITING LETTER OR APPLICATION

40 In this functional area the position is marginally better for the semi-literate both for men and women, when compared to filling up of forms etc.

41 On an average two third (66.63%) of those evaluated fall within the category of "poor to nil" and only 8.18% in the category "excellent to very good". Taken individually sex-wise, the position of women (69.59%) under "poor to nil" and 7.29% under "excellent to very good" is poorer than male (60.28%) and (10.09%) respectively.

As the ability to write letters as also applications has educational base and practical utility the continuing education programmes may be able to exploit this need of the learners.

TABLE XXVII

ARITHMETIC ABILITY
(READING NUMBER (1+100))

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	93	208	291	14	29	43	334	9	12	21
RESETTLE MENT	0	204	204	0	51	51	255	0	27	27
URBAN	341	473	814	89	180	269	1083	68	99	167
TOTAL	424	855	1309	103	260	363	1672	77	138	215
AGE	69.36%			19.23%			11.41%			

TABLE XXVIII

SEX WISE COMPARATIVE RETENTION
(READING NUMBER (1+100))

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	70.19%	17.05%	87.24%	12.76%
FEMALE	68.97%	20.26%	89.23%	10.77%

Reading Number (1+100)

3.43 As is visible from the figures given in the table more than two thirds of the neo-literates were placed under "excellent to very good" category.

3.44 Counting is known, to some extent even among the illiterates; recognising and reading is basic to all numeracy work.

3.45 Only 11.41% of the neo-literates have forgotten to read numbers.

Addition (Three digits)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	77	188	265	19	41	60	325	10	20	30
RESETTLE- MENT	0	150	150	0	82	82	232	0	50	50
URBAN	270	380	650	126	208	334	984	102	164	266
TOTAL	347	718	1065	145	331	476	1541	112	234	346
PERCENTAGE	56.43%			25.22%				18.35%		

TABLE XXX

SEX WISE COMPARATIVE RETENTION
(Addition (Three Digit))

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	57.45%	24.00%	81.45%	18.55%
FEMALE	55.96%	25.79%	81.75%	18.25%

Addition (Three digits)

3.46 The retention rate in the area of simple additions was found to be fairly satisfactory. The learners, both male and female taken together scored 56.43% under "excellent to very good" category; only 18.35% were found to score within "poor to nil" category.

TABLE XXXI

Subtraction

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	77	161	238	19	59	77	315	10	30	40
RESETTLE- MENT	0	132	132	0	90	90	222	0	60	60
URBAN	252	321	573	150	227	377	950	96	204	300
TOTAL	329	614	943	169	375	544	1487	106	294	400
PERCENTAGE	49.97%			28.82%				21.21%		

TABLE XXXII

SEX WISE COMPARATIVE RETENTION
(Subtraction three digits)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	54.47%	27.98%	82.45%	17.55%
FEMALE	47.85%	29.22%	77.07%	22.93%

3.47 Evaluation revealed that the rate of loss in retention of the subtracting skill was comparatively a bit faster than the skill of addition. About half, namely 49.97% of males and females taken together and 47.85% of female neo-literates were placed in the category "excellent to very good". Placed under "poor to nil" category were females 22.93% and males 17.55%.

TABLE XXXIII

MULTIPLICATION/DIVISION (TWO DIGITS)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	F	M	TOTAL		M	F	TOTAL
RURAL	51	91	142	39	85	124	266	16	73	89
RESETTLE- MENT	0	71	71	0	90	90	161	0	0	0
URBAN	112	121	233	178	234	412	645	412	208	620
TOTAL	163	283	446	217	409	626	1072	428	281	709
%AGE	25.04%			35.14%				39.82%		

TABLE XXXIV

SEX WISE COMPARATIVE RETENTION
(MULTIPLICATION/DIVISION TWO DIGITS)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	26.98%	35.92%	62.98%	37.10%
FEMALE	22.07%	31.90%	53.97%	46.03%

Multiplication/Division (two digits)

3.48 Loss of retention was found to be more pronounced in the skills of division and multiplication when compared with addition and subtraction.

3.49 Females 46.03% and males 37.10% were placed under category "poor to nil." The percentage under "excellent to very good" was females (22.07%) and males (26.98%)

3.50 It cannot be expressed with certainty whether the performance of the neo-literates was absolutely as result of loss in retention of these skills or it was because of scant practice given in the adult education centres. Usually little importance and practice is given in these skills, in the literacy classes.

3.51 Special opportunity to willing neo-literates can be provided in the difficult areas of numeracy skills through the continuing education centres.

TABLE XXXV

MAINTAINING PERSONAL ACCOUNTS

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
URBAN	25	99	124	67	97	164	288	14	53	67
SEMI-URBAN	0	85	85	0	102	102	187	0	95	95
RURAL	179	291	470	125	194	319	789	194	297	491
TOTAL	204	475	679	192	393	585	1264	208	445	653
AGE	35.41%			30.50%			34.09%			

TABLE XXXVI

SEX WISE COMPARATIVE RETENTION IN MAINTAINING PERSONAL ACCOUNTS

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	33.77%	31.78%	65.55%	34.45%
FEMALE	36.17%	29.93%	66.01%	33.89%

Maintaining Personal Accounts

3.52 This is a functional utility area for adults and the results of the study reveal that one third males (34.45%) and females (33.89%) were placed under "poor to nil" category. A larger number of females (36.17%) as compared to males (33.17%) were categorised as "excellent to very good," which shows that maintaining house hold accounts by and large is the responsibility of the women.

3.53 This particular area invites special attention and concerted efforts in the post literacy programmes, where national objectives of small family norm, nutrition and economy can be intertwined in an interesting manner.

TABLE XXXVII

KNOWLEDGE OF METRIC (WEIGHTS AND MEASURES)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	T	M	F	T		M	F	T
RURAL	9	32	41	27	46	73	114	70	128	198
RESETT- LEMENT	0	118	118	0	72	72	190	0	92	92
URBAN	133	212	345	159	204	363	708	206	314	520
TOTAL	142	362	504	186	322	508	1012	276	534	810
%AGE	27.66%			27.88%				44.46%		

TABLE XXXVIII

SEX WISE COMPARATIVE RETENTION
KNOWLEDGE OF METRIC (WEIGHTS AND MEASURES/VOLUMES)

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	23.50%	30.79%	54.29%	45.71%
FEMALE	29.72%	26.43%	56.15%	43.85%

Knowledge of Metric Weights and Measures

3.54 This area appears to be weak, viewing the achievement/retention of the neoliterates and considering its application in day-to-day transactions.

3.55 Here again the women have scored marginally better (56.15%) than men (54.29%) under excellent to fair categories taken together.

3.56 Special efforts are required in literacy and post literacy programmes to improve the existing conditions. Apart from this knowledge the learners/neo-literates should also be warned against the emeasurement exploitation of the illiterates in literacy/post literacy programmes.

MEASURING CURRENCY

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	25	100	125	46	53	99	224	35	96	131
RESETT- LEMENT	0	149	149	0	72	72	221	0	61	61
URBAN	276	395	671	136	196	332	1003	86	161	247
TOTAL	301	644	945	182	321	503	1448	121	318	439
AGE	50.67%			26.65%				22.68%		

TABLE--XXXX

SEX WISE COMPARATIVE RETENTION
MEASURING CURRENCY

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	49.83%	30.13%	79.96%	20.04%
FEMALE	50.19%	25.01%	75.20%	24.80%

MEASURING CURRENCY

3.57 Nearly one half of the neo-literates were found to possess good knowledge of measuring currency. Females (50.19%) and males (49.83%) taken together (50.67%) were categorised under "excellent to very good" category.

3.58 It is surprising to find females (24.80%) and males (20.04%) and taken together (22.68%) of the neo-literates to fall in the category of "poor to nil." In spite of having attended adult education course and transacting in every day life, they must be facing the odds, leading to oppression, every where.

3.59 Such class of population has to be attached to literacy/post-literacy centres and special education ought to be arranged for them.

TABLE XXXXI

MEASURING TIME

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	77	142	219	57	16	73	328	13	50	63
RESETT- LEMENT	0	181	181	0	73	73	254	0	28	28
URBAN	221	270	491	141	217	358	849	136	265	401
TOTAL	298	593	891	157	347	504	1431	149	343	492
%AGE	46.33%			28.08%			25.59%			

TABLE XXXXII

SEX WISE COMPARATIVE RETENTION
MEASURING TIME

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	49.33%	25.99%	75.32%	24.68%
FEMALE	46.21%	27.04%	73.25%	26.75%

MEASURING TIME

3.60 Even in this functionally most useful skill, it was found that more than one fourth of the neo-literates were almost blank: Females (26.75%) and males (24.68%) and taken together (25.59%)

3.61 The handicap to this group of population is beyond imagination. Improvised apparatus and electronic clocks/watches should be shown and "time-reading" practically explained in the literacy/post-literacy centres.

TABLE XXXXIII

MEASURING AREAS

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	7	14	21	57	74	131	152	42	161	203
RESETT- LEMENT	0	10	10	0	48	48	58	0	224	224
URBAN	21	15	36	102	101	203	239	375	636	1011
TOTAL	28	39	67	159	223	382	449	417	1021	1438
%AGE	3.55%			20.24%			75.21%			

SEX WISE COMPARATIVE RETENTION
MEASURING AREAS

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	4.63%	26.32%	30.95%	69.05%
FEMALE	3.03%	17.38%	20.44%	79.56%

MEASURING AREA

..62 In the numeracy skills, it happens to be the most difficult one. Only 3.03% females and 4.63% males could be categorised as "excellent to very good" About 80% females and 70% males were found to be "poor to nil".

..63 For adults it should be included in the curriculum only when there is some motivational need for it and not as a uniform part of the core-curriculum. Special provision can be made in post-literacy classes.

TABLE XXXXV

SIMPLE/PROPORTION (BROAD IDEA)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	7	5	12	21	35	56	68	78	209	287
RESETTLEMENT	0	3	3	0	27	27	30	0	252	252
URBAN	62	27	89	66	91	157	246	370	634	1004
TOTAL	69	35	104	87	153	240	344	448	1095	1543
PERCENTAGE	5.51%			12.71%				81.78%		

TABLE-XXXXVI

SEX WISE COMPARATIVE RETENTION
MEASURING SIMPLE PROPORTION

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALES	11.42%	14.40%	25.82%	74.18%
FEMALES	2.72%	11.92%	14.64%	85.36%

SIMPLE PROPORTION (BROAD IDEA)

3.64 This is a topic which has wider application for the females as compared to the males. The score of the females (2.72%) was much less than males (11.42%) under "excellent to very good." category. Women (85.36%) and men (74.18%) were categorised as "poor to nil."

3.65 It should be worth while to co-relate this area with actual practical exercise e.g. proportion as ingredients of cooking recipes in the centres for women and proportion of pesticides with water in the literacy classes predominantly of the farmers.

TABLE-XXXXVII

SIMPLE INTEREST (BROAD IDEA)

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	2	4	6	21	53	74	80	83	102	275
RESETT- LEMENT	0	7	7	0	45	45	52	0	230	230
URBAN	30	30	60	104	129	233	293	364	593	957
TOTAL	32	41	73	125	227	352	300	447	1015	1462
%AGE			3.86%			18.65%				77.49%

TABLE XXXXVIII

SEX WISE COMPARATIVE RETENTION
MEASURNIG SIMPLE INTEREST

SEX	EXCELLENT TO VERY GOOD	GOOD TO FAIR	TOTAL	POOR TO NIL
MALE	5.29%	20.69%	25.98%	74.02%
FEMALE	3.19%	17.69%	20.88%	79.12%

SIMPLE INTEREST (BROAD IDEA)

3.66 This is a topic inter-related with the banking process and working out of interest and its checking in the passbook.

3.67 Here again the score of women 3.19% and men 5.29% under category "excellent to very good" was quite poor.

3.68 More than three fourths of the neo-literates evaluated fell under the category "poor to nil".

3.69 Exercise in simple interest calculation and its practical use may be taken up as motivational inputs in the continuing adult education programmes.

READING ENTRY IN BANK PASS BOOK

GROUP	EXCELLENT TO VERY GOOD			GOOD TO FAIR			TOTAL	POOR TO NIL		
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL
RURAL	10	14	24	53	72	125	149	43	163	206
RESETT- ELEMENT	0	6	6	0	41	41	47	0	235	235
URBAN	27	42	69	56	66	122	191	415	644	1059
TOTAL	37	62	99	109	179	288	387	458	642	1500
AGE	5.25%			15.26%				79.49%		

ABLE -L

SEX WISE COMPARATIVE RETENTION
MEASURING ENTRY IN BANK PASS-BOOK

SEX	EXCELLENT TO VERY GOOD		GOOD TO FAIR		TOTAL	POOR TO NIL	
MALE	6.12%		18.04%		24.16%	75.84%	
FEMALE	4.83%		13.95%		18.78%	81.21%	

READING ENTRIES IN BANK PASS BOOK

3.70 In this functionality-oriented evaluation item it was found out that 11.21% females and 78.82% males fell under the category "poor to nil." Only 4.83% females and 6.12% males were categorised as "excellent to very good".

3.71 This particular item involves reading of letters and numerals in running hand and is a bit difficult exercise. While dealing with household economics/economy and savings-practical demonstration of pass-book entry making can be shown to the learners.

3.72 The poor performance is also due to the indifferent attitude about small savings through bank or post office.

Literacy Vs Functional Literacy

3.73 The findings reveal the overall retention and usage scores in respect of :

I LITERACY, based on the achievements relating to the following components of Reading, Writing and Numeracy skills:-

Reading : (i) Loud reading; (ii) Silent reading ;

Writing : (i) Copying; (ii) dictation; (iii) writing with spacing and alignment;

Numeracy : (i) Reading 1 to 100; (ii) Additions;
 (iii) Subtraction (iv) Multiplication and
 division; and

II FUNCTIONAL LITERACY, or applied literacy, based on all components listed under Reading, Writing and Numeracy Abilities in paragraph 3.2 above and

III FUNCTIONAL LITERACY, based only on the applied components of literacy i.e. all components as in para 3.2 above excluding the components of mere literacy as listed under I above.

The following three tables would provide the statistical evidence on sex-wise Retention and Usage scores under the three categories A: Excellent to Very Good; B: Good to Fair; and C: Poor to Nil: pertaining to simple and Functional Literacy.

Table I Literacy

	A	B	C
Overall Literacy Retention score	Excellent to Very Good	Good To Fair	Poor to Nil
Male :	35.63%	37.52%	26.85%
Female :	33.56%	34.47%	31.97%

Table II Functional Literacy (all inclusive)

	A	B	C
Overall Functional Literacy scores	Excellent to Very Good	Good to Fair	Poor to Nil
Male :	29.76%	32.76%	37.97%
Female :	25.65%	30.97%	43.38%

Table III Functional Literacy (Only applied components)

	A	B	C
Overall Functional Literacy usage score	Excellent to Very Good	Good to Fair	Poor to Nil
Male :	22.89%	28.01%	49.10%
Female :	17.75%	24.48%	55.77%

74 A comparison of these three tables will show that the achievements are far higher in retention and use of mere literacy than of Functional literacy if we club together the results of the first two categories under "achievement" and of the third category under "Wastage" as shown below:

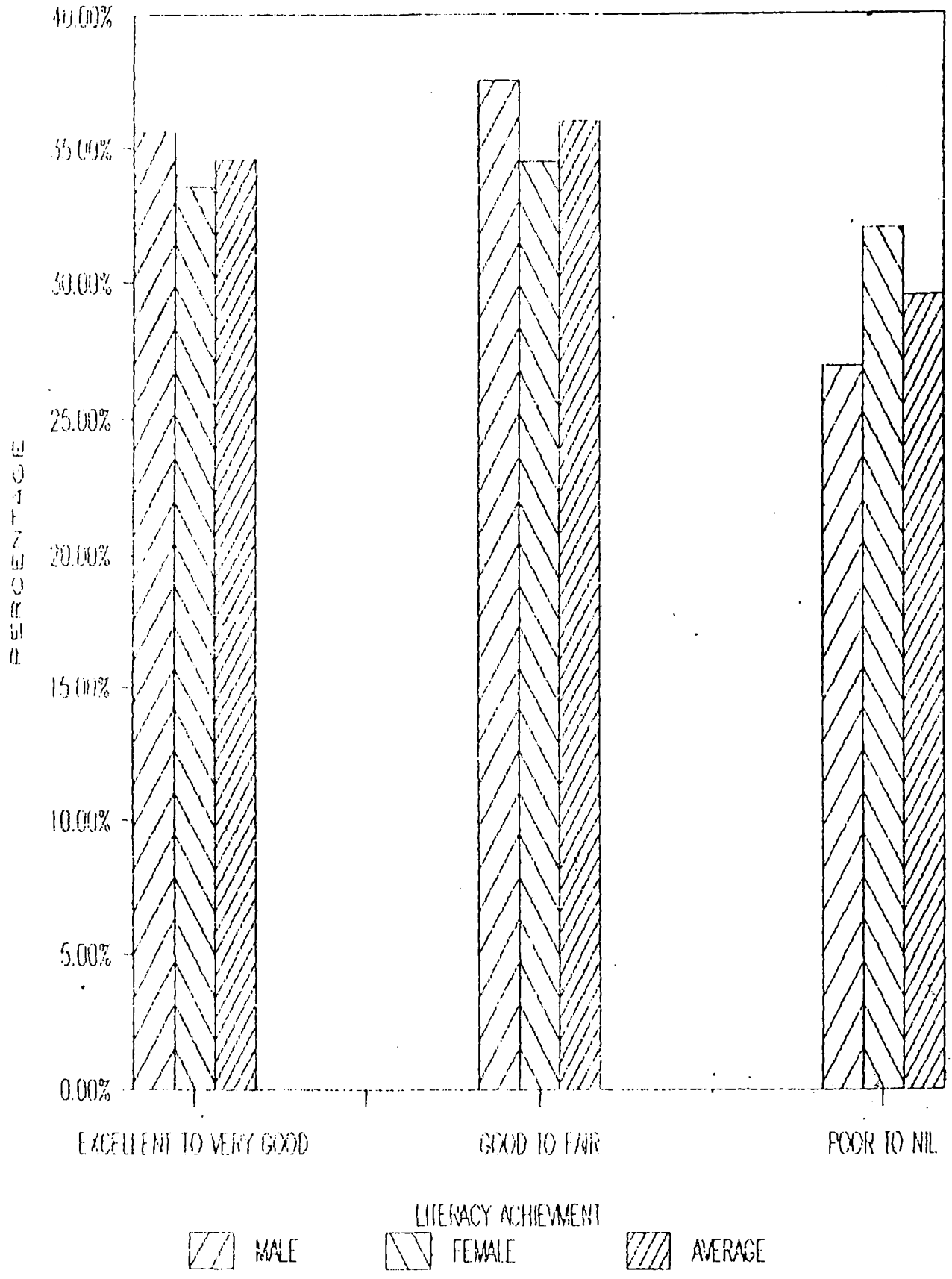
	Sex	Achievement	Wastage
Literacy	Male	73.15%	26.85%
	Female	68.03%	31.97%
	Total Overall %	70.59%	29.41%

	Sex	Achievement	Wastage
Functional Literacy (all inclusive)	Male	62.52%	37.48%
	Female		56.62%
	Total Overall %	59.57%	43.38%

	Sex	Achievement	Wastage
Functional Literacy (only applied components)	Male	50.90%	49.10%
	Female	44.23%	55.77%
	Total overall %	47.56%	52.44%

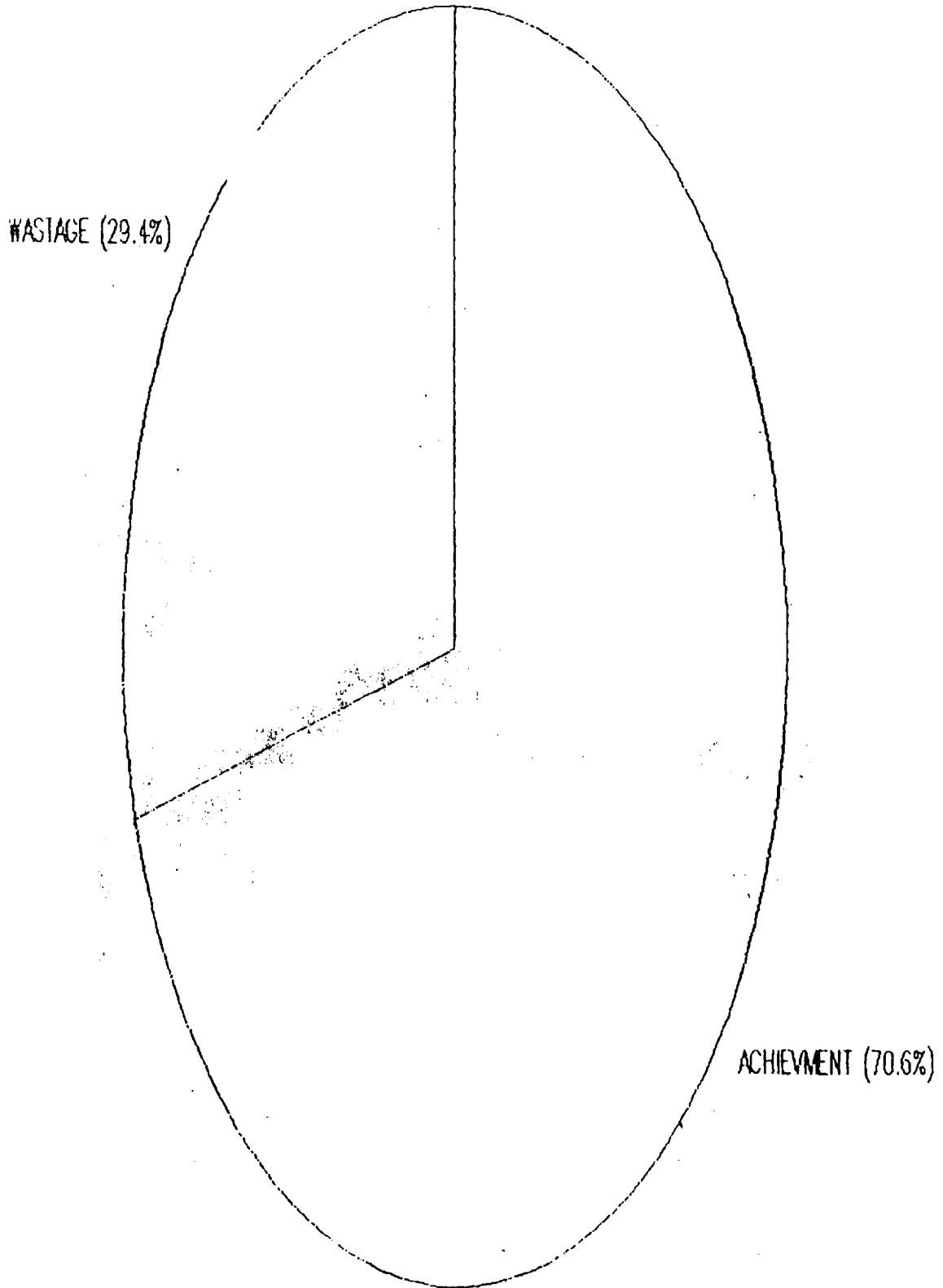
75 It will be further observed as follows: While the "Wastage" is less than one third if the target is mere Literacy, it is slightly over 40% when the target is Functional Literacy (all inclusive). However, the "Wastage" is 52.44% if only the applied and functional aspects of Literacy are taken into consideration. Thus it will be seen that the applied/functional aspects of literacy are not being taken adequate care of in the Programme. Literacy by itself is meaningless and opens no doors unless it is supported by application in day to-day actual life situations. In order therefore to strengthen the functionality inputs of the Programme, there is urgent need for revitalising the curricula; training; and teaching-learning methodology. The graphic view of the preceding three tables is depicted in the following pages in order to have a comparative picture of the "achievement" and "Wastage" under Literacy and Functional Literacy.

TARGET: MERE LITERACY



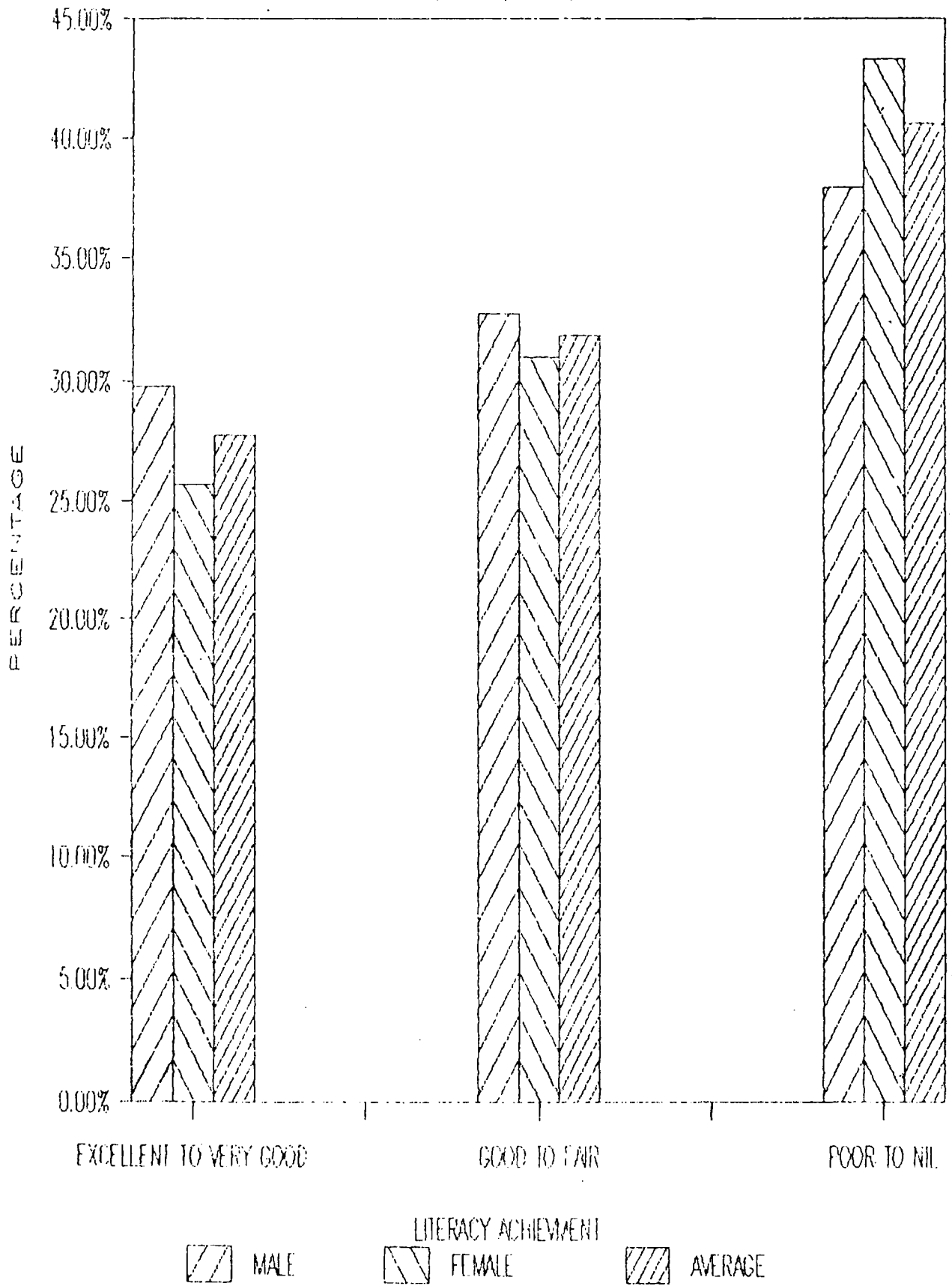
TARGET: MERE LITERACY

ACHIEVEMENT VS WASTAGE



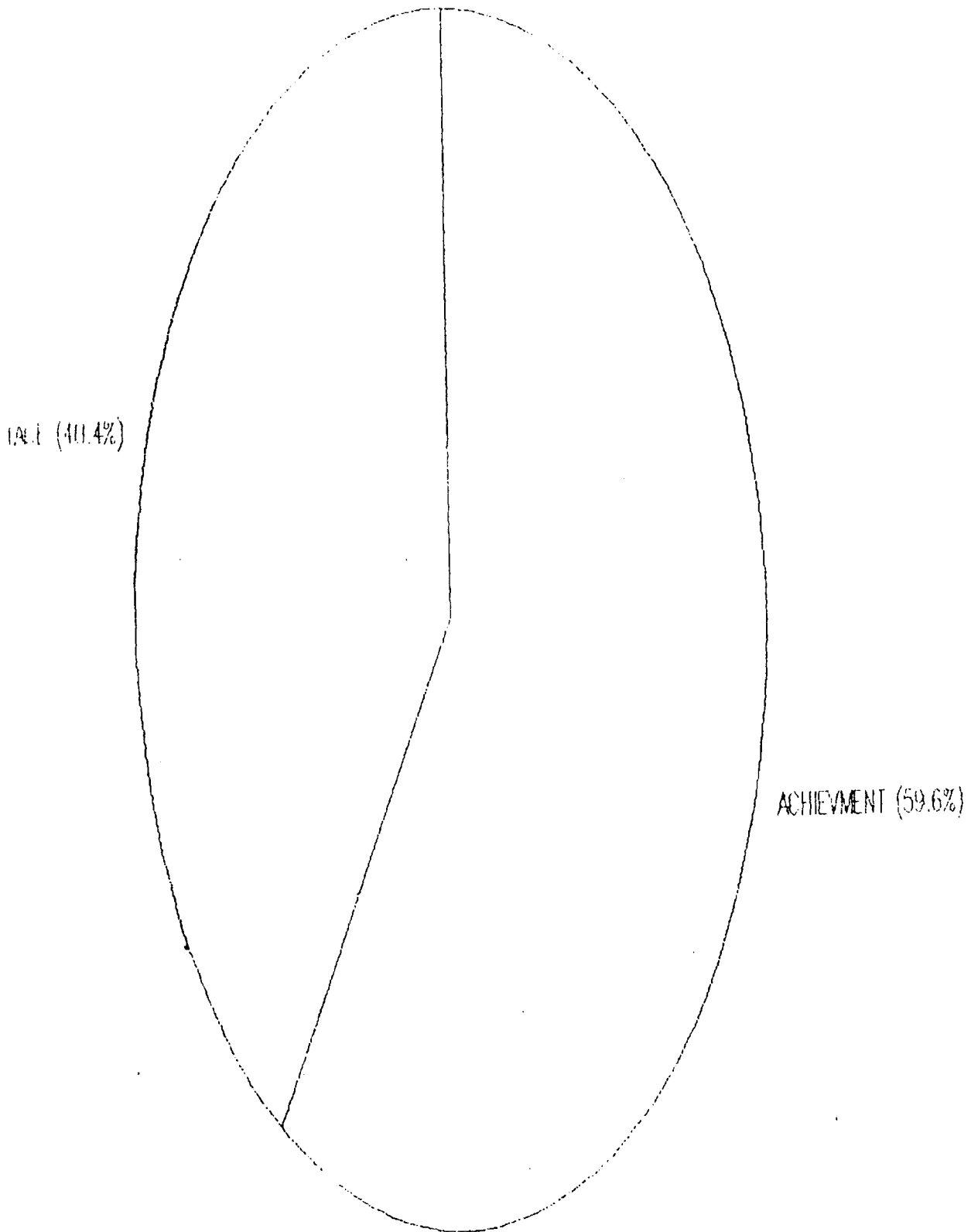
TARGET: FUNCTIONAL LITERACY

(all components)



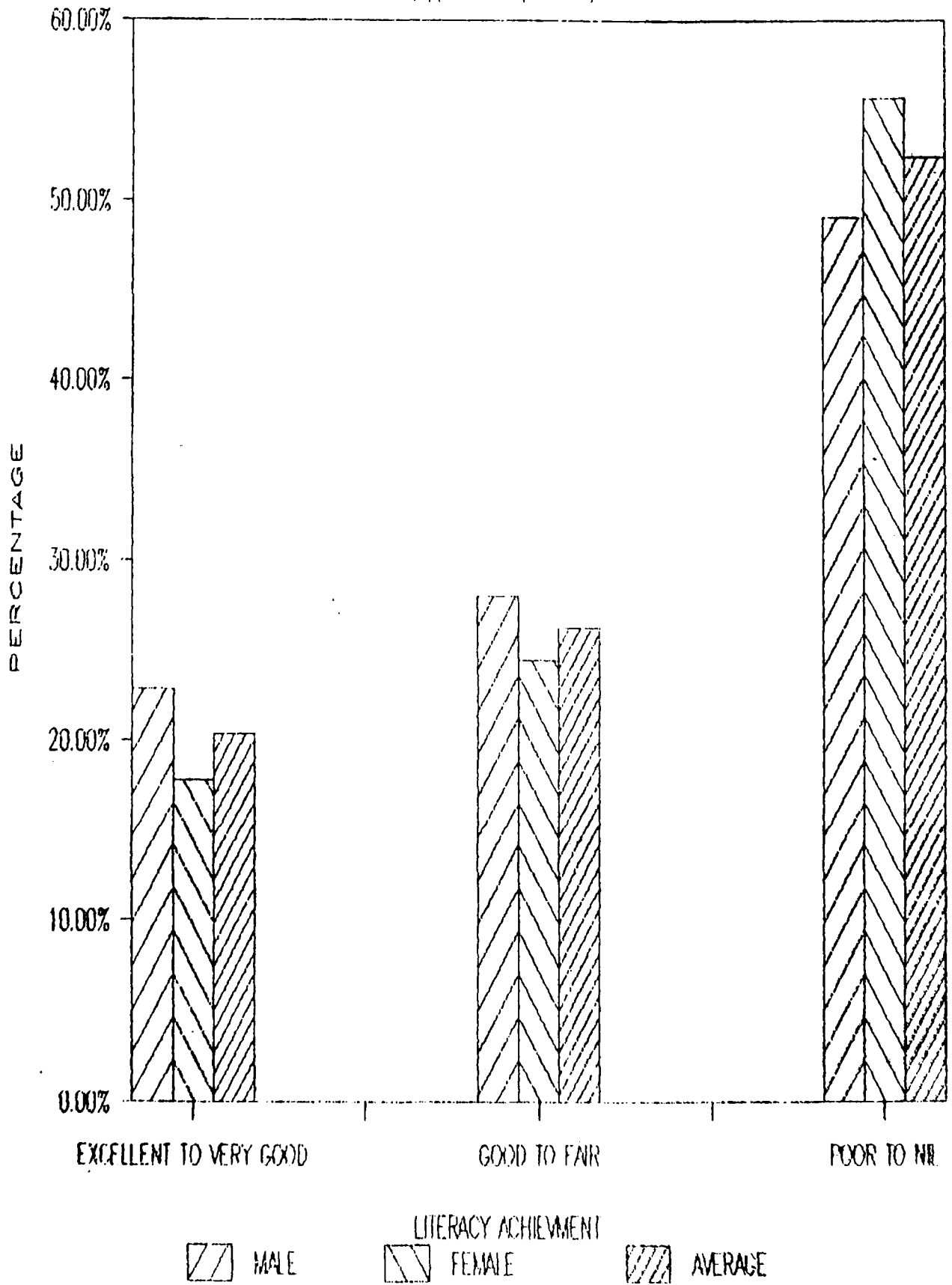
TARGET: FUNCTIONAL LITERACY

(all components)



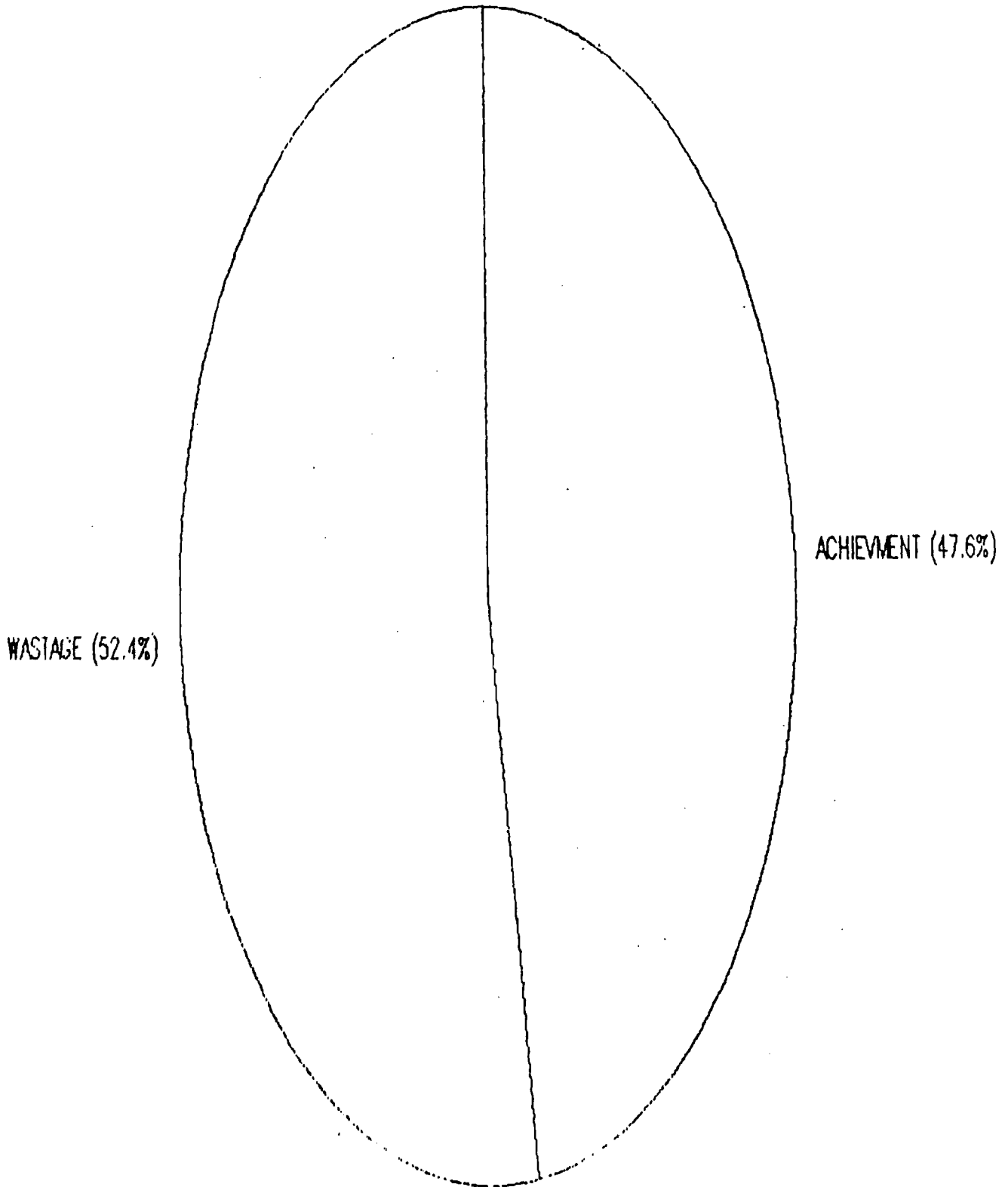
TARGET: FUNCTIONAL LITERACY

(applied components)



TARGET: FUNCTIONAL LITERACY

(applied components)



EMPOWERMENT OF WOMEN

4.1 This is, perhaps, the first time that a systematic study to assess the contributory role of adult education on the empowerment of women has been undertaken in India. In the absence of any previous guidelines, the Evaluation Team had to devise their own methods and strategies. Among others, a few major issues confronted by the Team are discussed below :

4.2 The first question was whether such a study should be :
- either of clinical type to be undertaken at micro-level; with a small sample drawn from just one project area, as is done for a typical case-study;
- or it may be undertaken on a wide canvas with a large sample drawn from all the project areas.

4.3 The second important issue was the devising of quantifiable parameters to measure the otherwise qualitative responses expected from the respondents. Unlike the study on Retention of Literacy where most of the responses were measurable by Positive/Negative and correct/incorrect answers, the study on empowerment of women was dependent mostly on description type and even subjective answers and with supporting reasons by the respondents. And this made the task of framing appropriate questions rather difficult.

4.4 Another main difficulty was to determine whether and to what extent the empowerment of women was the direct result of the adult education programme or it was partly or wholly due to other contributory factors e.g. Mass Media; varieties of inter-action of respondents in their neighbourhood, community, local associations etc.

4.5 After carefully examining the above mentioned issues, the Team felt that :

(i) the study may be undertaken on a wide canvas, with large sample drawn from all project areas, as the infrastructure for such a scale have already been conceived for conducting the study on Retention and Use of Literacy, with which it could be combined;

(ii) the study should identify "control group" of illiterate women from the same age-group of 15-35, drawn from the same project areas as under investigation for neo-literates, in order to compare the responses of neo-literate women of the "Experimental Group" with the illiterate women of the "Control Group", as this was expected to give meaningful indication of the contributory role of adult education on empowerment of women;

(iii) the questions may be framed on such subjects and in such manner that they can draw from the respondents as much objective type and quantifiable data as possible, and that the responses to each one of the questions need to be separately scrutinised.

4.6 Accordingly, within the frame-work of the above mentioned guidelines and strategies, the questions were framed and administered to the respondents of both the Experimental and Control Groups. The question-wise responses are analysed in the following paragraphs.

7 Q1. Name of the skills learnt in Adult Education Classes (tick mark)

(a)		<u>Table Experimental Group (Neo-literates)</u>		
<u>Name of skill</u>	<u>No. of Neo-literates</u>	<u>Percentage</u>	<u>No. not know-</u>	<u>ing/No res-</u>
<u>popularity-wise)</u>	<u>knowing the skill</u>		<u>ponse</u>	
Sewing	337	32.52		
Stitching	118	11.38		
Spinning	117	11.29		
Embroidery	110	10.61		
Pickle making	103	9.94		
Doll making	89	8.59		
Food & Fruit preservation	64	6.17		
Plastic thread bags	57	5.50		
Jam making	41	3.95		
Total	<u>1036</u>		<u>857</u>	
	<u>Grand Total</u>	<u>1893</u>		
Percentage	54.72%		45.28%	

(b)		<u>Table II control Group (Illiterates)</u>		
<u>Name of skill</u>	<u>No. of those</u>	<u>Percentage</u>	<u>No. not know-</u>	<u>ing/No res-</u>
<u>popularity-wise)</u>	<u>knowing the skill</u>		<u>ponse</u>	
Sticting	113	25.16		
Sewing	84	18.70		
Doll making	69	15.36		
Plastic thread bags	56	12.47		
Food & Fruit preservation	32	7.12		
Pickle making	29	6.45		
Embroidery	27	6.01		
Spinning	20	4.45		
Jam making	<u>19</u>	<u>4.23</u>		
Total	449		<u>452</u>	
			<u>Grand Total</u>	<u>901</u>
Percentage	49.83		50.17	

8 It is revealed that, of the neo-literate women about 55% had the knowledge of one or the other skill to act at least as a subsidiary source of income generation. In the case of illiterate women a little more than half had not learnt any such skill.

9 Learning and knowing some special skill definitely contributes towards building of positive self-image. It also strengthens the fundamental base of the women towards economic independence and a better chance for participation in the process of bringing about social change and standard of living.

10 In the case of neo-literates, the traditional skills expected of a seamstress, namely, sewing (32.52%) stitching (11.38%) spinning (11.29%), embroidery (10.61%) and pickle making (9.94%) remain the predominantly popular skills.

4.11 In the case of illiterate women, the most popular skills have only the interchange of the top two positions namely stitching (25.16%) and sewing (18.70%) followed by doll making (15.36%) and making of bags from plastic thread (12.47%). For the experimental and the control groups, the difference is only marginal but it is on the positive side for those who attended the adult education centres. There appears to be a positive possibility of assuming that those knowing some functional skills already had better motivation towards an attempt to learn literacy skills as well.

4.12 For the building up of group cohesion and participation in group-action, the adult education centres should also exploit the possibility of mutual learning of skills amongst the learners. This is especially a more convenient possibility in the absence of any planned programme for functionality development.

4.13 Q2 Did you get an idea for some income generating programme like.....

(a) Table EXPERIMENTAL GROUP (Neo-literates)			
Index of income generation activity (Popularity-wise)	No. of those with idea	Popular-wise percentage	No. with no idea
1. Waste paper container making	397	21.41	
2. Papad making	256	13.80	
3. Ready made garments stitching work supply	251	13.53	
4. Floral garlands and bouquet making	237	12.78	
5. Grinding spices for sale	213	11.48	
6. Bead work	162	8.73	
7. Plastic container making	161	8.68	
8. Calender fixtures	81	4.36	
9. Zari work	71	3.82	
10. Cooperative work for marketing	25	1.34	
Total	<u>1854</u>		<u>719</u>
		Grand Total	2573
Percentage	72.05		27.95

(b) Table II CONTROL GROUP (Illiterates)			
Index of income generation activity	No. of those with idea	Popular-wise percentage	No. with no idea
1. Waste paper container making	171	23.23	
2. Plastic container making	108	14.67	
3. Papad making	102	13.85	
4. Grinding spices for sale	87	11.82	
5. Bead work	73	9.91	
6. Floral garlands and Bouquet making	67	9.10	
7. Readymade garments stitching work supply	54	7.33	
8. Zari work	39	5.29	
9. Calender fixtures	20	2.71	
10. Cooperative work for marketing	15	2.03	
Total	<u>736</u>		<u>314</u>
		Grand Total	1050
Percentage	<u>70.09</u>		<u>29.91</u>

4.14 The study does not reveal any marked difference in getting any significant change in the neoliterates as compared to the illiterate women. Majority of the women, almost three fourth in both the groups have such idea for income generation already in their minds to emerge out of their pitiable economic plight.

4.15 Concerted efforts to add functionality improvement programme to the literacy programme can surely be a motivational factor.

4.16 Q3 Did you get better income jobs

	Experimental Group			Control Group		
	No Response or Negative	Response without Reason	Response with Reason	No or Negative Response	Response without Reason	Response with Reason
No. of responses	1021	143	236	401	34	136
Percentage	72.92%	10.21%	16.85%	70.22%	5.95%	23.81%

REASONS (Importance-wise)

1. Education through Adult Education Centres
2. By learning new skills
3. By learning stitching etc
4. By making paper-containers
5. Through harder work
6. Through better bargaining
7. Through grinding spices

Reasons (Importance-wise)

1. By good work
- with the help of others
2. - By getting training
- By grinding spices
- By cooperating with others
- By gaining experience

4. On the basis of the above findings, the illiterate women have given lesser positive response as compared to the neoliterates. Literacy learning has not contributed in improvement of job-prospects.

4.1 The reasoning given by the neoliterates shows positive contribution of attending the adult education centres in almost every project. For them, learning of new skills and better bargaining are expressed as extra reasons to get better jobs.

4.2 The illiterate women in their response have relied more on seeking help of others and also on cooperating with others. They have got better jobs by getting training. It should be worth while linking training for jobs with basic literacy skills as a compulsory component.

4.20

Do you feel more self-confident? In what form

	Experimental Group			Control Group		
	No Response or Negative	Response without Reason	Response with Reason	No or Negative Response	Response without Reason	Response with Reason
Number of Response	224	544	623	168	194	209
AGE	16.10%	39.10%	44.78%	29.42%	33.97%	36.60%
TOTAL	1391			571		

REASONS (IMPORTANCE -WISE)

1. More self-confident through Adult Education
2. More self confident through more earning (Stitching)
3. Going to places with more confidence.
4. Better expression with confidence.
5. More confidence in all respects because of better understanding.
6. More responsible now.
7. Confident in teaching children.
8. Can take own decisions confidently.
9. More confident of rights.
10. More confident in all sorts of social inter-action.

REASONS (IMPORTANCE -WISE)

1. In purchases and financial matters being self-earn
2. Discharge of responsibilities in doing work.
3. As a free woman.
4. In facing outsiders.
5. For self.
6. For family matters.
7. Can talk to any body.
8. Can bargain because of experience

4.21 Despite their larger number the qualitative responses of the neo-literates have been better than the illiterate women (above table).

4.22 Almost in all the A.E. Projects the neo-literates have felt that attendance in A.E. Centres, along with stitching skill, has added to their confidence-building. Whereas the illiterate women consider experience and self-earning as the main contributors towards development of confidence.

4.23 The neo-literates have also felt that self-confidence gained has been helpful for their better mobility, expression, understanding, accepting responsibility, education of children, taking decisions, knowledge of rights and all sorts of social inter-action.

4.24 For the illiterate women confidence-building was mainly due to their earning through work as free women facing, talking and bargaining with outsiders.

4.25 Thus it is evidently clear that attending literacy classes vitalises building a positive self-image through development of ability to

think quickly and critically followed by decision to act. This, if culminated in the minds of the women as a motivational input that literacy is an additional asset over and above their work-experience, there is every likelihood of their better attending the A.E. Centres.

26 Q.5.

Can you take your own decision now?
What sort of decision?

	Experimental Group			Control Group		
	No Response or Negative	Response without Reason	Response with Reason	No or Negative Response	Response without Reason	Response with Reason
% of response	341	539	511	267	147	157
percentage	24.51%	38.74%	36.73%	21.67%	25.69%	27.62%
TOTAL	1391			571		

TYPES OF DECISIONS
(PRIORITISED)

- 1. Running the house
- 2. In all matters
- 3. In house hold expenditure
- 4. In bringing up children
- 5. In family matters
- 6. In doing any work; concerning self
- 7. In going any where
- 8. for size of family
- 9. for cleanliness

TYPES OF DECISIONS
(PRIORITISED)

- 1. For family matters
- 2. In all matters
- 3. concerning household
- 4. concerning self
- 5. concerning children
- 6. For earning livelihood
- 7. In controlling expenditure on children
- 8. In purchase of ration
- 9. In sending children to school

21 In the case of neoliterates, about three fourths feel that literacy has increased their ability to take their own decisions. Markedly increased percentage of neoliterate (36.73%) responded with reasons when compared with illiterates (27.62%).

22 The decisions taken under type 6 for the neoliterates indicate ability to think critically and participate on equal terms to bring about social change for development.

23 Similarly in the case of illiterate women decision making under pt. 5 reveals their prime concern about children and ration. Even they feel that education is something worthwhile at least for their children.

24 This naturally calls for reinforcing their views towards education transforming the misconception about learning by adults.

4.31 Q6 Do you have a better say in the family, now?
Why do you feel so?

	Experimental Group			Control Group		
	No Response or Negative	Response without Reason	Response with Reason	No or Negative Response	Response without Reason	Response with Reason
No. of Response	372	502	519	197	218	157
Percentage	26.70%	36.03%	37.25%	35.05%	38.79%	26.15%
Total			1393			571

REASONS (In order of Importance)

1. Because of Education
2. Because of more knowledge
3. For better earning through Stitching
 - Developing capability to advise
 - Through command of prestige now
4. Through better understanding now

REASONS (In order of Importance)

1. Being elder/head of family
2. Because of knowledge
3. Because of earning
4. For having good ideas
 - for taking right decision
 - for having more self confidence
 - as of husband's respect for experience

4.32 Nearly three fourth (73.28%) neo-literates and about two thirds illiterate women (64.94%) expressed their better say in the family affairs. However the responses with reasoning were more in the case of neo-literates (37.25%) as compared to illiterate (26.15%).

4.33 The rationale for building better and positive self image in the case of neo-literates appears to be the result of realisation of the benefits of adult education.

4.34 The rationale given by the illiterate women seems to be more individualistic in nature.

4.35 Q7 Are you able to express better? Who so

	Experimental Group			Control Group		
	No Response or Negative	Response without Reason	Response with Reason	No or Negative Response	Response without Reason	Response with Reason
No. of Response	236	577	580	221	215	135
Percentage	16.94%	41.42%	41.63%	38.03%	37.00%	24.95%
Total			1393			571

REASONS FOR BETTER EXPRESSION
(PRIORITISED)

Because of Education
Gain of confidence in expression
By learning good manners
Through experience

REASONS FOR BETTER EXPRESSION
(PRIORITISED)

1. Due to knowledge
- Due to better understanding
2. Due to education by working in an educated family
- Due to self-confidence
3. Through experience

5. About five sixths of the neo-literates (83.33%) and a little more than three fourth (61.95%) of illiterate women residing in the population feel that they can express better than before.

7. The reasoning given by the neo-literates accept the positive contribution of attending literacy centres but even in the case of illiterate women impact of knowledge, understanding and living in the company of educated persons highlights the importance of education.

8. Better expression undoubtedly encourages participation in the women leading towards change in the existing social structure.

9. Q8 Does your husband/other member of your family hear hearing to what you say?

EXPERIMENTAL GROUP

YES
1041

NO
352

TOTAL : 1393

CONTROL GROUP

YES
369

NO
202

TOTAL

PERCENTAGE	74.73	25.26	64.62	35.37
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10. On analysis of the responses it is found that one-fourth (25.26%) of neo-literates and more than one third (35.37%) of illiterate women feel that better hearing is not being given to them by their husbands or other members of the family.

11. A larger percentage (74.73%) of the neo-literates as compared to 64.62% of the illiterates accept the positive role of literacy, which in the case of illiterate women, it is their experience and understanding that help.

42 09 Do you command better respect in your friends who cannot read and write.

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
1121	272	273	298
<u>TOTAL : 1393</u>		<u>TOTAL : 571</u>	
<u>PERCENTAGE</u>	<u>80.53</u>	<u>47.81</u>	<u>52.18</u>

4.43 The findings reveal that neo-literates after attending literacy classes commanded much better respect and prestige (80.53%) in their friendly circle of illiterate women. On the other hand illiterate women, despite long experience and understanding, could hardly command respect in less than half (47.81%) cases.

4.44 The findings establish the fact that acquisition of literacy skills enhances respect and prestige of the neo-literates. Literacy thus builds positive self-image and self-confidence in the women who in turn, accelerate the process of group action leading to social change in society.

4.45 0.10 Can you have a better bargaining while seeking a job

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
531	862	141	365
<u>TOTAL : 1393</u>		<u>TOTAL : 506</u>	
<u>PERCENTAGE</u>	<u>37.87</u>	<u>27.86</u>	<u>72.13</u>

4.46 Even though the study does not reveal any significant contribution of literacy towards increase in bargaining power for job seeking, yet 37.87% neo-literates found it helpful.

4.47 On the other hand increase in knowledge, understanding and experience amongst the illiterate women had positive effect only on 27.86% of them.

4.43 Q11 Do other ladies ask you now to accompany upto Health Centre etc.

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
789	593	208	323
TOTAL : 1382		TOTAL : 531	
PERCENTAGE	57.39	42.60	39.17
			56.56

4.49 Attending literacy classes in adult education centres added respectability in nearly three-fifths (57.39%) of the neo-literates. The position with regard to illiterate women was upto two fifths (39.17%) only.

4.50 It is evident that literacy has had its positive impact in self-confidence building of the neo-literates, who in larger proportion feel confident about their usefulness to other women.

4.51 Q.12 Do you attend women's welfare centre or Integrated Child Development Centre ?

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
599	782	121	328
TOTAL : 1381		TOTAL : 449	
PERCENTAGE	43.37	56.62	26.94
			73.05

4.52 Attending adult education centres has definitely contributed to higher percentage (43.37%) women attending women's welfare centres or I.C.D.S. centres. Only 26.94% of the illiterate women are able to derive benefit of the services rendered by these centres. Thus literacy does contribute to development of social status by encouragement of collective group action towards betterment.

4.53 Q.13 Do you think that small family norm is for every body?

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
1237	155	528	43
TOTAL : 1392		TOTAL : 571	
PERCENTAGE	88.86%	11.35%	
		92.46%	7.53%

4.54 There is definitely no positive impact of attending literacy classes as far as Family Planning aspect is concerned. The powerful and extensive family planning publicity through media and other source influenced illiterate women no less than neo-literates. The expensive and Family Planning paucity thing and other since has influenced.

4.55 This area needs a more intensive discussion on the literacy curriculum.

4.56 Q14 Do you feel better informed about development programmes of the Govt. now?

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
675	717	138	433
TOTAL : 1392		TOTAL : 571	
PERCENTAGE	48.49	51.50%	
		24.16%	75.83%

Q.57 The responses of the neo-literate women (48.49%) in comparison to only 24.16% of the illiterates are a clear indication of a much better position about awareness of the developmental programmes of the Govt. leading to participation in the process of bringing about social change, in the case of the neo-literates.

4.58 Q15 Which of your children you will like to send to school

<u>EXPERIMENTAL GROUP</u>				<u>CONTROL GROUP</u>			
Son	Daughter	Both	None	Son	Daughter	Both	None
08	01	1291	92	05	09	533	24
Total = 1392				= 571			
%	0.57%	0.07%	92.74%	6.6%	0.87%	1.57%	93.34% + 4.20%
age							

.59 Only a very small percentage (6.60%) in the case of neo-literates and a smaller percentage (4.20%) in the case of illiterate women seem to remain unconvinced about the utility of sending children to school.

.60 The trend analysed on the basis of data gives a healthy picture of little distinction between the male and female child as far as their being sent to school is concerned.

.61 On the whole, the illiterate women have scored over the neo-literate women with regard to sending daughters, both sons and daughters and also neither of the two. This is a very healthy trend, where women, as a unified group, act as the critical players, in the process of moving their families out of illiteracy.

.62 The utility of education of the children needs better emphasis and discussion in the adult education programme.

.63 Q.16 Is there any change in your views towards cleanliness

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
1271	121	551	20
TOTAL : 1392		TOTAL : 571	
PERCENTAGE	91.30	8.69	
		96.49	3.50

.64 The statistical data once again shows that there is no extra mileage achieved as a result of attendance at literacy centres in regard to cleanliness. It shows that the illiterate women even care more for cleanliness either because of their higher mobility in the world of work or because of emulating the persons they come across. The powerful impact of TV and Radio (which has reached every nook and corner of the Union Territory of Delhi) in promoting personal and social hygiene is no less on illiterate women than the neo-literates.

.65 The import of personal and social hygiene as a component of the awareness curriculum needs same extra attention.

.66

Why do girls have lice?

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
1242	150	449	77
TOTAL	1392	TOTAL	526
PERCENTAGE	89.48%	10.80%	
		85.36%	14.63%

Reasons?

- 1. Dirt and filth
- 2. Not keeping the hair clean

- 1. Dirt and filth.
- 2. Not keeping and the hair clean.

4.67 In both the groups under study quite a high percentage viz. neo-literates (89.48%) and illiterate (85.36%) are aware of the reason.

4.68 Surprisingly more than ten percent of the neo-literates are ignorant of the reasons behind having lice in the hair. The illiterates have also fared almost equally well or bad.

4.69 There is a large project to project variation in this respect. In five Govt. Projects and one Voluntary Agency Project, hundred percent neo-literates are aware of the cause and effect relationship. Similar is the case for the illiterate women under two Government Projects.

4.70 On the other hand in Jama Masjid Project 47.71% and Shakti Nagar Project 36.58% women know no reason for lice in hair.

4.71

Were you casting votes during elections before adult education.

	<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
	YES	NO	YES	NO
	705	677	251	320
TOTAL	1382		571	
%AGE	51.01%	48.98%	43.95%	56.04%

4.72 The positive response towards casting of votes earlier is higher (51.01%) in the case of neo-literates than in the case of illiterates (43.95%). Nonetheless the difference does not appear to indicate any sizeable drift in attitudinal change.

4.73

How does the right of voting help you?

	<u>EXPERIMENTAL GROUP</u>			<u>CONTROL GROUP</u>		
	No Response	Yes without Reasons	Yes with Reasons	No response	Yes without Reasons	Yes with Reasons
	807	164	377	402	50	119
Total	1348			571		
%AGE	59.86%	12.16%	27.96%	70.40%	8.75%	20.84%

REASONS

- 1. As a right
- 2. To get facilities ... make country

REASONS

- 1. As a right.
- To form Govt.

- better
- . No benefit of voting
- . To elect persons of choice
- . Feel proud and self confident
- . Feeling of equality with men.
- cooperation with Govt.
- because of education.

- To select leaders of choice
- No benefit of voting
- 2. To get facilities
- 3. Feeling of equality
- because others vote

.74 The responses show that only two-fifths (40.12%) of the neo-literates in comparison to only two-sevenths (29.59%) of the illiterate women find the voting process helpful.

.75 Majority of both the groups consider franchise (voting) as their right, but quite a sizeable number feel that it has no benefit at all. Some neo-literates feel that voting is a means to cooperate with the govt. Some of the illiterates feel that it is the occasion when false promises are made by the candidates. However both the groups feel that it is an opportunity to get facilities. Some in both the groups feel proud of the sense of equality with men, at least, in casting the votes.

.76 This topic needs special consideration in the curriculum.

.77 Q.20

Do you attend panchayat meetings now?

	<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
	139	1252	18	553
	<u>TOTAL</u>	<u>1391</u>	<u>TOTAL</u>	<u>571</u>
<u>AGE</u>	<u>9.98%</u>	<u>90.00%</u>	<u>3.15%</u>	<u>96.84%</u>

.78 The responses show that women are still not considered by men as fit to attend panchayat meetings etc. Only 9.98% of the neo-literates and only 3.15% of the illiterates have expressed that they attend panchayat and other such meetings now. There is also far less awareness about the existence of Panchayats. The low percentage of positive responses is due to the fact that there are no panchayats in urban projects, and even in rural areas, the position is no better.

.79 Q.21

Are you better prepared now to run your own shop or sell fruits or vegetables?

	<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
	737	656	189	381
	<u>TOTAL</u>	<u>1393</u>	<u>TOTAL</u>	<u>570</u>
<u>AGE</u>	<u>52.90%</u>	<u>47.09%</u>	<u>33.15%</u>	<u>66.84%</u>

4.80 The responses indicate that more than half (52.90%) of the experimental group feel better prepared to run small scale independent enterprise as compared to one third (33.15%) of the illiterate women. This is an indication of moving towards economic independence and will to increase their economic productivity by quite a sizeable number, in which the adult education seem to have shown a definite contributory rôle.

4.81 Q.22

Do you keep better control on the income
and expenditure of your husband now?

	<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
	YES	NO	YES	NO
	865	528	319	252
TOTAL	1393		571	
<hr/>				
%AGE	62.09%	37.90%	54.90%	45.09%

4.82 A larger percentage (62.09%) of neo-literates as compared to 54.90% of illiterate women, in thier responses have indicated better control over the income and expenditure of their husbands. The neo-literates feel only marginally better-equipped for this purpose. Women in both the groups who are contributors to the income of the family are able to keep better control and ensure their own economic independence.

4.83 Q 23

Does your husband pay better regard now to your
opinion on such matters e.g. smoking gambling etc.

	<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
	YES	NO	YES	NO
	732	651	323	218
TOTAL	1383		541	
<hr/>				
%AGE	52.92%	47.07%	59.70%	40.29%

4.84 Once again the responses reveal that the illiterate women (59.78%) have scored over the neo-literates (52.92%). As women in poor household is the main or the only resource for economic survival of the family, her opinion is given better regard by the husbands. This is a healthy trend in ensuring equal participation in the process of changing women's social status.

Do you know the rights of women?

<u>EXPERIMENTAL GROUP</u>				<u>CONTROL GROUP</u>			
Factory ES/NO	Home YES/NO	Voting YES/NO	Salary YES/NO	Factory YES NO	Home YES NO	Voting YES NO	Salary YES NO
104/889	947/445	764/599	759/654	119/452	353/218	251/320	242/339
5.18%	68.03%	56.05%	53.71%	23.01%	61.82%	43.95%	42.38%
3.81%	31.96%	43.94%	46.28%	79.16%	38.18%	56.04%	41.85%

.86 The study reveals that attending A.E. Centres has helped the women in knowing some facts about their rights in all of the four areas studied. The neo-literate women have scored higher than the illiterate women in every area.

.87 However large percentage of "No" responses in both the groups point out that some special efforts are needed both at the literacy and post-literacy stages to make the women aware of their rights. Awareness is the first step in encouraging groups action for social change.

Can you keep home accounts?

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
YES	NO	YES	NO
1202	191	510	61
TOTAL	1393	TOTAL	571
AGE 86.22%	13.77%	87.77%	12.22%

4.89 As far as the functionality of keeping the family accounts is concerned, the women, whether neo-literates or illiterates, have shown almost equal competence, rather better in the case of the latter. The difference is the additional skill of keeping written record in the case of neo-literate women. As the home makers and expenditure controllers, all the women have to maintain a mental account of the trend in expenditure. It also contributes in fostering decision-making and action.

Do you save through banks?

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>	
YES	NO	YES	NO
707	667	177	394
TOTAL	1374	TOTAL	571
AGE 51.08%	48.91%	30.99%	69.00%

4.91 The data obtained reveals that the habit of saving through banks has developed in more than half (51.08%) of neo-literates while it is 30.99% in the case of illiterates.

4.92 The social environment and media impact show their contribution in the case of illiterates as well.

4.93 The habit of savings is a step towards economic independence with the backing of financial strength of money independence. The adult education programme can help promote this habit among women learners, as an important source of economic security and building-up of self-confidence among women.

4.94 Q.27

Do you check the weight of wheat and wheat flour at the (Chakkie) grinding mill?

<u>EXPERIMENTAL GROUP</u>		<u>CONTROL GROUP</u>		
YES	NO	YES	NO	
959	347	445	126	
TOTAL	1306	TOTAL	571	
-----		-----		
%AGE	73.43%	26.56%	76.59%	23.40%
-----		-----		

4.95 The study reveals that the level of awareness for safe guards against exploitation is more in the case of illiterate women (76.59%) and less in the case of neo-literates (73.43%).

4.96 The instructors in the literacy centres, while taking up the metric weights and measurements, may drive home the safeguards against exploitation. The functional utility linked with knowledge can definitely prove a motivational step.

4.97 The women in general appear to be heading towards action in order to change the existing exploitative order.

78 Q.28 How has Adult Education helped you in your earlier handicaps

-literate (Experimental Group)

Illiterates (Control Group)

Res- se	Facing outsid- ers	Problem of chil- dren	Behavi- our of husband	Maint- ain- ing House- hold	No res- ponse	Facing outsid- ers	Prob- blem of chil- dren	Beha- viour of husb- and	Main- tain- ing House hold
	I	II	III	IV		I	II	III	IV
	828	865	774	929	357	211	202	176	202

CENTAGES

PERCENTAGES

34.28	65.71				I 62.85	37.14			
33.30		66.69			II 63.86		36.13		
35.82			64.17		III 66.97			33.02	
31.74				68.25	IV 63.86				36.13

Reasons (Rank by order of importance)

Reasons (Ranking by importance)

- | | | |
|---|----|--|
| Talking to outsiders with confidence now | 1. | Can tackle children's problems |
| Tackling educational and other problems of children | 2. | Better behaviour with outsiders |
| Mutual respect and better cooperation with husband now | 3. | Keep house clean |
| Better Management of household affairs and accounts (expenditure and savings) | 4. | Can tackle household and family problems |
| More careful for cleanliness | 5. | Husband behaves properly |
| Learnt better manners and politeness with others | 6. | Control expenditure |
| - Feel more matured. | | |
| - Supplementary income | | |

99 With regard to the removal of pre-literacy handicaps, the above table reveals that the position of neo-literates has been positively far better than the illiterates. Roughly about two third of the neo-literates said that adult education has been helpful in removing handicaps faced earlier. In the case of illiterate women with experience and long stay in the village the percentage figures go to about one third of the number studied. Similarly nearly one third of neo-literates and two thirds of the illiterates gave no response at all.

100 The rationalisation given for the responses and the importance attached to handicaps in the case of neo-literates exhibit a lot of positive self-image and self confidence attained through adult education. The neo-literate women appear to be slowly and silently moving towards better cooperation rather than confrontation with their husbands through

mutual respect and appreciation of their respective roles.

4.101 Q. 29 Has Adult Education emboldened you in taking important decisions like family welfare etc

Experimental Group (neo-literate women)		Control Group (illiterate women)	
Yes	No	Yes	No
857	100	187	384
Total		Total 571	
Percentage : 83.74		Percentage : 32.74 67.25	

4.102 The results of the survey indicate that literate women feel much more emboldened in taking important decisions in the family. More than three-fifths (63.7%) of literates feel emboldened to foster decision-making and acting thereon. On the other hand, less than one third (32.74%) of illiterates show such emboldenment.

4.103 Q. 30 In what way do you manage the management of family income?

Experimental Group (Literate)		Control Group (Illiterates)	
Positive response	Negative response	Positive response	Negative response
245	175	76	250
Percentage : 43.78		Percentage : 13.20 43.78	

Role now played by literate women in the family (Importance-wise)

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Through supplementing income, a better way in family with expenditure To reduce expenditure making efficient consumption of every commodity, <ul style="list-style-type: none"> - keeps control on household accounts - spending money carefully on ration and articles of daily use - saving money 2. Keeping house and children clean 3. Sending children to school 4. Better cooperation in family | <ul style="list-style-type: none"> 1. Controls expenditure to run house within means <ul style="list-style-type: none"> - saves money - manages income and expenditure - keeps accounts - purchases ration 2. Decides children's problems <ul style="list-style-type: none"> - plays key role in looking after family. 3. Earn and respected 4. Minor say in family affairs. |
|--|---|

.104 The results of study do not reveal any marked contribution of literacy as far as managing family income goes. As compared to neo-literates (30.15%) responses with reason, the illiterate women (43.78%) have given reason in support of their replies.

.105 About half (49.27%) of neo-literates have given a negative response, but only (42.90%) illiterates fall within this category. A higher percentage of neo-literates (20.56%) as compared to (13.36%) of illiterates have responded without reason.

.106 Neo-literates have added more importance to the newly developed skills of earning, controlled expenditure and cleanliness as compared to illiterate women.

Summary

.107 The contributory role of adult education in empowering women towards the goal of women's equality - one of the objectives of the National Literacy Mission (NLM) - has been indicated in the findings revealed by the study. The NLM assumed that, through participation in the adult education programme, there would be an increase :

- i) In the building-up of self-confidence among women;
 - ii) In the women's decision-making powers in the family;
 - iii) In the all round awareness and assertion of women's political, social and economic rights;
 - iv) In the learning of new or upgradation of old income-generating skills by women, leading to their better economic status and more active participation in the developmental processes; etc.
- The adult education programmes, have, however, not aimed at the direct imparting of income generating skills at the adult education centres, but only indirectly through the training inputs of instructors, through inter-action among learners themselves assembled at the centres or to some measure, through the teaching learning materials. Accordingly, the mention of "skills learnt" at the adult education centres, in the Questionnaire, may be construed as co-terminus with the "Skills-known" by the respondents.

.108 While, in most of the cases, the assumptions of the NLM have been confirmed by the Study, there are also clear indications of some areas where the role of adult education has been marginal or even negligible. Take the area of skill-knowing : the position of neo-literates is marginally better than the illiterate women. Home-making skills are equally popular with both groups. About three-fourths of women in both groups; under pressure of economic circumstances, have been trying or thinking of acquiring one or the other income generating skills. The economic pressures, more than adult education, are the real contributory factors for women for going in for skill-learning and practicing for extra income for their families. This also shows there is effective demand for supplementation of income generating learning skills, with the literacy earning skills at the adult education centres for women. This could also be a strong motivational factor for attracting women to join the literacy centres. Besides, a positive relationship exists between learning literacy and handicrafts skills, as skill-learning, like literacy earning, contributes towards building of a positive self-image and a step

towards economic independence, raising living-standards and bringing about social change.

4.109 Again, literacy learning has also not contributed in improvement of job prospects for neo-literate women. On the other hand, the scales are weighed more in favour of illiterate women who, as per their responses, got better jobs owing to their experience and training.

4.110 Literacy learning has also not given any extra mileage to the neo-literate women in so far as their positive attitudes towards cleanliness and family planning are concerned. In fact, in both these areas, illiterate women had an edge over the neo-literates : 96.48% as against 91.30% in matters of cleanliness; and 92.46% as against 88.8% in awareness about small family norms. In both these areas, the powerful influence of extensive publicity through media and day-to-day social interactions, more than adult education, have had their decisive impact of attitudinal changes among women whether neo-literate or illiterate.

4.111 A few other interesting revelations of Study where little or no variations among the neo-literates or illiterate women were visible are :

(i) In sending children to school there is virtually no distinction of treatment of sons or daughters noticeable in both the groups;

(ii) Literacy has not contributed in moulding the opinion of husbands towards vices like gambling, drinking, smoking etc. as 59.92% neo-literate and 59.70% illiterates were getting little regard and respect by their husbands;

(iii) More illiterate women than neo-literates (76.59% against 73.43%) showed awareness for safeguards against exploitation in weights and measures of commodities purchased;

(iv) Again, slightly more illiterate women (87.77%) than neo-literate women (86.22%) responded positively in matters of maintaining house-hold accounts, the difference being the possession of additional skill of keeping written record of family accounts by the neo-literate women. The illiterates kept mental account. So too, in the management of family income, the illiterate women (56.98%) exceed the neo-literate women (50.71). Surprisingly, the illiterate women depend more on control of expenditure; management of funds and savings.

4.112 However, in all other areas of investigations covered by the Study, the impact of adult education programme in empowering women is clearly visible. Almost in all the A.E. Projects, neo-literate women feel that their attendance of A.E. centres have contributed towards their confidence building. Self-confidence helped the neo-literates towards better mobility, expression, understanding, accepting responsibility, desire to get their children educated, arriving at quick decisions etc.

4.113 Decision making, with rationalisation is more common among neo-literates. Neo-literates (73.28%) and illiterate women (64.94%) expressed better say in the family matters. Positive self-image of illiterate women has individualistic reasons, but for neo-literates attending adult education classes has played a definite positive role. Better expression by 83.05% neo-literates was a contribution of

attending A.E. classes and by 61.95% illiterate women also it was the aspect of knowledge, understanding and living in the company of educated persons.

.114 As regards self-confidence, Neo-literates (37.87%) and experienced illiterate women (27.86%) feel they have enhanced their bargaining power. In addition, larger percentage of neo-literates (57.39%) as compared to illiterate women (39.17%) feel that they provide confidence as companions to other women in the locality. Besides, more neo-literates (43.37%) than illiterate women (26.94%) derive benefits of I.C.D.S. and women's welfare programmes. Neo-literates (52.90%) and illiterates (33.15%) feel better prepared to run their own shop etc., an indication of self-confidence as also a move towards economic independence and will to increase their economic productivity in calculable terms. More neo-literates (62.09%) than illiterates (54.90%) as the contributors to the family-income, have indicated ability to keep better control on husband's expenditure and have assured their own economic independence.

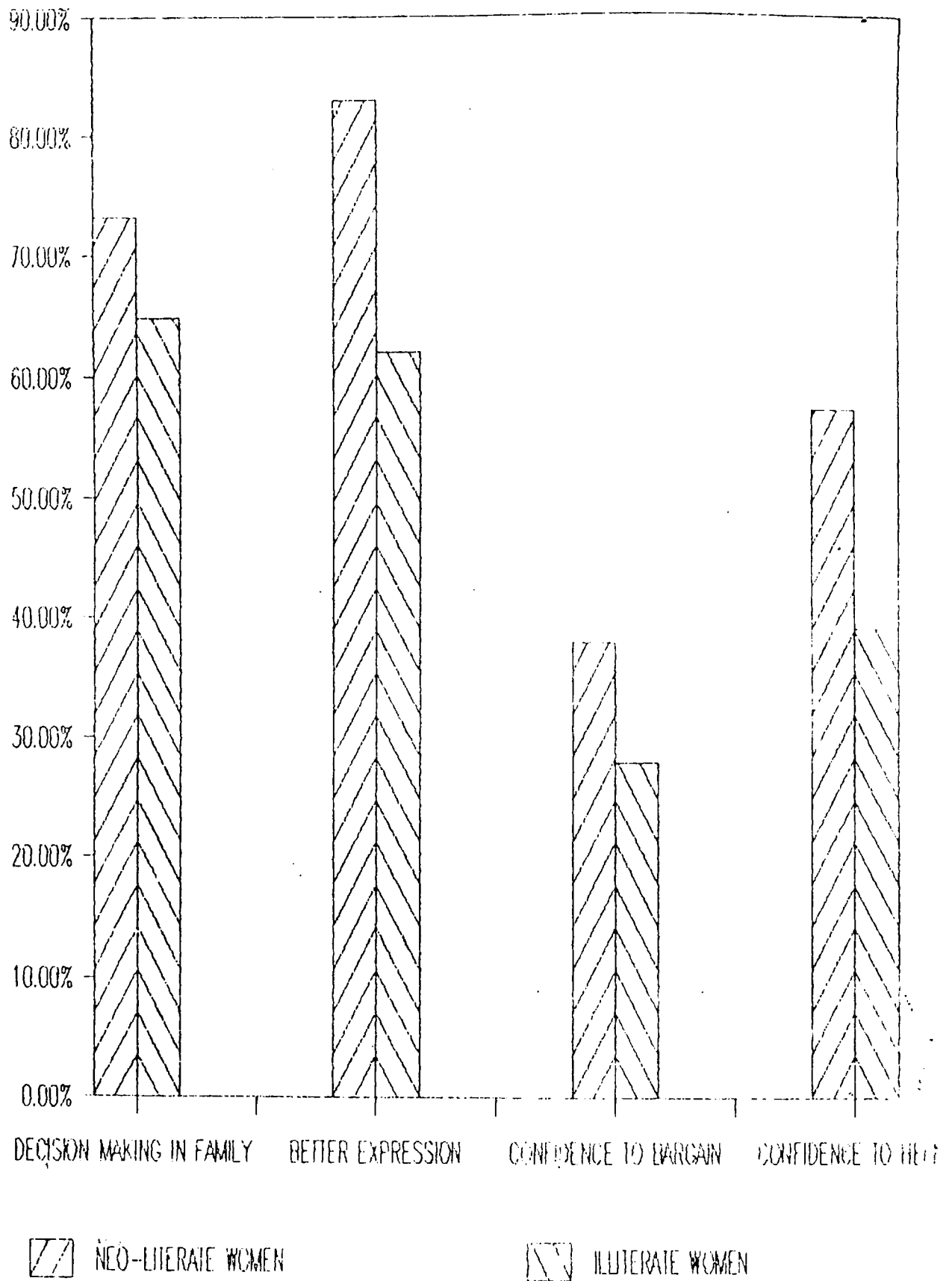
.115 Literacy has helped in removal of many earlier handicaps e.g. facing outsiders, problems of children, behaviour of husbands and maintaining the house-hold. The positive response of neo-literates was almost the double that of the illiterates in all the four areas studied. Neo-literates exhibited positive self image and lot of self-confidence, while illiterate women preferred cooperation to confrontation in dealing with their husbands. Savings through banks was practiced more by neo-literates (51.08%) than by illiterates (30.99%). Neo-literates (61.56%) and illiterates (32.74%) revealed a self image of boldness to foster decision making and acting thereon.

.116 The rights of women deserve a better deal in curricula, training of functionaries and teaching-learning programme at the adult education centres. Awareness is the first step in encouraging group action for social change.

.117 Some of the selected areas where adult education programme has/has not contributed towards the empowerment of women are graphically depicted in the following pages.

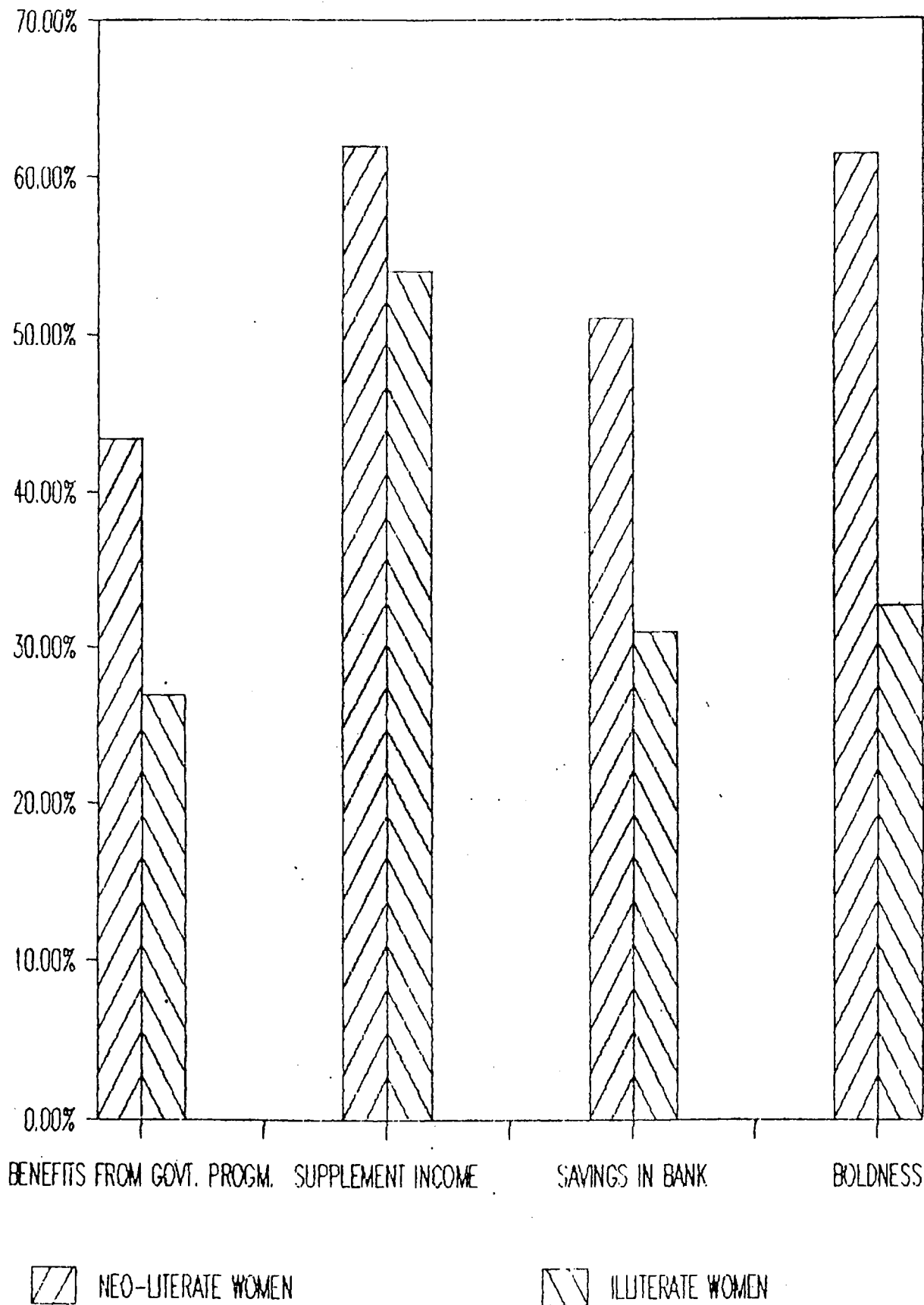
EMPOWERMENT OF WOMEN

NEO-LITERATE VS ILLITERATE



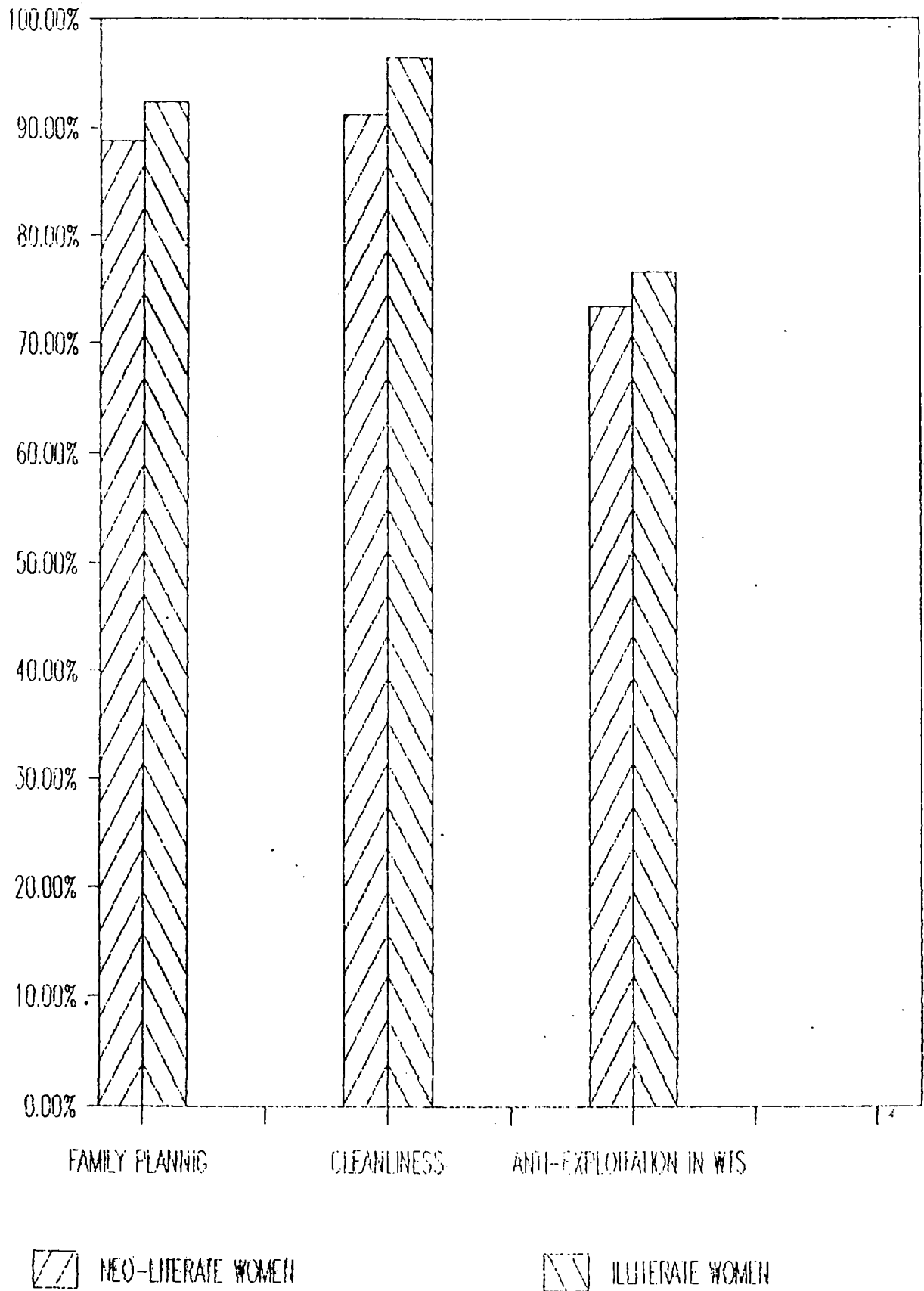
EMPOWERMENT OF WOMEN

NEO-LITERATE VS ILLITERATE



EMPOWERMENT OF WOMEN

NEO-LITERATE VS ILLITERATE



REMEDIAL MEASURES

5.1 While revealing the findings of the Study under section III (Retention and Use of Literacy) and under Section IV (Empowerment of Women) the remedial measures, wherever necessary, have been suggested simultaneously for each finding. These suggestions are now indexed below, indicating reference to the relevant paragraphs in section III and IV of the Study:

I RETENTION AND USE OF LITERACY:

<u>Subject</u>	<u>Relevant paragraph Numbers</u>
(1) Loud Reading	3.7
(2) Silent Reading	3.10 & 3.11
(3) Reading with understanding (Road signs etc.)	3.12 & 3.13
(4) Reading with understanding (Posters etc.)	3.17
(5) Reading with understanding (instructions on cartons/ packets etc.)	3.20
(6) Reading with understanding (special materials for neo-literates)	3.23
(7) Copying words (per minute)	3.29
(8) Dictation (words per minute)	3.32
(9) Writing with proper space and alignment	3.36
(10) Filling up blank forms (M.O. forms etc.)	3.39
(11) Writing letter, application	3.42
(12) Multiplication and Division (Two digits)	3.50 & 3.51
(13) Maintaining personal account	3.53
(14) Knowledge of metric weights and measures	3.56
(15) Measuring currency	3.58 & 3.59
(16) Measuring Time	3.61
(17) Measuring Areas	3.62 & 3.63
(18) Simple proportion (Broad idea)	3.65
(19) Simple interest (Broad idea)	3.69
(20) Reading entries in Bank Pass Book	3.71 & 3.72

II EMPOWERMENT OF WOMEN

(21) Practical skill learning	4.11 & 4.12
(22) Income-generating functionality programmes combined to literacy learning	4.14 & 4.15
(23) Combining training for jobs with literacy learning.	4.19
(24) Building-up self-confidence	4.25

25) Decision-making ability	4.30
26) Building -up self-image in the family	4.33 & 4.34
27) Ability to express better than others	4.37 & 4.38
28) Women's views on small family norms	4.52
29) Women's views about preference for son/daughter's education	4.59
30) Attitude towards cleanliness	4.62
31) Women's views on voting rights	4.73
32) Awareness about Rights of women	4.83
33) Attitude towards savings through bank	4.89
34) Exploitation through under-weighting	4.92

5.2 The findings of this Study are typical of a Metropolis, with fast expanding urban/semi-urban population, overdosed with mass media and increasing opportunities of social inter-action. Accordingly, the entire J.T. of Delhi, today, is hardly representative of the vast rural populations in all other States and Union Territories of India. The findings of this Study, based on the Adult Education Programme in Delhi, may therefore be substantially different from a similar study if conducted, in areas having predominantly rural populations. Perhaps, another Study, based on Adult Education Programme in predominantly rural areas, on the themes of the present Study, would be desirable.

Status of Adult Education Programme
in Delhi (1988-89) - A Brief Note ;

Introduction

The two evaluation studies on the "Retention and use of Literacy", and "Empowerment of Women" have been based on the Adult Education Programme in the Union Territory of Delhi. Accordingly, even though the main focus of the studies was not on the on-going adult education programme in Delhi, the inclusion in the report of perspectival overview of its Status or say, its state-of-affairs should be useful in providing the backdrop of the situation under which the studies were conducted. The materials for this brief note have been gathered mainly from secondary sources: viz Information furnished by the functionaries, both written (through scheduled proformas) and oral (in the course of personal meetings and discussions). The material contained in the brief-note may, therefore, be taken as what has been reported, and not as based on independent field investigations conducted as in the case of the above mentioned two studies. Besides, the statistical part of the information in this note is based on the year 1988-89 i.e. the latest year for which the data had been collected/available.

2. An attempt was made to know as much as possible, about the present state-of-affairs of the working of Adult Education Programme in the Union Territory of Delhi, through different sources viz the following :

1. Project officers of the Government-run Adult Education projects in different parts of the Union Territory, Voluntary Agencies implementing Adult Education Projects; N.S.S. Coordinators; Nehru Yuvak Kendras etc.
2. Personal Interaction by Evaluation Team with the Additional Director (Adult Education) and his colleagues in the Directorate of Education, Delhi Administration, Delhi.
3. Personal Interaction by Evaluation Team with the officers of State Resource Centre, Delhi;
4. Personal Interaction by the Field Investigators with field functionaries as well as neo-literate adults by way of observations outside the Questionnaires. (All field investigators were advised to do their field assignment with their eyes and ears open so that, apart from interviewing the respondents on the basis of questions covered in the Questionnaires, they may observe any other matters relevant to the functioning of Adult Education Programme in the field and make note of such observations separately in the diaries given to them for this purpose).

MINISTRATION AND MANAGEMENT

Adult Education Wing of the Directorate of Education, Delhi ministration is primarily responsible for organisation and control of ult Education programmes. The A.E. projects run by the State or the luntary agencies look towards them for direction and recommendatory pport.

Budget And Expenditure

4. The position in regard to allocation of funds for adult education to the Directorate of Education and the expenditure incurred during the three years 1986-89, as reported by the Adult Education Wing is as under :

<u>Year</u>	<u>Funds allocated</u> (Rs)		<u>Expenditure incurred</u> (Rs)	
1986-87	(i)	50.00 lakhs (Plan)	(i)	17.64 lakhs (Plan)
	(ii)	51.29 lakhs (Non-Plan)	(ii)	47.02 lakhs (Non-Plan)
1987-88	(i)	30.00 lakhs (Plan)	(i)	9.36 lakhs (Plan)
	(ii)	52.70 lakhs (Non-Plan)	(ii)	52.30 lakhs (Non-Plan)
1988-89	(i)	24.00 lakhs (Plan)	(i)	2.44 lakhs (Plan)
	(ii)	51.80 lakhs (Non-Plan)	(ii)	51.11 lakhs (Non-Plan)

Note : This however does not include grant from Government of India for strengthening of Administrative Structures :

1986-87	2.66 lakhs
1987-88	3.25 lakhs
1988-89	3.83 lakhs

Status Position (1988-89)

5. The "Status" position in respect of (1) Number of Adult Education Centres; (2) Enrolment; (3) Teaching/Learning materials; (4) Use of media/mobility and (5) staffing position for the year 1988-89 as reported by the functionaries of State-run Adult Education Projects; voluntary agencies; N.S.S Coordinators etc., is tabulated as follows:

(For Tables please turn to next page)

STATUS OF A.E. PROJECTS (1988-89)

Table I
A E Centres
No of Centres

Name of the Govt. Projects	Male	Female	Total
1. G T B Nagar	1	99	100
2. Shakti Nagar	-	105	105
3. Shahdra I (Urban)	13	85	98
4. R K Puram (Urban)	16	75	91
5. Hari Nagar	6	75	81
6. Najafgarh	-	100	100
7. Badarpur	22	45	67
8. Shahdra II	35	65	100
9. Ajmeri Gate	9	49	58
10. Lajpat Nagar	15	76	91
11. Kalyan Vas	14	86	100
12. Gandhi Nagar	43	57	100
13. Karol Bagh	8	105	113
14. Sadar Pahar Ganj	1	98	99
15. Jama Masjid	7	73	80
16. Lawrence Road	1	85	86
17. Anand Vas	14	80	94
18. Mehrauli	2	92	94
19. Naraina	8	87	95
<u>N.S.S. Projects</u>			
20. AIIMS, New Delhi	-	1	1

Name of Voluntary Agency	Male	Female	Total
1. Alok Shiksha Frasar Sansthan, Vikas Marg, Delhi	20	80	100
2. Indian Adult Education Association, I.P. Estate, New Delhi	Not sanctioned during 1988-89		
3. Guru Nanak Mahila Welfare Society, Saraswati Vihar, Delhi.	Not sanctioned during 1988-89		
4. Babasaheb Dr. B.R. Ambedkar Research Institute (India), R.K. Puram, New Delhi.	Not sanctioned during 1988-89		
5. All India Taleem Ghar New Delhi.			300*
6. Dharam Nirpaksh Samjouthan Samiti, Vishnu Garden, New Delhi.	2	28	30
7. Delhi Bhartiya Gramin Mahila Sangh, Sujan Singh Park, New Delhi.	Not sanctioned during 1988-89		
8. Konark Shikshan Sansthan, Tri Nagar, New Delhi. (Urban areas)	0	30	30
9. Grameen Kohetra & J.J. Colony Frodh Shiksha Samaj Sudhar Society, Najafgarh, New Delhi.	20	180	200
10. Shikshan Kalyan Parishad, Meenakshi Garden, New Delhi. (West Delhi)	30	70	100
11. Sandhya Educational Society Chauhan Bangar, Delhi.	6	54	60
12. Almora Kumaon Volunteer Core, Farash Khana, Delhi	(Not furnished)		

* Seperate figures for males and females centres not furnished

13. Shere Punjab Lala Lajpat Rai Education Society, Gandhi Nagar, Delhi	10	90	100*
14. Sushma Shiksha Samiti Harsh Vihar, Delhi	(Not furnished)		
15. Maharishi Dayanand Gurukul Shiksha Samiti, Karol Bagh, New Delhi	Not sanctioned during 1988-89		
16. Indian Women's Welfare Association, Kirti Nagar, New Delhi	Not sanctioned during 1988-89		
17. Bhartiya Adajati Sewak Sangh, Thakkar Bapa Samark Sundhar, New Delhi	Not sanctioned during 1988-89		
18. Sanmati Sanskritik Samiti Madangir, New Delhi.	Not furnished		
19. Jan Jagriti Educational Society, Mangolpuri, Delhi	--	30	30
20. Punarvas Kalyan Samiti, Village Begumpur, Delhi. (Gramin Kashetra)	3	27	30
Total number of centres both Govt. & VAs etc.			2633

* The project started in Jan. 1989 and lasted till Jan. 1990

STATUS OF ADULT EDUCATION PROJECTS (1988-99)

TABLE ..II..
Enrolment

Name of the Govt. Project	All Persons			S.C.			S.T		
	M	F	T	M	F	T	M	F	T
1. G.T.B. Nagar:	30	2970	3000	5	495	500	-	-	-
2. Shakti Nagar:	-	3150	3150	-	1495	1495	-	-	-
3. Shahdra I:	390	2542	2932	143	635	778	-	-	-
4. R.K.Puram: (Urban)	480	2250	2730	82	340	422	-	-	-

5. Hari Nagar:	122	1925	2047	52	185	247	-	-	-
6. Najafgarh:	210	2400	2610	20	250	270	-	-	-
7. Badarpur:	1020	1170	2190	200	222	422	-	-	-
8. Shahdra -II (Urban)	1050	1950	3000	195	305	500	-	-	-
9. Ajmeri Gate:	261	1239	1500	--	500	500	-	-	-
10. Lajpat Nagar:	450	2280	2730	270	1530	1800	-	-	-
11. Kalyan Vas:	213	1418	1631	205	1147	1352	-	-	-
12. Gandhi Nagar:	1290	1710	3000	718	870	1588	-	-	-
13. Karol Bagh:	240	3150	3390	210	2688	2898	-	-	-
14. Sadar Pahar Ganj:	30	2940	2970	30	2230	2260	-	-	-
15. Jama Masjid:	205	2170	2375	-	42	42	-	-	-
16. Lawrence Road:	25	2510	2535	5	349	354	-	-	-
17. Anand Vas:	420	2400	2820	305	1365	1670	-	-	-
18. Mehrauli:	60	2860	2920	--	1558	1558	--	--	--
19. Naraina	240	2610	2850	180	1940	2120	-	--	--
20. A.I.I.M.S (N.S.S. Project)	--	20	20	--	8	8	--	--	--

TABLE II
Enrolment

Name of Voluntary Agency	All person			S.C.			S.T.			
	M	F	T	M	F	T	M	F	T	
1. Alok Shiksha Prasar Santhan, Vikas Marg Delhi (Shakarpur, Lakshmi Nagar)	600	2400	3000	165	638	803	-	-	-	
2. Indian Adult Education Association I P Estate, New Delhi (Himmatpuri, Trilok Puri)	A E Centres sanctioned from 1-7-1989									
3. Guru Nanak Mahila Welfare Society Saraswati Vihar Delhi	100 A E Centres sanctioned from 1-4-1989									
4. Babasaheb Dr. B R Ambedkar Research Institute (India) R K Puram, New Delhi	60 A E Centres sanctioned from 1-4-1989									
5. All India Taleem Ghar Janpath, New Delhi	i)	529	2866	3395	211	1146	1357	59	257	316
	ii)	1135	4029	5164	379	1750	2129	349	229	588
6. Dharam Nirpakash Samjouthan Samiti, Vishnu Garden New Delhi	60	840	900	27	185	212	-	-	-	
7. Delhi Bhartiya Gramin Mahila Sangh Sujan Singh Park	No centre was opened during 1988-89									
8. Konark Shikshan Santhan Tri Nagar, New Delhi	270	630	900	70	135	205	-	-	-	
9. Grameen Kohetra and J J Colony Prodh Shiksha Samaj Budhar Society, Najafgarh New Delhi	600	5400	6000	60	1140	1200	-	-	-	
10. Shikshan Kalyan Parishad Meenakshi Garden New Delhi (West Delhi)	Project sanctioned from 1989-90									

11.	Sandhya Educational Society Chauhan Bangar Delhi	180	1620	1800	38	202	240	-	-	-
12.	Almora Kumaon Volunteer Core Farash Khana, Delhi	Not furnished								
13.	Shere Punjab Lala Lajpat Rai Education Society Gandhi Nagar, Delhi	300	2700	3000	129	1368	1497	-	-	-
(The project was on from January 1989 to 31st December 1989)										
14.	Sushma Shiksha Samiti Harsh Vihar, Delhi	Not furnished								
15.	Maharishi Dayananad Gurukul Shiksha Samiti, Karol Bagh New Delhi	No Centre was opened during 1988-89								
16.	Indian Women's Welfare Association Kirti Nagar, New Delhi	30 A E centres sanctioned from 1-7-1989								
17.	Bhartiya Adamjati Sewak Sangh Thakkar Bapa Samark Sudhar New Delhi	No A.E programme was conducted during 1988-89								
18.	Sanmati Sanskritik Samiti Madangir, New Delhi	Not furnished								
19.	Jan Jagriti Educational Society, Mangolpuri Delhi	-	900	900	-	384	384	-	-	-
20.	Punarvas Kalyan Samiti Village Begumpur Delhi (Gramin Kashetra)	90	810	900	26	278	304	-	-	-
Grand Total of enrolment both for Govt. Project And V.A		10500	65859	76359	3725	25380	29105	418	486	904

Status of A.E. Projects (1988-89)

Table III
Teaching/Learning Materials

1).Primers 2).Work-Books 3).Instructor's Guide 4).Roller Boards 5).*Slate Pencil 6).*Chalks 7).Charts 8).Techno-Paedogical

Name of the Govt. Projects.	1	2	3	4	5	6	7	8
1. G.T.B. Nagar:	3000	3000	100	100	2400 2160	100	--	--
2. Shakti Nagar:	--	2000	105	100	100	100	--	--
3. Shahdra I: (Urban)	1000	3000	100	200	--	--	--	--
4. R.K.Puram:	Teaching material was given to each centre according to enrolment of 30 of each centre.							
5. Hari Nagar:	One for each							
6. Najafgarh:	3000	---	---	---	---	---	---	---
7. Badarpur:	3000	3000	--	100	400	500	--	--
8. Shahdra- II	Material supplied in 1987 was utilised No instructor's guide was supplied.							
9. Ajmeri Gate:	2851	2500	---	---	234	80	--	---
10. Lajpat Nagar:	2730	2730	91	91	91	90	--	--
11. Kalyan Vas:	5048	3000	---	100	224	124	105	--
12. Gandhi Nagar:	3500	3500	---	280	283	112	105	--
13. Karol Bagh:	3572	3572	--	100	550	---	100	---
14. Sadar Pahar Ganj:	3572	3572	---	100	550	---	100	---
15. Jama Masjid:	996	2096	---	100	120	200	---	---
16. Lawrence Road:	2615	2615	---	---	80	187	---	---
17. Anand Vas:	3000	---	---	50	100	---	---	---
18. Mehrauli:	3000	3000	---	100	500	400	---	---
19. Naraina:	Figures not furnished							
20. A.I.I.M.S	Figures not furnished							

* Figures under columns 5 & 6 indicate packets and boxes respectively

Status of Voluntary Agencies Projects (1988-89)

Table III
Teaching/Learning Materials

1. Primer 2). Work-Book 3). Instructors guide 4). Roller Boards 5). *Slate Pencils 6). *Chalks 7). charts 8). Techno-Pedagogical

Name of Voluntary Agency	1	2	3	4	5	6	7	8
1. Alok Shiksha Prasar Sansthan, Vikas Marg, Delhi (Shakarapur, Lakshmi Nagar).	All material according to strength and as per rules of M/H R.D.							
2. Indian Adult Education Association, I.P. Estate, New Delhi. (Himmatpuri, Trilok Puri).	A.E.Centres sanctioned from 1-7-1989							
3. Guru Nanak Mahila Welfare Society Saraswati Vihar, Delhi	100 A.E. centres sanctioned from 1-4-1989							
4. Babasaheb Dr. B.R. Ambedkar Research Institute (India) R.K. Puram, New Delhi	60 A.E.Centres sanctioned from 1-4-1989							
5. All India Taleem Ghar Janpath, New Delhi	As per norms prescribed by the Ministry of Human Resource Development (Only expenditure figures indicated)							
6. Dharam Nirpaksh Samjouthan Samiti, Vishnu Garden, New Delhi	900	900	30	30	90 180	600	60	
7. Delhi Bhartiya Gramin Mahila Sangh Sujan Singh Park New Delhi	No Centre was opened during 1988-89							
8. Konark Shikshan Sansthan Tri Nagar, New Delhi	900	900	30	30	90 180	720	60	
9. Grameen Kohetra & J.J. Colony Prodh Shiksha Samaj Sudhar, Society Najafgarh, New Delhi	6000	6000	200	800	600 200	200	3000	
10. Shikshan Kalyan Parishad, Meenakshi Garden, New Delhi	Project sanctioned from 1989							
11. Sandhya Educational Society Chauhan Bangar, Delhi	1800	1800	60	240	130	180	240	

* Figures under columns 5 & 6 indicate packets and boxes respectively

12.	Almora Kumaon Volunteer Core Farash Khana, Delhi	Not furnished							
13.	Shere Punjab Lala Lajpat Education Society. Gandhi Nagar, Delhi	3000	3000	100	400	20	20	800	---
		The project was started in January 1989 and lasted upto 31 St. Dec.1989							
14.	Sushma Shiksha Samiti, Harsh Vihar, Delhi	Not furnished							
15.	Maharishi Dayanand Gurukul Shiksha Samiti Karol Bagh, New Delhi	No centre was opened during 1988-89							
16.	Indian Women's Welfare Association, Kirti Nagar, New Delhi	30 A.E. Centres sanctioned from 1.7.1989							
17.	Bhartiya Adamjati Sewak Sangh Thakkar Bapa Samark Sudhar, New Delhi	No AE programme was conducted during 1988-89							
18.	Sanmati Sanskritik Samiti Madangir, New Delhi	Not furnished							
19.	Jan Jagriti Educational Society, Mangolpuri, Delhi	900	1800	30	90	90	90	30	--
20.	Punarvas Kalyan Samiti Village Begumpur, Delhi	900	900	30	120	180	270	210	.

Status of Adult Education Project (1988-89)

Table IV
Use of Media/Mobility

Name of the Govt Project	T.V.	Radio	News Paper	Theatre	Folk Theatre	Vehicle
1. G.T.B.Nagar:	--	Yes	Yes	Yes	---	---
2. Shakti Nagar:	No	No	No	No	No	No
3. Shahdra I:(Urban)	No	No	No	Yes	No	No
4. R.K.Puram:(Urban)	Yes	Yes	Yes	Yes	Yes	NO
5. Hari Nagar:	Yes	Yes	No	Yes	Yes	No
6. Najafgarh:	No	No	No	No	No	No
7. Badarpur:	No	No	NO	No	No	No
8. Shahdra II	No	No	No	No	No	No
9. Ajmeri Gate:	Yes	Yes	Yes	Yes	Yes	No
10. Lajpat Nagar:	No	No	No	No	No	No
11. Kalyan Vas:	No	Yes	No	No	No	No
12. Gandhi Nagar:	No	No	No	No	No	No
13. Karol Bagh:	No	No	No	No	No	No
14. Sadar Pahar Ganj:	No	No	NO	NO	NO	No
15. Jama Masjid:	No	No	No	No	No	No
16. Lawrence Road:	No	No	No	No	No	No
17. Anand Vas:	No	No	Yes	No	No	No
18. Mehruli:	No	No	No	No	No	NO
19. Naraina:	Not furnished					
20. N.S.S. Project: A.I.I.N.S, New Delhi	No	No	NO	No	No	No

Table IV
Use of media of mobility

Name of Voluntary Agency	T.V.	Radio	News Paper	Theatre	Folk Theatre	Vehicle
Alok Shiksha Prasara Sansthan, Vikas Marg, Delhi	No	No	Yes	Yes	No	No
Indian Adult Education Association, I.P. Estate, New Delhi			A.E. centres sanctioned from 1-7-89			
Guru Nanak Mahila Welfare Society, Sarawati Vihar, Delhi			100 AE Centres sanctioned from 1-4-1989			
Babasaheb Dr. B.R. Ambedkar Research Institute (India) R.K. Puram, New Delhi			60 AE Centres sanctioned from 1-4-1989			
All India Taleem Ghar New Delhi	Yes	Yes	Yes	Yes	No	No
Dharam Nirpaksh Samjouthan Samiti, Vishnu Garden, New Delhi.	Yes	Yes	Yes	No	No	No
Delhi Bhartyia Gramin Mahila Sangh, Sujan Singh Park, New Delhi.			No Centre was opened during 1988-89			
Konark Shikshan Sans- than Tri Nagar, New Delhi.	Yes	Yes	Yes	No	No	No
Grameen Kohetra & J.J.Colony Prodh Shiksha Samaj Sudhar New Delhi.	No	No	Yes	Yes	No	No
Shikshan Kalyan Parishad Meenakshi Garden, New Delhi.			Project sanctioned form 1989-90			

11	Sandhya Educational Society Chauhan Bangar, Delhi.	No	No	Yes	Yes	No	No
12	Almora Kumaon Volunteer Core, Farash Khana, Delhi.	Not furnished					
13.	Shere Punjab Lala Lajpat Rai Education Society, Gandhi Nagar, Delhi.	Yes	Yes	Yes	Yes	No.	No
		The Project was stand in January 1989 and lasted upto 31st.Dec. 1989.					
14.	Sushma Shiksha Samiti Harsh Vihar, Delhi.	Not furnished					
15.	Maharishi Dayanand Gurukul Shiksha Samiti, Karol Bagh, New Delhi.	No Centre was opened during 1988-89					
16.	Indian Women's Welfare Association, Kirti Nagar, New Delhi.	A AE Centre sanctioned from 1-7-1989					
17.	Bhartiya Adamjati Sewak Sangh, Thakkar Bapa Samark Sudhar, New Delhi.	No AE programme was conducted during 1988-89					
18.	Sanmati Sanskritik Samiti Madangir, New Delhi.	Not furnished					
19.	Jan Jagriti Educational Society, Mangol Puri, Delhi	Yes	Yes	Yes	Yes	No	No
20.	Punarvas Kalyan Samiti, Village Begumpur, Delhi.	Yes	No	Yes	No	No	No

Status of Adult Education Projects (1988-89)

1. No. of Posts Sanctioned
2. No. in Position

Table V
Staff Position

Name of the Govt. Project	Project officer		Assist P.O.		Super Visers		Instru- tors		Clerk/ UDC		Peon	
	1	2	1	2	1	2	1	2	1	2	1	2
1. G.T.B.Nagar	1	-	-	-	3	3	100	95	1	1	1	-
2. Shakti Nagar	1	1	-	-	3	2	100	92	1	1	1	1
3. Shahdra I:	1	1	-	-	2	2	98	98	1	1	1	1
R.K.Puram:	1	1	-	-	2	2	79	79	1	1	1	1
Hari Nagar:	1	1	-	-	4	4	--	--	1	1	1	-
Najafgarh:	1	-	1	1	10	4	87	87	2	-	1	1
Badarpur:	1	1	-	-	3	1	100	67	1	1	1	1
8. Shahdra II	1	1	-	-	3	2	100	100	1	-	1	-
9. Ajmeri Gate:	1	1	-	-	3	2	100	100	1	1	1	-
10. Lajpat Nagar:	1	-	-	-	4	4	100	91	1	-	1	-
11. Kalyan Vas:	1	1	-	-	4	2	100	100	1	-	1	-
12. Gandhi Nagar:	1	1	-	-	4	2	100	100	1	1	1	-
13. Karol Bagh:	1	1	-	-	3	2	100	100	1	1	1	-
14. Sadar Pahar Ganj:	1	1	-	-	3	2	100	99	1	1	1	1
15. Jama Masjid:	1	1	-	-	3	2	80	80	1	1	1	1
16. Lawrence Road:	1	-	-	2	-	87	--	1	-	-	-	-
17. Anand Vas:	1	1	-	-	3	2	100	94	1	1	1	-
18. Mehrauli:	1	1	-	-	3	1	100	94	1	1	1	1
19. Naraina	Not furnished											
20. AIIMS, New Delhi.	-	-	-	-	-	-	1	1	-	-	-	-

Table V
Staffing Position

Name of Voluntary Agency.	Prof officer		Assit. P.O		Super viser		Instru- ctors		Cleark		Peon		
	1	2	1	2	1	2	1	2	1	2	1	2	
1. Alok Shiksha Frasar Sansthan, Vikas Marg, Delhi.	1	1	-	-	10	10	100	100	1	1	1	1	
2. Indian Adult Education, Association, I.P. Estate, New Delhi.	AE Centre sanctioned from 1-7-1989												
3. Guru Nanak Mahila Welfare ,Society, Saraswati Vihar, Delhi	100 AE Centre sanctioned from 1-4-1989												
4. Babasaheb Dr. B.R. Ambedkar Research Institute (India) R.K. Puram, New Delhi.	50 AE centres sanctioned from 1-4-1989												
5. All India Taleem Ghar New Delhi.	1	1	1	1	1	10	10	100	100	2	2	1	1
6. Dharam Nirpaksh Samjouthan Samiti, Vishnu Garden, New Delhi.	-	-	-	-	-	4	4	30	30	1	1	-	-
7. Delhi Bhartiya Gramin Mahila Sangh, Sujan Singh Park. New Delhi.	No centre was opened during 1988-89												
8. Konark Shikshan Sansthan, Tri Nagar, New Delhi.	-	-	-	-	-	4	4	30	30	1	1	-	-
9. Grameen Kohetra & J.J.Colony, Prodh Shiksha Samaj Sudhar Society, Najafgarh, New Delhi.	1	1	1	1	1	20	20	200	200	1	1	1	1

10.	Shikshan Kalyan Parishad, Meenakshi Garden, New Delhi.																			Project sanctioned from 1989-90
11.	Sandhya Educational Society, Chauhan Bangar Delhi.	-	-	-	-	6	6	60	60	1	1	-	-							
12.	Almora Kumaon Volunteer Core , Farash Bangar, Delhi.																			Not furnished
13.	Shere Punjab Lala Lajpat Rai Educational Society, Gandhi Nagar. Delhi.	1	1	-	-	10	10	100	100	2	2	1	1							The Project was started in January 1989 and lasted upto 31st Dec. 1989
14.	Sushma Shiksha Samiti Harsh Vihar, Delhi.																			Not furnished
15.	Maharishi Dayanand Gurukul Shiksha Samiti, Karol Bagh, New Delhi																			No A.E. Project Sanctioned for 1988-89
16.	Indian Women's Welfare Association, New Delhi																			30 AE Centres sanctioned from 1-7-1989
17.	Bhartiya Adamjati Sewak Sangh, Thakkar Bapa Samarki Sudhar, New Delhi.																			No AE programme was conducted during 1988-89
18.	Sanmati Sanskritik Samiti, Madangir, New Delhi																			Not furnished
19.	Jan Jagriti Educational Society, Mangolpuri, Delhi.	--	--	--	--	4	4	30	30	1	1	-	-							
20.	Punarvas Kalyan Samiti, Village Begumpur, Delhi.	--	--	--	--	3	3	30	30	1	1	-	-							

RESOURCE SUPPORT

5. The agencies functioning in the Union Territory of Delhi bank upon the resource bases of the following Institutions:

1. National Resource Centre viz Directorate of Adult Education (DAE).
2. National Institute of Educational Planning and Administration (NIEPA).
3. National Institute of Educational Research and Training (NCERT).
4. State Council of Education Research and Training (SCERT)
- District Institutions of Education and Training (DIET's)
- District Resource Units (DRUS).
5. State Resource Centre (Adult Education), Delhi.

6. The first three agencies above treat Union Territory of Delhi, at par with other States and U.Ts for participation of senior functionaries in the national level programmes. State Council of Educational Research and Training, Delhi, is comparatively an institution in its infancy. It intends to cater to the requirements of implementing agencies through its up-coming District Institutes of Education and Training (DIETs) and their faculties of District Resource Units, (DRU).

7. S.R.C. (A.E.) has got its own standing as an institution to extend resource-support for efficiency in curriculum development, in production of material and training of functionaries. The main activities of the S.R.C. relating to

Production of Teaching/Learning materials include:

- (i) Basic literacy (alphabetical approach)
- (ii) Post-literacy and follow-up materials.
- (iii) Books for Instructors and advanced learners
- (iv) Instructor's material and teaching aids
- (v) Material for Mass Programme of Functional Literacy
- (vi) Special material prepared for National Literacy Mission
- (vii) Printing of Posters (on special topics)
- (viii) Translation of Books/Posters/Documents in Urdu
- (ix) Revision of Books for Jan Shikshan Nilayams
- (x) Books for condensed course (under process)

8. The activities of S.R.C. relating to the training of functionaries in 1988-89 covered the following:

Total number of 32 training programmes both under "Centre-Based" and "Each One Teach One" approaches were arranged. Those trained were Instructors (363); Preraks (91); N.S.S. Programme Officers (496); N.S.S. Volunteers (42)-all in a total of 138 days. Nearly half of the training programme had the duration confined to one day or less, covering 538 functionaries out of a total of 996 functionaries trained. Training of nearly five days duration was given to 363 instructors from voluntary organisations, in twelve training programmes.

10. For Mass Programme of Functional literacy (MPFL) 592 Master Trainers and 71 student volunteers were trained. The kits issued were 18,300.

(A) Inter-action with Coordinators of S.R.C. Delhi.

11. Training of staff (A.E. Functionaries) held in S.R.C. is usually not more than five days.

(a) One day training to Master trainers of M.F.F.L was given.

(b) Training programmes are arranged during day time in the S.R.C. premises.

(c) No training for DRU faculties of the DIET's has so far been arranged.

(d) Functionaries coming to attend training programme are often non serious about punctuality etc.

(e) Training of Instructors of the Government projects is not arranged by S.R.C.

(f) No approval of training programme even of two days has been given by Delhi Administration. Thus supervisor's role as trainers is doubtful.

(g) Print material for training programme is under process.

(h) Transparencies and slides are often produced under techno-paedogogic training material.

Teaching-learning material based on alphabetical system has been supplied to all Governmental and Voluntary projects excepting R.F.L.P. in Delhi.

12. On Empowerment of Women:

I Basic literacy material is prepared, keeping in view the national norms like small family, equality of men and women etc.

II Supplementary material is prepared keeping the needs of women in view.

Under post-literacy material: 'The laws for working women' have been covered.

13. No Institutional or operational plan of activities was available. However the annual reports for the past three years, literacy kit (MPFL) and a set of publication was supplied to E.C.C.

---There exists acute problem of space for many Adult Education Centres.

(B). Inter-Action with Additional Director (A.E) and his Colleagues:

14. As a result of personal inter-action with the Additional Director (Adult Education) Delhi Administration and his colleagues, the following position in respect of actual beneficiaries of the adult education programme in Delhi during the 3 years 1986-89 was reported.

Year	Target of A.E.Centres	Actual number of A.E.Centres	Traget of learners	Actual number of beneficiaries
1986-87	2500	3312	90,000	86,337
1987-88	2700	3078	1,00,000	87,825
1988-89	3000	4059	1,10,000	1,00,000

15. Some observations made at the "Inter-action" meeting with the officers of the Adult Education Wing of Delhi Administration, in regard to the training of adult education functionaries, the teaching-learning materials, evaluation, staff and management issues etc. etc. are reported as under:

Training Inputs

- Despite provision, S.R.C. does not arrange training of Adult Education instructors.
- Training imparted at Project-level is of limited nature, under the guidance of the Project staff.
- Under DRU (DIET) training of Project Officers (Oct. 3-6, 1989) and Supervisors (Oct. 25-27, 1989) was arranged.
- Training to functionaries by the S.R.C. is centralised at Jamia Millia Islamia, Okhla, during day time.

Materials Input

- S.R.C. supplies materials direct to Projects.
- Supply of materials by S.R.C. was less than 60% for the last two years (it was adequate and timely).
- Second phase Literacy Material worth Rs 7/- each is to be supplied, after completion of Basic Literacy of initial eight months from 1990-91.
- In material production by S.R.C. there is no involvement of field functionaries.
- No part of material produced by S.R.C. has been done in any Government project.
- Like children, adults too are taught by alphabetical method.
- Too high a burden is on Voluntary Agencies, as cost of alphabet (Rs 5/-) supplied by S.R.C. is too high. (S.R.C. Jaipur provides it for paise 75 only)
- No teaching of numeracy and General Knowledge has been cared for.
- Unnecessarily the course has been subdivided in three parts. Book on numeracy is separate.
- No journal/periodical/newspaper for adults has been supplied to A.E. centres.
- No techno-pedagogic inputs like hardware, software, solar-pack etc. have been supplied to centres.
- Only one book on Population Education prepared under UNICEF assisted programme has been supplied to each A.E.C.

Management Issues

- Problem of space for A.E. Cs exists
- Staff is inadequate in Projects
- Rent or electricity charges are paid to instructors running AEC's home.
- Salary payment is delayed, as preparation of bills consumes time.
- Court cases hamper smooth working of the projects
- Supervision suffer due to non-availability of vehicle or mobility allowance.

R.F.L

During 1988-89, the enrolment was roughly 8,599
Literacy-kit is defective, no try-out was done in the field.

EVALUATION

is looked after at P.O. level
Instructor himself prepares evaluation designs etc. at his own level.
there is no in-built concurrent evaluation sheet etc.

MONITORING:-

Only one Statistical Assistant, under the overall charge of Additional
Director (Adult Education) is responsible for monitoring and follow-up
etc..

J.S.N. LITERACY ACTIVITIES

No J.S.N. exists.
Poor response from Voluntary Agencies. No returns are sent to the State
Directorate of Adult Education.
Voluntary Agencies have got some J.S.N. sanctioned, but no information
is sent to State Directorate of Adult Education.
Under R.F.L.P. ,30 J.S.N's have been sanctioned since 1988-89 but are
still not operational.

CONSTRAINTS POSED

- There is shortage of resources.
- There is no motivation to learn, to act.
- There is shortage of vehicles for supervision (only one eleven years
old jeep is available)
- The alphabetical type of teaching learning material does not inspire
or motivate adult learners.
- No decision-making powers rest with the senior functionaries of the
Adult Education Wing of Directorate of Education.
- A.E. Centres under Government projects are not functioning properly.
- Only a few Voluntary Agencies are doing good work. At least half
of Voluntary Agencies are non-functional
- SRC supports only those Voluntary Agencies, which use and purchase
teaching-learning materials from them.
- The trainers of S.R.C. need training themselves.

MEDIAL SUGGESTIONS

- Above constraints should be removed.
- Sewing /Knitting machines should be provided to Adult Education
Centres for income-generation purpose may be considered.
- TV sets should be provided so as to introduce recreational lessons.
- There is little community involvement at any level.
- No mapping (Area) approach is being followed for Government Projects
/Voluntary Agencies or work undertaken by the S.R.C.

C: Inter-action of Field -Investigators with Instructors and Neo-literate Adults: Investigator's Comprehension:

- Some fictitious names including the name of Anganwari helper were given in the lists, along with wrong addresses.
- The centres, properly supervised, mainly under voluntary agencies, show good work.
- Instructors showing inability to attend A.E. Centres at Anganwari and other projects on ground of ill-health, have been marking attendance of learners.
- Some project officers prefer to allot A.E. Centres only to Anganwari workers, relatives or close acquaintances.
- Often the project officers charge commission for appointment of instructors
- Project staff including P.O's rarely visit or supervise Adult Education Centres, and consider Government work not to be taken seriously.
- There are frequent changes in the home address of the neo-literates. Quite a large number of neo-literate women got married probably education being a plus point towards eligibility for matrimony.
- Muslim women show better keenness to get literate.
- There are many genuine learners neo-literates and programme cannot be termed as total failure. Performance is poor in badly-managed projects.

OPINION OF INSTRUCTORS

- Evaluation serves no purpose.
- Favouritism is rampant.
- Better honorarium to instructors, rent and electricity charges be provided to instructors.
- For motivation of learners: incentives; income generation programme; sewing machiness; admission in formal system, books for continuing education ; regularity in centre functioning; and reservation for employment be provided.
- Supervisors should be more cooperative.

NEO-LITERATE'S VIEWS (Utility of Adult Education).

- Literacy has its own use.
- Not dependent on others to read names/numbers.
- Weak and illiterate women are burnt.
- Felling/cutting trees is "Mahabharta".
- Children and husbands are better controlled.
- Holy scriptures can be read.
- More awareness about world affairs.
- Large sized family leads to quarrels.
- Parents felt safe to send girls to Adult Education Centres.
- Easier to learn in company of others.
- Less dependent on husbands.
- Self improvement and better job prospects.
- Easier to check education of children.
- Ability to write letters saves travel, time and money.
- No more teasing by youngsters as illiterates.
- After literacy, marriage with graduates possible.
- Money spent on elections is a national waste

OBSERVATIONS:

17. From the above mentioned statistical data and comments from different sources on the functioning of the Adult Education Programme in Delhi, the following few observations are note-worthy:

- (1) There is marked variation in the statistical data regarding the number of adult education centres and the enrolment during the year 1988-89 between the figures supplied by the Adult Education Wing of the Directorate of Education, Delhi Administration, and the figures furnished directly by the project officers and the functionaries of the projects run by Government, Voluntary Agencies etc. as shown below:

Centres/enrolment on the basis of information furnished by project officers/functionaries.	Centres/enrolment as informed by Adult Education Wing of Dte. of Education.	Difference	
1. Adult Education Centres (1988-89)	2633	4059	1426
2. Enrolment.	76,395	1,00,000	23,605

- (2) The planning of Adult Education in Delhi doesnot seem to be realistic, as there appears no relationship between the "Plan" budgetary allocation and actual expenditure on adult education as will be seen from the following:

Year	Funds allocated under "Plan" (figures in lakhs)	Expenditure incurred (figures in lakhs)
1986-87	50.00	17.64
1987-88	30.00	9.36
1988-89	24.00	2.44

- (3) Paradoxically, while the actual expenditure on adult education under the "Plan" budget has been showing a sharp decline during the 3 years period 1986-89 (as indicated above) the "achievements" in terms of running of Adult Education Centres and the number of beneficiaries have been showing a significant increase during the same period as shown below:

Year	Actual expenditure under "Plan" budget (in lakhs)	Actual number of centres	Actual number of beneficiaries
1986-87	17.64	3312	86,337
1987-88	9.36	3078	87,825
1988-89	2.44	4059	1,00,000

- (4). While the resource-inputs provided by S.R.C. are, by and large considered satisfactory by the S.R.C. officials, the Adult Education Wing, as the "users" of these inputs, have some reservations e.g.
- (a). Materials produced by SRC have not been tried out in the field before publication;
- (b). Materials produced follow the alphabetical approach suitable for children, but not for adults;
- (c). In material-production by SRC, there is no involvement of field-functionaries.
- (d). Regarding training, SRC does not arrange training of adult education instructors, notwithstanding the provision made for this purpose.
- (e). Training of functionaries by SRC, is, by and large centralised at Jamia Milia Islamia, Okhla; the training imparted at project-level is of limited nature etc. etc.
- (5). The SRC have their own comments about the cooperation with the "Users" of their inputs as included under paragraphs. 11(d); 11(e); 11(f);.
- (6). In the absence of mobility, due to non-provision of vehicles to the programme, the physical supervision of the centres is neglected

18. All the above mentioned observations, along with the several other matters of management of adult education programme, as brought through comments, opinions, suggestions etc. from different sources, need to be looked into closely. Perhaps, an independent and systematic study by an external agency, on the on-going adult education programme in the union territory of Delhi, in all its aspects, with a view to improving the all round implementation and efficiency of the programme, would be helpful.

RESPONDENT

- | | | |
|------------|---------------------------------------|--------|
| 1. Name | 5. Year in which A.E. Centre attended | |
| 2. Address | 6. Whether SC/ST | Yes/No |
| 3. Age | | |
| 4. Sex | | |

प्रश्नावली

QUESTIONNAIRE

संघ क्षेत्र दिल्ली में प्रौढ़ शिक्षा कार्यक्रम का मूल्यांकन विशेष रूप से, निम्नोक्त पर ध्यान देते हुए :-
Evaluation of Adult Education Programme in the Union Territory of Delhi, concerning;

- (1). साक्षरता का प्रतिधारण तथा प्रयोग, और
Retention and Use of Literacy; and
- (2) महिलाओं में समर्थता वृद्धि
Empowerment of Women.

सामग्री : Contents :

- प्र० 1. वर्तमान साक्षरता/अंकज्ञान का स्तर (नवसाक्षरों में)
Level of Literacy/Numeracy Retention and use for Neo-Literates,
- प्र० 2. महिलाओं में समर्थता-वृद्धि (नवसाक्षरों के लिए)
Empowerment of Women (for Neo-Literates)

मूल्यांकन पत्र

Evaluation Form

आपसे बातचीत (अनीपचारिक मूल्यांकन)

Conversation (Informal Evaluation)

प्रश्नावली - 1 साक्षरता/अंकज्ञान का वर्तमान स्तर (व्यवहार में)

Q. 1 Level of Literacy/Numeracy: Retention and Use

पठना (पुस्तको, नव-साक्षर साहित्य, समाचारपत्र, श्यामपट-लेखन, शब्द-चित्र कार्ड, शब्द कार्ड, मिलान के लिए चित्र कार्ड आदि का प्रयोग करें।) ^{दृष्ट}
 क = औसत से अच्छा, ख = औसत, ग = औसत से कम।

Reading (Use books, Neo-literate literature, news papers, writing on black board, word - picture cards, word cards, picture cards for matching)

A = Better than Average, B = Average, C = Below Average

1.	बोलकर, विराम का ध्यान देते हुए सही ढंग से पढ़ना	क	ख	ग
		35	30	25
	Correct loud reading with pauses	A	B	C
		35	30	25
2.	बिना बोले पढ़ने की गति (प्रति मिनट) 40	35	30	
	Silent Reading speed (per minute)	40	35	30
3.	समझ कर पढ़ना			
	Reading with understanding			
	सड़क के सूचना-चिह्न	क	ख	ग
	Road Signs	A	B	C
	पोस्टर	क	ख	ग
	Posters	A	B	C
	इबबे/पैकेट पर लिखी सूचना	क	ख	ग
	Instructions written on cartons/packets etc.	A	B	C
	नवसाक्षर/साहित्य/समाचारपत्र	क	ख	ग
	Literature/News papers for Neo-literates	A	B	C

4.	सरल सन्देशों का निम्न क्षेत्रों में पालन कर सकने की योग्यता Ability to follow simple messages concerning	क	ख	ग
	(i) अपने जीवन में one's living	क	ख	ग
		A	B	C
	(ii) अपने काम में one's working	क	ख	ग
		A	B	C

लिखना Writing

1.	शब्दों की नकल उतारना (प्रति मिनट) Copying words (per minute)	08	07	06
		08	07	06
2.	श्रुतलेख – सुनकर लिखना (शब्द प्रति मिनट) Taking dictation (words per minute)	06	05	04
		06	05	04
3.	सही दूरी पर एक सीध में लिखना Writing with proper spacing and alignment	क	ख	ग
		A	B	C
4.	बैंक फार्म (मनी आर्डर आदि) भरना Filling up Bank forms (Money order etc.)	क	ख	ग
		A	B	C
5.	पत्र या व्याज आवेदन लिखना Writing letter or application	क	ख	ग
		A	B	C

अंकज्ञान Numeracy

1.	गिनती (संख्या) पढ़ना और लिखना (1 से 100) Reading Numbers (1 to 100)	क	ख	ग
		A	B	C
2.	तीन अंक में जोड़ना Three digits Addition	क	ख	ग
		A	B	C
	घटाना Subtraction	क	ख	ग
		A	B	C
	दो अंक में गुणा/भाग Two digits Multiplication/Division	क	ख	ग
		A	B	C
3.	अपने खर्च का हिसाब रखना Maintain Personal Account	क	ख	ग
		A	B	C

4.	दाशमिक प्रणाली की मापतोल का कामचलाऊ ज्ञान			क	ख	ग
	Working knowledge of Metric Weights			A	B	C
	भार के बाट/माप			क	ख	ग
	other Metric Measures			A	B	C
	दाशमिक माप (अन्य);			क	ख	ग
	other Metric Measures			A	B	C
	मुद्रा (रिक्के)			क	ख	ग
	currency			A	B	C
	समय			क	ख	ग
	Time			A	B	C
	क्षेत्रफल			क	ख	ग
	Area			A	B	C
5.	साधारण ज्ञान			क	ख	ग
	Idea of Simple			A	B	C
	मोटेतीर से समझना	अनुपात		क	ख	ग
		ब्याज		क	ख	ग
	Broad idea of	Proportion		A	B	C
		Interest		A	B	C
6.	बैंक पासबुक (खाते) की प्रविष्टि पढ़ना			क	ख	ग
	Reading Entry in Bank Pass Book			A	B	C

महिलाओं में समर्थता-वृद्धि

प्रश्नावली-2

Q. II

Empowerment of Women

1. आपने प्रौढ़ शिक्षा में जो कुशलताएं सीखीं हैं, उनके नाम बताएं ? (उन पर ✓ का निशान लगाएं)

टांकना/कशीदाकारी/शिलाई/गुड़िया बनाना/प्लास्टिक घागे से थैले बनाना/अचार रखना/मुरबबा बनाना/फल-सब्जी संरक्षण/कताई/कपड़ा बुनाई/कोई अन्य _____

Name the skills you learnt in Adult education classes (Make a ✓ mark)

Stitching/embroidery/sewing/doll making/plastic thread bags/pickle making/jam making/food and fruit preservation/spinning/any other _____

2. क्या आपको आमदनी बढ़ाने के किसी कार्यक्रम का विचार पैदा हुआ ? जैसे _____

Did you get an idea for some income generation programme ? Like

रद्दी कागज की थैलियां बनाना _____

Waste paper container making

प्लास्टिक की थैलियां बनाना _____

Plastic container making

मसाले पीस कर बेचना _____

Grinding of spices for sale

फूलों से हार और गुलदस्ते बनाना _____

Flower garlands and bouquet making

कलेन्डर में ऊपर-नीचे पत्ती/लकड़ी लगाना _____

Calendar fixtures

सिले सिलाए कपड़े तैयार करके फैक्टरी में देना _____

Ready-made garment work supply

पापड़ बनाना _____

Paper making

सहकारी ढंग से उत्पादन/बिक्री _____

Cooperative work for production/marketing

मोती का काम _____

Bead Work

जूरी का काम _____

Zari work etc.

कोई अन्य काम _____

any other work

3. क्या आपको अब अधिक आमदनी वाले काम मिलने लगे हैं ? यह कैसे सम्भव हुआ ? _____
Did you get better income jobs ? Why so ?
4. क्या अब आपको अपने ऊपर पहले से अधिक भरोसा है ? _____ किस रूप में ? _____
Do you feel more self-confident ? In what form ?
5. क्या अब अपने बारे में खुद फैसला ले सकती हैं ? _____ किस प्रकार का फैसला ? _____
Can you take your own decision now ? What sort of decision ?
6. क्या आपकी बात अब परिवार में पहले से अधिक मानी जाती है ? _____ ऐसा आप क्यों समझती हैं ?

Do you have a better say in the family, now ? Why do you feel so ?
7. क्या अब आप अपनी बात पहले की तुलना में अधिक अच्छी तरह बता सकते हैं ? _____
ऐसा क्यों लगता है ? _____
Are you able to express better ? Why so
8. क्या अब आपके पति/परिवार के अन्य सदस्य आपकी बात पर अधिक ध्यान देते हैं ? _____
Does your husband/other members in the family give better hearing to what you say ?
9. क्या आपकी अनपढ़ सहेलियां, अब आपका अधिक मान करती हैं ? _____
Do you command better respect in your friends who cannot read and write ?
10. रोजगार की तलाश करते समय क्या आप पहले से अधिक पैसे मांग पाती हैं ? _____
Can you have better bargaining while seeking a job ?
11. क्या अन्य महिलाएं अब आपसे स्वास्थ्य केन्द्र आदि साथ में चलने के लिए कहने लगी हैं ?

Do other ladies ask you now to accompany upto Health Centre etc.
12. क्या आप महिला कल्याण केन्द्र अथवा समेकित बाल विकास केन्द्र में जाती हैं ? _____
Do you attend women's Welfare Centre or Integrated Child Development Centre ?
13. क्या आपके विचार से 'छोटे परिवार का आदर्श' सबके लिए उचित हैं ? _____
Do you think that small family norm is good for every body ?
14. क्या आप अब सरकारी विकास कार्यक्रमों के बारे में पहले से अधिक जानती हैं ? _____
Do you feel better-informed about development programmes of the Govt. now ?
अपने बच्चों में से किसे आप स्कूल में पढ़ाना पसन्द करेंगे ? (पुत्र/पुत्री/दोनों)

Which of your children, you will like to send to school ? (Boy/Girl/both)

16. क्या सफाई के प्रति आपके दृष्टिकोण में कोई अन्तर आया है ? _____

Is there any change in your views towards cleanliness :

(i) अपने लिए _____

self

(ii) बच्चों के लिए _____

children

(iii) कपड़ों के लिए _____

clothes

17. लड़कियों के जुएं क्यों पड़ जाती हैं ? _____

Why do girls have lice ?

18. प्रौढ़ शिक्षा से पहले क्या चुनाव में मतदान करती थीं ? _____

Were you casting votes during elections before adult education ?

19. मतदान से आपको क्या लाभ मिल सकता है ? _____

How does the right of voting help you ?

20. क्या अब आप पंचायत की बैठकों में भाग लेती हैं ? _____

Do you attend panchayat meetings now ?

21. क्या अब आप अपने को दुकान चलाने अथवा फल या सब्जी बेचने के लिए पहले से अधिक तैयार समझती हैं ? _____

Are you better prepared now to run your own shop or sell fruits or vegetables ?

22. क्या अपने पति की आमदनी और खर्च पर अब आपका नियंत्रण पहले से अधिक है ? _____

Do you keep better control on the income and expenditure of your husband now?

23. क्या आपके पति, निम्न मामलों में, आपकी राय पहले से अधिक मानते हैं ?

Does your husband pay better regard now to your opinion on such matters e.g.

घूमपान (बीड़ी सिगरेट पीना) _____

Smoking

मद्यपान (शराब पीना) _____

Drinking

जुआ खेलना _____

Gambling

परिवार के लिए धन कमाने में _____

Earning for family

24. क्या आपको नीचे बताए क्षेत्रों में महिलाओं के अधिकारों का ज्ञान है ?
 Do you know the rights of women ? in
 कारखाने में _____
 factory
 घर में _____
 home
 मतदान में _____
 voting
 एक जैसे काम का वेतन _____
 Salary for the same work
25. क्या आप घर का हिसाब रख सकती हैं ? _____
 Can you keep home accounts ?
26. क्या आप बैंक के द्वारा बचत करती हैं ? _____
 Do you save through banks ?
27. क्या आप चक्की पर गेहूँ और आटे के भार की जांच करती हैं ? _____
 Do you check the ~~weight~~^{weight} of wheat and wheat flour at the chakki (grinding mill) ?
28. आपकी पिछली बाधाओं को दूर करने में प्रौढ शिक्षा किस तरह सहायक सिद्ध हुई है ?
 How has adult education helped you in overcoming your earlier handicaps ? (facing outsiders, children's problems, husband's behaviour, house hold maintenance)
 बाहरी लोगों के सामने _____
 facing outsiders
 बच्चों की समस्याओं में _____
 children's problems
 पति के साथ व्यवहार में _____
 husband's behaviour
 घर के रख-रखाव में _____
 household maintenance
29. क्या प्रौढ शिक्षा से आपके अन्दर परिवार कल्याण जैसे महत्वपूर्ण निर्णय ले सकने का साहस बढ़ा है ?
 Has Adult Education emboldened you in taking important decisions like family welfare etc.
30. अपने परिवार की आय के इस्तेमाल में अब आपका क्या हाथ रहता है ? _____
 What role do you play now in the management of family income ?

मूल्यांकन पत्र

Evaluation Form

आपसे बातचीत (अनौपचारिक मूल्यांकन)

Conversation (Information Evaluation)

(क) अपने बारे में जानकारी (Information about self)

1. मैं एक _____ हूँ। (बालिका/युवक/नारी/आदमी)
I am a _____ (girl/youth/woman/man).
2. मेरी आयु _____ वर्ष है।
My age is _____ years.
3. मेरा नाम _____ है।
My name is _____
4. मेरा गांव/मोहला _____ है।
_____ is my village/locality.
5. मेरे पति/पिता का नाम _____ है।
The name of my husband/father is _____
6. हमारा डाकघर _____ है।
Our Post Office is _____
7. इस डाकघर का पिनकोड _____ है।
The Pincode of this Post Office is _____
8. आज _____ महीने की _____ तारीख है।
It is _____ date of _____ month today.
9. हम अपनी बचत _____ में जमा करते हैं।
We deposit our savings in _____
10. हमारे देश का नाम _____ है।
The name of our country is _____
11. मेरे परिवार में _____ सदस्य पढ़े लिखे हैं।
_____ members of my family are educated.

12. हम _____ पर खाना पकाते हैं । (बिना घुं का
चूल्हा/उपलों/अंगीठी/चूल्हे/गैस/स्टोव)
We cook our food on _____ (cowdung
cakes/angithi/chulhe/Gas/smokeless chulha/stove)

(ख) क्या आप जानते हैं ? Do you know ?

1. हमारे प्रधान मंत्री _____ है ।
_____ is our Prime Minister;
2. हमारे राष्ट्रपति _____ है ।
_____ is our President.
3. राष्ट्रपति के सामने फौजी परेड वा भांकिया _____ को निकलती हैं ।
The Military Parade and the tableaux pass before the President on _____
4. दूरदर्शन टी०वी० पर मुझे _____ कार्यक्रम बहुत अच्छा लगता है ।
I like _____ programme on the T.V. very much
5. भारत के झण्डे में _____ रंग हैं ।
There are _____ colours in the Indian Flag.
6. गांव में युवाओं को रोजगार देने के लिए अब नई _____ योजना चालू की गई है ।
For employment of the rural programme/plan started _____ youth.

(ग) क्या आप एक शब्द में उत्तर दे सकते हैं ? उत्तर दीजिए ।

Can you answer in one word ? Please answer.

1. सड़क या रेल पर हरी बत्ती का अर्थ है । (_____)
Green light on road or railway line means.
2. लाल बत्ती ~~क~~ क्यों दिखाते है ? (_____)
Why is red light shown ?
3. सड़क के किस ओर सायकिल चलाएं ? (_____)
On which side of the road should we go on cycle ?
4. आदर्श परिवार में कितने बच्चे होने चाहिए ? (_____)
How many children should there be in an ideal family ?
5. मलेरिया ज्वर कौन फैलाता है ? (_____)
Who is responsible for spreading of Malaria fever ?

6. सबसे तेज सवारी कौन सी है ? (_____)
What is the fastest means of transport ?
7. दिल्ली क्यों अनोखा शहर है ? (_____)
Why is Delhi a unique city ?

आपसे बातचीत Conversation

(घ) आपका विचार क्या है ? सही उत्तर पर ✓ लगाएं ।

What is your opinion ? Make a ✓ mark on right answer.

1. घर में सबसे अधिक काम कौन करता है ? (मां, बेटा, बेटी, पिता)
Who works hardest in the House ? (Mother/son/daughter/father)
2. अनेक महिलाएं क्यों जीवित जलाई जाती हैं ? (लड़ाई-झगड़े, दहेज, खाना न पकाने से)
Why are so many women burnt alive ? (quarrels/dowry/not cooking food)
3. हरे साग क्यों खाने चाहिए ? (सस्ते होते हैं, सेहत देते हैं, स्वादिष्ट होते हैं)
Why should we eat leafy vegetables ? (are cheap/give health/are tasty)
4. वृक्ष क्यों अधिक उगाने चाहिए ? (अच्छे लगते हैं, भोजन देते हैं, हवा साफ करते हैं)
Why should more trees be grown ? (look beautiful/give food/purify air)
5. महिलाओं को पढ़ाने से किसको लाभ मिलता है ? (महिला को, पति को, पूरे परिवार को)
Who is benefited through the education of women ? (women/husband/entire family)
6. गंदा पानी पीने से कौन से रोग हो सकते हैं ? (बुखार, पीलिया, सरदर्द)
What diseases are spread by drinking dirty water ? (fever/diarrhoea/headache)

(च) यदि आपको मालूम है तो सही उत्तर पर ✓ निशान लगाएं ।

If you know, please mark ✓ on correct answer.

1. पुलिस का फोन नम्बर क्या है ? (100, 200, 500)
What is the phone number for police ? (100, 200, 500)
1. अब बोट देने की आयु क्या है ? (21, 25, 18)
What is the voting age now ? (21, 25, 18)
1. आग बुझाने वाली गाड़ी का नम्बर आप कहां से जान सकते हैं ? (टेलीफोन डाइरेक्टरी, पडोसी से, प्रौढ़ शिक्षा केन्द्र से)
Where can you get the phone number of the fire fighting squad ?
(Telephone Directory/neighbour/A-E-Centre)

4. शरीर की हड्डी टूटने पर किसे तुरन्त दिखाना चाहिए ? (दाईं को, पहलवान को, अस्पताल डाक्टर को)

In case of bone-fracture, who should be consulted immediately ? (midwife, the wrestler, hospital specialist)

5. नई जगह पर अनजान आदमी से प्रसाद लेकर क्यों नहीं खाना चाहिए ? (गन्दा होता है, नशा वा विष हो सकता है, पाप नहीं पड़ेगा)

Why should we not eat offering by unknown persons in a new place ? (it is dirty, it can be poisonous or toxic, it is not a sin)

(छ) लिखे गए शब्दों में से चुनकर नीचे दिए गए वाक्यों में भरें। (किलोग्राम, मीटर, हेक्टेयर, लिटर, पैसे)
Fill in the blanks after choosing from the given words — (Kgm, meter, hectare, litre, paise,

1. कपड़े और दूरी की माप _____ से की जाती है।

Cloth and distance is measured in _____

2. दूध और तेल _____ से नापा जाता है।

Milk and oil is measured in _____

3. आटा, दाल आदि _____ में तोलते हैं।

Flour, pulses etc. are measured by _____

4. खेत का क्षेत्रफल _____ में नापा जाता है।

Area of a field is measured in _____

5. तीन रुपये में _____ होते हैं।

There are _____ in three rupees.

6. इस समय _____ बजकर _____ मिनट हुए हैं।

The time now is _____ minutes past _____

(ज) (1) 18 रु० तीन लड़कों में बाँटने है। प्रत्येक को क्या मिला (— रु०)

Distribute Rs. 18/- amongst three children. How much does each get ?

(2) $4 + 3 = \dots\dots\dots$; (3) $5 + 7 = \dots\dots\dots$ (4) $\begin{array}{r} 345 \\ 234 + \\ \hline \end{array}$

(5) $\begin{array}{r} 987 \\ 456 + \\ \hline \end{array}$ (6) $\begin{array}{r} 876 \\ 234 - \\ \hline \end{array}$ (7) $\begin{array}{r} 975 \\ 864 - \\ \hline \end{array}$

(झ) सरल लेख पढ़वाएं। Reading of simple paragraphs.

(ट) मनी आर्डर फार्म भरवाएं। Filling up Money Order form etc.

Evaluation TeamI. Direction and control

- | | | |
|---|-------|-------------|
| 1. Shri Hans Raj Gugnani
Chief Consultant, ECC | | Director |
| 2. Shri S.D. Dikshit | | Co-Director |

II. Evaluation Cell (E.C.C)

- | | | |
|---|-------|-----------------------------------|
| 1. Shri Rajiv Gugnani | | Research & Statistical
Officer |
| 2. Shri P N taneja
(March to September 1989) | | Programme Officer |
| 3. Shri M R Goyal
(May to June 1989) | | Programme Officer |
| 4. Shri T N Sabharwal
(October 1989 to-date) | | Programme Officer |

III. Field Investigators

<u>S.No</u>	<u>Name</u>	<u>Area of Investigation</u>
1.	Shri. Viveka Nand	R K Puram
2.	Shri. Someshwar Thakur	Anandvas and Amalvas
3.	Shri Lalan Kumar Jha	Gandhi Nagar
4.	Shri Ashok Kumar Jha	Shahdra I
5.	Shri Sanjay Verma	Shakti Nagar
6.	Shri Yatinder Sanghal	Shakti Nagar
7.	Shri Harjinder Singh	Jama Masjid
8.	Shri Chander Kishore	Karampura and Naraina
9.	Shri Rajiv Sharma	Kalyanvas
10.	Shri Anil Kumar	Lawrence Road
11.	Shri Rajeev Sharma	Shahdra II
12.	Shri Devendra Kr. Misra	Lajpat Nagar and Mehrauli
13.	Shri Kamal Jeet	Hari Nagar and Najafgarh
14.	Shri Sanjeev Aggarwal	Jahangir Puri
15.	Shri Perminder Sharma	Najafgarh
16.	Shri Amrit Kumar Aggarwal	Shakti Nagar
17.	Shri Rajesh Sharma	Jahangir Puri
18.	Shri Devender Sharma	Ajmeri Gate
19.	Shri Bhan Singh	Shahdra II

Adult Education Projects classified as Rural, Re-settlement and Urban

Rural

1. Najafgarh
2. Amalvas
3. Mehrauli

Re-settlement

1. Jahangir Puri
2. Kalyanvas
3. Anandvas

Urban

1. Karol Bagh
2. Hari Nagar
3. Shahdra I
4. Shahdra II
5. Lawrence Road
6. Jama Masjid
7. Naraina
8. Gandhi Nagar
9. Pahar Ganj
10. Badarpur
11. Lajpat Nagar
12. Shakti Nagar
13. R K Puram

Evaluation Advisory Committee

1. Shri Hans Raj Gugnani
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2. Shri B.R. Vyas
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3. Shri S.D. Dikshit
Formerly Deputy Educational Adviser Ministry of Human Resource Development.....Member
4. Shri D.P. Gugnani
Formerly Director, Ministry of Finance (Department of Economic Affairs; and formerly Programme Evaluation Officer, Programme Evaluation Organisation, Planning Commission, New Delhi.....Member
5. Shri G.C. Kwatra
Formerly Deputy Director in charge of Educational Planning & Statistics Ministry of Human Resource Development.....Member
6. Shri D.V. Sharma
Formerly Joint Director, Central Directorate of Adult Education, New Delhi.....Member

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