

GIST OF EVALUATION STUDIES

1. EVALUATION STUDY REPORT-RFLP ALIRAJPUR (JHABUA) JUNE & JULY, 1986

OBJECTIVES

1. The extent to which the people are aware of the need of literacy.
2. To learn about the present general, social & economic status of the learners.
3. Role of literacy, awareness and functionality components of RFLP, in their lives and how far are they aware of their importance.

COVERAGE

The study was taken up of Alirajpur project of Jhabua District. The study was conducted in 12 villages of three different blocks Sendhava, Kathiwada & Alirajpur. Random sampling was done - 30 cases were taken.

TOOLS

Four types of schedules were prepared :

1. Interview schedule for the Instructors.
2. Interview schedule for the neo-literates.
3. Interview schedule for the new enrolled learners / Interview schedule for the Supervisors.
4. Village Information form.

FINDINGS

Material

The project started in June-85, the basic literacy material was provided in February-86 and teacher's guide by 3rd June- 86.

- Teaching methods for adults was not followed.
- Against 10 posts only 4 supervisors were posted.
- Project Officer post was vacant since beginning.

LITERACY

Learners could copy the written material very well, but the reading was indeed poor. Most were unable to do simple arithmetic. They were able to do this through their traditional method.

AWARENESS

They were using the facilities of various institution operating in their area School, Hospital, Veterinary Hospital, Bank, Cooperative Society etc. but services of post offices were not made use of very often.

Even though the clients were aware of the ill effects of some of their customs and traditions, they preferred to follow them blindly, like bride-price, nukta, etc.

FUNCTIONALITY

Only little was contributed in this field by the adult education centre - the general response was that the learners desired more knowledge in their occupational areas.

SUGGESTIONS

1. As the area is remote, Supervisors are reluctant to be posted there. In such a situation provision should be made for the Project Officer or local competent authority to appoint local Supervisors on fixed pay.
2. The Project is large and scattered and the staff scanty, thus, personal vehicle facility should be permitted with petrol allowance.
3. Training of the Supervisor is a must & even more intensive training is required for the Instructors.
4. The supply of material and release of funds should be done timely and this should be adhered to.

2. ATTAINMENT OF LITERACY, FUNCTIONALITY AND AWARENESS AN EVALUATION STUDY OF RFLP MEGHNAGAR

Meghnagar is a Tehsil falling in the periphery of Jhabua which is a predominantly tribal district of Madhya Pradesh.

OBJECTIVES

- 1.To study the extent to which the adults have been able to attain the three components of Adult Education.
- 2.To study the impact of the programme on the life of adult learners.
3. To identify the problems in the successful implementation of the programme.

AREA

The study was conducted in the Meghnagar tehsil of Jhabua District, Madhya Pradesh. Three blocks of this tehsil were included namely - Meghnagar, Thandla, and Petlawad.

SAMPLES

Three villages from each block and total of 10 centres were studied.

The study was conducted in 3 phases. These were -

Ist Phase : June 86 - 300 learners interviewed

IInd Phase : December 86 - 136 learners interviewed

IIIrd Phase : March 87 - 132 learners interviewed

FINDINGS

The major findings of the study were :

1. The percentage of female centres was 29% only.
2. The migration of the inhabitants affects the attendance at the centre.
3. They had ample awareness to use the benefits of the various institutions operating in their area-cooperatives, hospital, veterinary hospital.
4. 98% of the learners were living below the poverty line.
5. There were some common centres for male and female learners but when asked the females expressed their view that they would like to have separate centres.
6. Reading, writing ability was not well developed, it was far below the expected level.
7. In the IIIrd phase only 9% learners were able to write an application.
8. Only 28% learners were able to write the number up to 100 in the IIIrd phase.
9. The material given for learning, especially primer was heavy and the words used in these were new to the learners.
10. Usually the special method of teaching the adults was not followed, instead the Instructor followed the alphabetical method.
11. Although they are aware that some of their traditional practices have ill effects, still they are too reluctant to change them.

3. SUPERVISOR'S TRAINING PROGRAMME -AN IMPACT STUDY-

This study was taken up for the Supervisors trained under the Supervisor Training Programme earlier organised by State Resource Centre, Indore.

OBJECTIVES

This was a self-evaluatory study with four objectives.

1. Is the Supervisor able to define his role in a better way.
2. Has he identified the community needs and modulated his role accordingly.
3. Has he acquainted himself with the role and function of his co-worker of other development departments.
4. Has he made efforts to promote the programme at his level and what measures has he taken to overcome or tackle them.

AREA

For study, three divisions were selected, these were namely, Jabalpur, Sagar and Bhopal.

SAMPLE

From each division 2 projects were taken :

Jabalpur - Narsinghpur & Chhindawara Project.
Sagar - Tikamgar & Chhatarpur Project.
Bhopal - Vidisha & Sehore Project.

Two Supervisors were selected from each project. A minimum of two centres under the charge of these selected. Supervisors were also visited.

In all 15 Supervisors were interviewed, while the discussion was done with 10 Supervisors. The total number of centres visited were 30.

FINDINGS

1. After training, our Supervisor was able to define his role more clearly.
 - i. He had started planning the location for his centre.
 - ii. Had become prompt in organising training for his Instructors.
2. He tried to make his visits at the centre more purposeful.
3. Helped the Instructors to locate and mobilise the available local resources.
4. Regularity was maintained regarding meetings, and follow-up is also done.
5. Evaluation of learners was done more frequently.
6. Conducted teaching demonstration at the centre.
7. Accepted post-literacy and follow-up as his responsibility.
8. Sought acceptance of the community by providing them a helping hand in problem solving in the community.
9. As a result of repeated efforts the Supervisors were able to develop rapport with other development departments.
10. The Supervisors made efforts to solve the problems related to the implementation of Programme at his level only.

4. HOW TO SAVE TIME AND ENERGY OF WOMEN ADULT LEARNERS

OBJECTIVES

1. To study the management of time by the adult learners in doing their routine chores.
2. To assess the output of time and energy spent by the adult learners.
3. On the basis of findings of the above objectives, suggest measures for planned and meaningful utilisation of available time and energy.

AREA

The study was done in Jhabua District and Indore District respectively.

SAMPLE

The total sample of 100 female respondents i.e. 50 females from each districts were selected for the study. The respondents were selected from amongst the adults enrolled at the Adult education centres by a simple random sampling technique. For data collection 5 villages of Jhabua district and 3 villages of Sanver tehsil

FINDINGS

Our rural and tribal women take up all work as part of their income generating activity, regardless of the physical stress and strain involved in it. The rural and tribal women work in an unorganised and unplanned way and their burden is never or very rarely shared by any other member of the family. This exposes them to more drudgery and physical strain. Another thing that was observed was that the place or spots of work and the material required are not adjacent. Thus, some measures of saving time and energy were suggested, helping them to adopt a planned way of working by organising the place of work and their plan work as per hours available.

Apart from these, two more studies have been initiated in the year.

5. TO ASSESS THE TRAINING NEEDS OF INSTRUCTORS

OBJECTIVES

1. How far the work performance of an Instructor is affected by his education, sex, area of work and his being a local person.
2. What are the material inputs he has been provided with and how have these affected his work output.
3. What technical support was provided during the session and how has it affected his work efficiency.
4. The training situation of the Instructors and their actual training needs in rural and urban areas.

SAMPLE

The State of Madhya Pradesh was taken as the universe. The respondents included workers from different categories i.e. the Instructors, Supervisors, Project Officers and District Adult Education Officer. In all 12 Projects were undertaken, out of which five each were from the rural and tribal Areas and two were from the voluntary organisations.

6. TO STUDY THE EFFECTIVENESS OF REGIONAL BASIC LITERATURE : MATERIAL 'HALBI' (Year 1991-92)

OBJECTIVES

The objectives of the study were :

1. Usefulness of the material (understanding and interest)
2. Drawbacks of the material
3. Effect on learner's progress (attendance, interest, knowledge gained).

SAMPLE

The study was done in two projects of Bastar-Kondagaon and Tokapal. The sample of 20 adult education centres was taken for the research study. Instructor of each centre was interviewed. The sample also included 10 Supervisors from each project. 10% of the total learners of each Project were also taken up for the study.

The data for these two studies has been collected. The tabulation work is going on. These are expected to be completed by the month of March.

7. IMPACT OF VIDHYADAN ABHIYAN (Year 1991-92) - A CASE STUDY -

This was a case study of innovative approach of Vidhyadan Movement. This movement was launched in Bilaspur District of the State. This project was the brain-child of a dedicated Social Worker Ex - DAEO a Mr. Pandaya of the district.

OBJECTIVES

The main objectives of the study were :

1. To study the Merits and Demerits of this innovative approach.
2. To assess the level of literacy attained by the learners.
3. To know the motivating factors behind the success of this approach.

FINDINGS

1. The approach of group teaching was adopted rather than Centre based approach.
2. The volunteer Instructors worked as real volunteers, only incentives were given on successful completion of teaching learning process.

3. There was lack of guidance to the volunteers.
4. Untimely supply of material and migration of learners were two problems faced by the volunteers.
5. The then on going programme of adult education with Centre based approach and this approach of total volunteerism created some dissatisfaction among the voluntary Instructors.

8. THE PYRAMIDAL TRAINING STRUCTURE IN TLCs - M.P. - AN IMPACT STUDY-

A study was conducted by State Resource Centre, A.E., M.P., Indore to study the impact of training in Total Literacy Campaign districts of Madhya Pradesh. The study was conducted with special reference to the "Three-Tier System" adopted in TLCs with focus on :

- * Trainer cum Trainees - Their identification, selection and voluntarism.
- * Training Programme - Conduction, content, methodology and impact.
- * Training plan - Organisation and Management of Programme.

5 (A) OBJECTIVES

The objectives of the study were -

- * To study the functioning of 3 tier system.
- * To identify problems of implementation and Management of training programme and find out suggestive measures.
- * To study the impact of training methods and conduct qualitative and quantitative assessment of training.

5 (B) AREA

A total of 7 districts where TLC was in operation constituted the universe of the study. The districts were:- Indore, Raipur, Raigarh Ratlam, Bilaspur, Betul-Ghora Dongari, Ujjain-Badnagar.

5 (C) SAMPLING

The sample for the study was drawn on random basis. The size of the sample actually covered was

- i. 63 RPs - From 7 districts
- ii. 84 MTs - From 7 districts
- iii. 140 VI - From 7 districts

i.e. the total sample was of 287 persons of different level.

5 (D) METHODOLOGY

The study was conducted with interviews and schedules with District Collectors, Project Directors and training in charge. Besides as training is conducted at 3 levels, the study was also conducted at 3 levels.

- Resource Persons
- Master Trainers and
- Volunteers.

5 (E) TOOLS

The type of tools used in the study were namely, Interview schedules, formal and informal interviews and observation for primary data to specify :

- * Formal and informal interviews were conducted in some of the `7' districts.
- * Interview schedule for Project Director and training in charge.
- * Interview schedule for Resource Persons, Master Trainers and Volunteers.

5 (F) SECONDARY TOOLS

The project proposals and other relevant documents were the sources for collecting secondary data.

5 (G) DURATION

- * The study was initiated in March, 1992.
- * From June, 1992 to December, 1992 the data collection was completed.
- * January to February 1993. Data processing was completed.
- * March and April 1993 report writing was done.

FINDINGS AND SUGGESTIONS

The primary objective of this study was to judge the suitability of the strategy and impact of the training, programmes conducted. Therefore, it is very necessary to study the suggestions given by implementing authorities.

The suggestions were invited from Project Directors, KRPs/MTs and VIs which can be classified as -

1. Pertaining to training programme.
2. Pertaining to training curriculum.
3. Pertaining to training strategy.
4. Pertaining to total T.L.C. The suggestions received by KRPs/RPs, MTs and VIs are discussed in earlier chapter. Yet, we would like to mention them again in this chapter which can be helpful for getting an overall picture of the training in TLCs.

1. PERTAINING TO TRAINING PROGRAMME:

RPs and MTs have suggested that :

- a. The training period should be increased.
- b. Selection of RP and MT should be done with great care.
A person should be selected or trained for one specific purpose and should not be burdened with several responsibilities.
- c. Proper planning is required in finalising dates and time of training programme, so that it does not clash with examination time in schools and colleges, or such other important occasions.

2. PERTAINING TO CURRICULUM

- a. Training programme should give more weightage on techniques of motivation which is a major problem faced at all levels.
- b. Training should give more stress on practical exercise about teaching techniques.

3. PERTAINING TO STRATEGY

One of the Project Directors felt that the three-tier training system is a useful strategy to involve more and more people in TLC. Besides, a continuous activity of training either at MT level or VI level or refresher level would help to generate further motivation and sustain it.

At the same time, another Project Director felt that, this is a new strategy adopted in TLC and it should be worked out in all TLC and then its impact can be studied. He felt that it was too early to comment on any thing and therefore he was not in position to suggest any modifications or changes also.

4. PERTAINING TO TOTAL TLC

RP, MTs and VIs all are implementing functionaries and their suggestions about TLC are very significant. These suggestions can help to make the programme more practical and will help to overcome the lacunas in the areas which require more attention by planners.

Their suggestions are mainly,

1. Honorarium

The campaign should make provision for some kind of reward or honorarium to volunteer instructor.

This is a very common suggestion expressed at every stage. It is commonly felt that there should be some recognition for this important work done by young generation. Either they should get monetary benefits or some preferential treatment for job or

Bank loan and getting benefits from government schemes. The monetary incentives are not gainful in the long run, does not impress them.

A very surprising factor about this suggestion is that more RPs and MTs have given this suggestion than VIs.

In past, Adult Education Programme was linked with honorarium to instructor so it is very natural that, TLC is compared with earlier programme, which in turn implies that volunteerism is still lacking in whole programme. It is said that day-by-day it is going to be very difficult to generate voluntarism amongst youth at such a large scale and particularly in connection with government programme.

2. It is widely expressed that, before launching TLC, proper and enough preparation should be done. They suggest that the ground work for training should be completed fully before any teaching, learning starts. Training should not be arranged at very short notice.

- a. Identification of trainers, VIs and learners should be done much in advance.
- b. Environment building stage should be launched and the motivation should be generated, before training programme starts.

A very fact that this suggestion has come up, implies that some trainers may not have been involved in TLC from the stage I and in some districts the motivational factor was lacking and environment building was not done to the extent desirable. More work needs to be done in identifying MTs and VIs.

The actual plan of TLC expects the same thing and advocates that after successful completion of environment building, stage of training should be initiated and motivation of RPs, MTs, VIs and learners completed in the stage of environment building. But at ground level either the concept is not understood clearly or they are some practical problems in implementing and planning the stages.

3. The campaign should involve maximum persons, more voluntary organisations and all Government Departments. It is commonly observed that this has come a programme of one voluntary organisation, and has not fully succeeded in involving local voluntary organisations. Besides, involvement of Government Officials has largely depended upon initiative of Collector and varies in direct proportion with his interest. Apart from these suggestions given by the different functionaries of TLC projects, there are a few more proposed on the basis of this study and also on the observation of research team.

1. TRAINING PERIOD

In three TLC project included in the sample, the trainings of Master Trainers and volunteers were non-residential, while in the other three districts it was residential. In all the districts (except one) i.e. in 6 districts, the training duration was less than the duration prescribed in the guidelines. Volunteers trainings have even been organised for just one day duration as well. This has obviously effected the quality and result of training. The residential trainings wherever organised have compensated for the loss of short duration. At MT level the trainings were conducted for less than the stipulated time (i.e. 2/3 days) providing no time for practical skills, the fact comes out that the time factor was not taken seriously, which depended on spontaneity of the situation or direction at that time.

Hence, it is suggested that utmost care should be taken to follow the TLC guidelines and the time should be managed effectively.

2. MOTIVATION

* O In most TLCs, there was remarkable difference in the number of functionaries needed and the number available. The number of persons actually available was quite low. As a result, the functionaries were entrusted with dual, triple responsibilities and there was rotation of team of experts to different trainings, which has directly affected the quality of training. Besides, this also signifies that in fact there has been immense lack of voluntarism at place of suitable person or the efforts were not made to identify them. The number of trained persons have been large but the productive number is remarkably low. The out-put has only been quantitative and qualitative.

* O As indicated in most responses, the MTs had volunteered to work in the campaign by order i.e. their involvement was only due to pressure of order. This also has implications on the training in terms of quality. It would have been better if the interventions were qualitative centered rather than quantity centered. Even if less number of functionaries had volunteered, area decreased and smaller area for work could have been selected. These would have added to the quality of training and avoided dilution.

This could also be done at an initiation stage, where all and every eligible persons invited, even by compulsory orders. They are briefed for purposeful motivation. So that, the atmosphere is built. Then they are asked to indicate, if they are willing to join the movement. At least voluntary response, can be seen and none can even talk of compulsion or complain of order.

* The task of different stages of the project should be clear cut and specific, for example, the task of motivation the functionaries

and the beneficiaries should be the responsibility of environment building stage and not of the training stage.

This is practically not done. As a result of which the motivation of functionaries also becomes a task to be completed during the training course. This process when taken up during the training affects the quality of training, as a lot of time is wasted away due to cynicism of participants.

* It has been observed that frequent change of persons as the district collectors has only reduced the tempo of TLC.

It is suggested that it possible the collector who initiates the TLC project should not be transferred till the completion of the same.

3. TRAINING MATERIALS AND TECHNIQUES

It has been observed that at RP level ample training material is provided and multiple aids and techniques used. While at VI level the training material provided is just the IPCL primer and volunteer's teaching guide and lecture method is probably the only method used at this level of training. Similar differences can be observed in the RP and VI levels training with context to funds spent, training duration, physical facilities provided and son on, for example the motivational film "Dhai Aakhar" which is meant for VI, was repeatedly shown at RP and MT level training and not at the VI's training in most TLCs visited.

Hence, it is suggested that the TLC should make provision for sufficient training materials for all levels of trainings.

The training materials for MTs and VIs should be specially designed for motivational boost-up, problem solving, guidance regarding teaching - learning process and for maintaining live contact with them.

4. TEACHING METHODOLOGY

The majority of MTs are involved by order and are from formal education system. They themselves are not convinced about the programme and the 'Key Word' literacy method. As a result of this, these MTs are unable to enthuse motivation in the VI and to convince them regarding use of 'Key Word' literacy method.

As a result, after few initial weeks, the teaching learning process switches over to alphabetical method from key word method. This affects the pace of Project. This is indirectly related to the tier system, where after passing through too many channels, messages are reaching the VI is unable to grasp and adopt them.

5. RETENTION

The degree of retention is quite high at KRP/RP level where the training were conducted by State level nodal agency i.e. SRC gradually as it goes down to the key functionary i.e. VI, the retention is minimum, this directly reflects on the dilution of contents and indirectly multi-tier system is responsible. Besides, as repeatedly indicated in the preceding chapters the profile of KRP and RPs is almost same and in few districts the same persons have been repeated at both the levels. Hence, this can be combined in to one single category and in smaller districts the three categories KRP, RP and MT can be kept as such whatever be the nomenclature. This on one hand will minimise the dilution and on the otherwise it will make possible for SRC to conduct the training. The trained Key functionaries of the respective TLC or the trained core group persons of SRC of the respective district can be involved in these training.

6. TRAINING DESIGN

The trainings of the I tier of TLC whether it is RP or MT had been done by SRC. The training curriculum adopted was of SRC. In this training of the I tier, model training designs for MTs and VI were also discussed and practiced. The respective Z.S.S. was also involved in the scrutiny of these designs. The training designs adopted for the next two line of functionaries was not finalised in consultation with SRC, which could be essentially done and this should or a part of policy.

7. TIME LAG

All the different activities of the project should be in line with each other. This is almost essential because in most TLCs there has been a gap of about five months or more between the environment building and actual teaching learning process. Hence, while the survey and environment building task is going on, the identification of functionaries, procurement of material should be started, so that, motivation generated is not in vain and immediately after trainings the teaching learning should be started giving no time for unlearning the things.

Although in all most all TLCs projects, the planning is in this direction only, but, it all gets disturbed at the implementation level which is attributed to non availability of volunteers in the field, also the clashing of time of project activities and the responsibilities of the main profession of trainer.

8. DELEGATION OF POWER

The different major activities of the project like training, environment building, material, procurement monitoring and evaluation are looked after by the full time persons in charge of these units.

But unfortunately, the powers of the heads of these section are centralised with the Project Director. Thus, it is suggested that the sectional heads should be given original powers to give an effective performance.

9. NEED OF TRAINING

Generally the role of training is considered important only for the process of 'teaching-learning'. But practically, it is not so-training is equally important for conducting survey, environment building monitoring, learners evaluation etc. Hence, the training should be essentially included in the planning stage.

In most TLCs the background of the Project Directors and other Administrative staff is not sufficient for them to fulfill their job responsibilities. Therefore, looking to their background the Administrative staff and the Project Directors also need proper training or orientation.

10. REORIENTATION

To overcome gradual increase in the dropout rate at VI level, the reorientation programmes should be a regular feature. This has been performed in a very haphazard manner and only occasionally with the intention of sustaining the motivation of volunteers. If done at regular interval the health of the programme can improve.

This is an diagram based on the observation of the Research team.

As depicted in this diagram the maximum resource of TLC are concentrated for the highly educated, having wide exposure, group which is low in strength namely Resource Persons. This concentration of resource gradually diminishes and reaches to its minimum at the level of VI. This group of VI is less educated, has multiple roles to play, has to face actual challenges, has negligible exposure and has remained weak in the total TLC structure. Hence it is suggested that :

- i. If the pyramidal structure is inevitable to train the large number of VI, it becomes necessary to divert the resources to the largest number of trainees i.e. - VI category. The resources here are indicated in terms of training contents, training duration, training materials, training funds and technical inputs. It has been indicated by the Project Directors that the training funds are more than what is actually needed.
- ii. More attention should be paid to the quality of skills - intended to be imparted to the trainees. This should gain special emphasis at the VI level.
- iii. In the previous programmes of Adult Education two tier system was adopted i.e. supervisions trained the instructors. The TLC Narsinghpur had also adopted the similar two tier system where the Master Trainers trained the Volunteer Instructors. The out come of these experiences had been satisfactory from training point of view.

On the other hand the TLC guidelines had suggested three tier training system. This system in some districts has been further split-up into four tier training system as a consequence of this the trainings has remained weak at the VI level.

To rectify this we suggest that the four or three tier system can be merged into two tier system. This may strengthen the training of VI and help in improving his skills and enrich his capacities as an instructors.

9. AN ASSESSMENT OF FIELD IMPACT OF IPCL PRIMER PRODUCED BY THE STATE RESOURCE CENTRE, A.E., M.P., INDORE

OBJECTIVES

1. To determine the effectiveness of primers in terms of language, content presentation, illustration and usefulness of primers among adult learners.
2. To provide suggestions to authors, publishers, illustrators for improving the primers for adult learners.

AREA

The whole of Madhya Pradesh was taken as the universe of the study. The neo-learners who were studying primer I,II and III prepared by SRC for Total Literacy Campaign were identified as the beneficiaries of basic literacy material. The imp

SAMPLE

A total of 248 neo literates and 248 volunteers were interviewed for this study. These samples were drawn from one block each of four districts namely Indore, Ratlam, Raigarh and Narsinghpur.

FINDINGS

1. Local language, especially frequently used words of the language should be used in primers to some extent in district specific primers.
 2. Long sentences should be avoided specially in the IIIrd primer.
 3. Font size of letters should be increased as the classes are in the evenings, in most of the rural areas the electricity is not available and where there is electricity it goes off frequently.
 4. Salient common messages reflected in the pious literature and sayings of sages of different religions should be included.
- It will assist in the process of National Integration.

10. TOTAL LITERACY CAMPAIGN - SHEOPURKALA BLOCK - AN EVALUATION -

OBJECTIVES

1. To conduct an objective assessment of the learning outcome of the learners and the overall social impact of the campaign.
2. To get a true picture of achievement as well as the faults prevalent in programme and identification of difficulties encountered if any, suggestions and corrections.

AREA

The study covers the neo learners of Sheopurkala block. These are the beneficiaries of the literacy campaign conducted by Mahatma Gandhi Seva Ashram in the year 1992-94.

SAMPLE

The sampling method adopted for this study was stratified random sampling considering village as a unit for rural areas and colonies in urban areas. Total of 1313 neo learners were tested and it constituted 8.4% of the universe.

FINDINGS

1. According to the internal evaluation, 15,579 learners were able to complete the third primer from a total of 42,273 non literate identified in 15-45 age group i.e. 38.2 percent.
2. It was found that out of the learners who completed the third primer, 42.64 percent of them have scored more than 70 percent marks and can be declared as literate.
3. Scheduled Tribe and Scheduled Caste neo learners scored better than the General Category neo learners.

11. TOTAL LITERACY CAMPAIGN - LATERI BLOCK - AN EVALUATION -

OBJECTIVES

1. To conduct an objective assessment of the learning outcome of the learners and the overall social impact of the campaign.
2. To get a true picture of achievement as well as the faults prevalent in programme and identification of difficulties encountered, if any, suggestions and corrective measures.

AREA

The beneficiaries of the Literacy Campaign of Lateri block conducted by Shri Malav Mahila Vikas Samiti in the year 1992-94. The beneficiaries

are non literates of 15-35 age group i.e. 39,000. Third primer was completed by 37,000 neo learners.

SAMPLING

The sampling method adopted for this study was stratified random sampling considering village as a unit for rural areas and colonies for urban areas. Total of 1,104 neo learners were tested and 2.9% of sample was collected.

FINDINGS

1. It was found that out of the learners who completed the third primers only 30% of them have scored more than 70 percent marks and be declared as literate.
2. The results of the women learners were better than that of men.
3. Other backward classes, scheduled tribes and scheduled castes scored better than the general category.
4. Women scored better than their male counterpart.

12. NEED ASSESSMENT STUDY OF NEOLITERATE (in reference to the Total Literacy Campaign in Madhya Pradesh)

Literacy Campaign is being conducted in all the 45 districts of Madhya Pradesh. At present 30 districts are in the teaching learning phase of the campaign. In the near future they would be in the post literacy and continuing education phase. It is believed that the basic minimum needs of individuals has a link with literacy. If a person is non-literate he has very little or marginal share in the socio-economic development. During the literacy campaign there are number of people who will become literate and post literacy and continuing education campaign will have to be launched. During this phase their felt needs and expectation should be known so as to plan an effective strategy.

OBJECTIVES

1. To collect information pertaining to the needs of neoliterate teaching-learning materials.
2. To find out the training needs of neoliterate for development initiatives in villages and towns.
3. To find out the needs for development programmes and awareness in the neoliterate.

AREA

The universe of study are those districts in Madhya Pradesh where

the teaching learning phase of Total Literacy Campaign is ongoing. Presently all the 45 districts are covered under the literacy campaign. Neither those districts were chosen where the campaign has just started, nor where the post literacy has started. In Madhya Pradesh presently there are 30 districts which are in the teaching learning phase and these have been chosen as the universe of the study.

SAMPLE

For assessing the needs of neoliterate, stratified random sampling method was adapted. Three districts were chosen from the thirty districts of Madhya Pradesh. From these three districts two blocks were randomly selected and from them 5 villages were chosen. From each of these five villages all the available learners and volunteers were the respondents. Other than neoliterate member of district and block literacy committee and volunteers were probed through informal interview to know more about the needs of the neoliterate.

FINDINGS

Following conclusions can be drawn from the study.

Teaching Learning

1. Secondary sources of material should be made available for consolidating the teaching learning would not be provided at the literacy centre except the prescribed literacy primers.
2. Teaching learning material distribution should be decentralised.
3. Printed materials for reading are preferred in short story forms or as poems or songs.
4. Need was felt to provide information about the development programmes, health and legal literacy in printed forms through posters, charts and also to mass media as films.
5. Technical and complex words are difficult to read and understand by the learners.
6. Short and pictorial books with larger font size are preferred by the learners.

Skill Development Training

1. 75 percent of the learners had no information about the skill development trainings being conducted.
2. The rest knew that these trainings were conducted by the government for small scale industries, animal husbandry and other short duration courses.
3. 12% of the learners had acquired some of the other kinds of skill development trainings.
4. 75% of the people did not know when and how these trainings

are conducted.

5. These trainings are conducted at block and district level which inhibits the learners from attending the trainings.
6. 95% of the learners wanted to attend these trainings if they are conducted at Panchayat or sector level and if they had information about the timings venues and other details.

Integration with Development Schemes

1. 17 percent of the learners knew about various development schemes conducted by the government.
2. 47% of the learners could get information about the schemes from the Panchayat and government officials. Another 20% from radio and television and 18% from the volunteers.
3. 25% of the learners were beneficiaries in some or the other development schemes.
4. Another 25% were not able to avail benefits from development schemes in spite of providing efforts and initiatives.
5. 12% of the learners found that the relevant officials did not in a conducive manner.
6. Information are required by the learners
 - a. Where these forms related to the schemes available.
 - b. How to fill these forms
 - c. Where to submit these forms
 - d. Annexures needed

General Awareness

1. 94% of learners knew about the loan facilities provides by the nationalised banks. An another 17% had taken the loans.
2. 60% of the learners felt that legal information should be provided to them.
3. 98% of the learners knew about the immunization programme and 89% of the learners had immunized their children against various diseases.
4. 75% of the learners had admitted their children in the primary schools.
5. 85% of the learners had voted during the elections.

SUGGESTIONS

1. Environment building should be a continuous process for maintaining the motivation of volunteers and learners.
2. Material distribution should be decentralised.
3. Human and material resources should be provided when needed.
4. Volunteers training should be conducted in three phases - first for five days and second and third for two days each as prescribed by the NLM.
5. Regular monthly meetings should be conducted at the sector level for the volunteers.
6. Skill development training should be conducted through

volunteers and zila saksharta samitis.

7. Trainings should be conducted after assessing the felt needs and interest of the learners.
8. Volunteers should be provided information about the various development programmes conducted in the area through the full-timer structure in the literacy campaign.
9. Monitoring and MIS system should be informative as well as qualitative.

13. IMPACT OF POPULATION EDUCATION ON BASIC LITERACY & NEED ASSESSMENT FOR POST LITERACY IN MADHYA PRADESH

RESEARCH DEVELOPMENT PROCESS

Population Education cell of SRC has been facilitating the District Literacy Council in integrate the population education message with literacy programme being implemented in campaign mode. The cell has been providing inputs in terms of materials, integration of population education in basic literacy and post literacy material. Audio visual aids, awareness camps at grass root level, family life education material and integration of population education in various levels of training.

It was decided to study the impact of PEP inputs on population education provided to the TLC in its basic literacy phase. It was further felt that a need assessment for post literacy should be done so as to provide inputs according to the felt needs of the districts.

OBJECTIVES

The purpose of this study is to obtain information that would enable the population education cell of SRC involved in the integration of population education in literacy campaign so as to:

1. Understand the strength, weaknesses and capacities of integration of population education in the functioning of literacy campaign.
2. Assess the impact of population education inputs provided in the basic literacy phase.
3. Identify the most appropriate means to integrate population education in post literacy activities to ensure that the seven messages of population education are inculcated in the targeted people.

AREA

The universe of this study covers specifically those areas where the literacy campaign is still on going. Presently all the 45 districts are covered under the literacy campaign.

SAMPLING

The total availability of time span for the research has played a decisive role in the selection of the sample. The study is basically aimed as an action research, which should be available to the population education cell at the right time as most of the districts will shortly be in the post literacy phase. Thereby out of the universe of 45 districts of Madhya Pradesh, 3 districts has been chosen as a sample of the study.

The choice of the sample of 3 districts namely, Indore, Jabalpur and Betul has been based on number of well scrutinised factors. This multi factor element of sampling also makes the study relevant for all the districts of M.P. where literacy campaign is on going.

FINDINGS

1. The key variables selected for the study were sex, age, caste, income, occupation, number of children, no. of school going children and literacy primers completed.
2. As much as 80 percent of the respondents completed the IInd Primer and another 37.46 percent of the learners were able to complete the IIIrd Primer. It was also found that 20.35 percent of the neolearners were not able to complete IInd Primer.
3. 63.7 percent of the respondents asserted that during teaching learning process informal discussions used to take place in which various issues given in each chapters were dealt with. This was predominantly evident in Indore and Jabalpur districts and much lesser in Chhindwara district.
4. 76.1 percent of the learners had 2 children, 5.01 percent had a single issue and 18.87 percent had 3 or more children.
5. Male child preference was much high. As much as 46.9% of the respondents asserted that they prefer male over female child. This was more evident in Jabalpur district where 83.33% asserted so.
6. As much as 33.33 percent of the respondents got married when they were between 11 to 17 and 2.35 percent of them were married at much lesser age.
7. The male child preference in the village was more than the learners. As much as 54.27 percent of them responded asserted that male child was preferred over female in the village as against 46.9 percent of the learners.
8. As much as 74.92 percent of the respondents communicated with

their spouse over the issue of spacing among children.

9. Immunization of children was high in the respondents. 69.91

percent of them have got their children immunized against various diseases. This was more evident in Indore and Jhabua districts.

10. 72.56 percent of the respondents confirmed that wives consent was taken on important issues. It is important to note that in the predominantly tribal district of Jhabua women's role is crucial in decision making.

11. The learners did not feel that having more children will add to their income. This was asserted by 66.07 percent of the learners.

12. The population of the village increased in the 10 years was felt by 64.6 percent of the learners, while 24.48 percent did not give any response.

13. Awareness about the AIDS disease was not found in the learners.

As much as 72.2 percent of them did not heard any thing about this disease.

14. Various messages of population education were given during teaching learning and environment building phase through informal discussions.

These messages were very much inculcated during the teaching learning and environment building phases in Jhabua and Indore districts.

This was less evident in the Chhindwara district.

14. THE PROBLEM OF DROPOUT IN LITERACY CAMPAIGN

- A study with special reference to Madhya Pradesh -

PROBLEM STATEMENT

Out of the total 527 districts in India, 410 districts have been covered in the literacy campaign. In these 410 districts all the 45 districts of M.P. have been covered. The resources and finances spent on the campaign is large but the results are very marginal in comparison to the resources. After starting the campaign for a substantial time, the enrollment number of the learners is not more than 50%. And out of these 50% of learners who are enrolled, the rate of dropout is quite high which makes the achievement level lesser than 20%. The questions arise here are - why there is so less enrollment and higher dropout rate in Madhya Pradesh, what are its basic reasons. So it was felt that SRC should conduct a study on the problem of dropout which will bring out a better understanding on the socio-economic and cultural factors of learners which effect the teaching learning process resulting in high dropout. This will help in understanding the reasons of dropout and recommend practical solution for effective reduction in dropout.

OBJECTIVES

1. To have a comprehensive understanding about the reasons of 1

- ow enrollments and dropouts in the literacy campaign.
2. To know the problems and difficulties in the implementation of the literacy campaign.
 3. To develop a better understanding about the planning and strategic implementation of literacy campaign.

SAMPLE

Presently 30 districts are in the basic literacy phase of the literacy campaign. Out of these 30 districts, 3 districts i.e. 10% of the universe has been chosen through random sampling method. Out of these 3 districts, three blocks were selected where the teaching learning phases of the campaign is ongoing. Out of these blocks, one urban ward and 3 village panchayats were selected randomly, and from each panchayat three villages were chosen.

All the available learners of the target group were interviewed. Village and wards in the study have been considered as a unit.

FINDINGS

1. The districts who are facing the problem of dropout in their areas can work out a strategy for minimizing it as they now understand the reasons for the same and work on the recommendations of this study.
2. The districts which are entering the teaching learning phase of the campaign can know in advance the problems facing enrollment and dropout to prepare an effective strategy to combat the situation.
3. Various districts will be able to share the experience of other districts chosen in this study so as to know the strategies implemented by them to minimize dropout and maximize enrollment.
4. The district will understand the importance of various phases in the campaign which if not implemented properly can result in low enrollment and high dropout.
5. The study will provide a guideline to chalk out an effective monitoring and MIS system in reference to enrollment and dropouts.
6. The ZSS will be able to make district specific workplan suiting their geographical, social and economic situations.

15. IMPACT OF TLC ON ENROLLMENT OF CHILDREN IN THE PRIMARY SCHOOL

- An Impact Study -

STATEMENT

This research paper attempts to analyse the impact of TLC on enrollment of children in the primary school. For detailed investigation and analysis of impact of TLC in enrollment of primary school of Durg, Ratlam and Indore

districts of M.P. who completed TLC and entered into PL stage were selected for the study. Total Literacy Campaign helps directly and indirectly to increase the number of students in the primary education. The literacy campaign helps the parents to be conscious about their children's education. It was also observed from various experiences and reports that there is a close relationship between literacy and promotion of primary education, dropout reduction and generation of awareness of rights and duties etc.

OBJECTIVES

1. To know the enrollment of school going children below the age of 15 at primary level before and after TLC campaign.
2. Impact of TLC in awakening urge for provision of facilities at primary school.
3. To identify the activities undertaken by TLC for changing the attitude of parents towards children education.

SAMPLING CHART OF THE STUDY

Stratified random sample was employed for the study. Districts completed total literacy campaign and have entered into post literacy and continuing education phase were taken as sample for the study. Data was collected from the parents whose children are going to primary school especially in the age group of (6- 15), head of the primary school and leader of the panchayat. Secondary data was collected from the school and leader of the panchayat. Secondary data was collected from the school office, block headquarter and district headquarter.

S.No.	District	Name of the Block	No.of Panchayats
1.	Indore	a. Sawer b. Indore rural	13
2.	Durg	a. Patan b. Nawagarh	11
3.	Ratlam	a. Jawara b. Pipilada	15

FINDINGS

The investigator collected data from headmasters and parents in order to know the causes of high enrollment in primary school just after the total literacy campaign. The major findings of the study are given below:

1. 47% of headmasters responded that now the parents are very much conscious regarding their children's education after total literacy campaign. Parents come and enquire regularly about their children's performance in school. These significant changes were noticed after

total literacy campaign.

2. 21% of headmasters responded that now teachers are active in primary school which helps in high enrollment. Our data proves that literacy campaign indirectly helps to activate the teachers in schools so that students strength will be increased and the dropout is reduced.
3. 41% of headmasters opined that campaign should be continued in any form for keeping tempo of the adult learners by which the learners can take interest to continue their study. Here the Researcher wants to express that literacy and life related activities should be linked.
4. 26% of headmasters responded that lack of sufficient teaching staff and rooms would cause difficulty in teaching learning.
5. 30% of headmasters expressed teachers were being engaged in various activities other than teaching.
6. 70% responded that Village Education Committees were functioning well.
7. The major suggestions for high enrollment in the schools, given by headmasters are detailed below.
 - i. Parents should be continuously made conscious for their children's education.
 - ii. Sufficient staff should be provided in the schools.
 - iii. Sufficient rooms should be provided in the schools.
 - iv. Teaching learning equipment like black board, poster, map, chart, globe should be provided to school.
 - v. Recreational facilities should be provided and organised in the schools.
 - vi. Teacher should generally not be engaged in different activities like election, animal counting etc. by government but should be allowed to concentrate on their basic job i.e. teaching.

PARENTS' RESPONSES

1. 27% suggested that sufficient staff should be recruited for effective teaching in schools, 20% gave suggestions about teaching equipments like chalk, duster, mathematical kits, science kits, benches, desks, maps, charts, etc should be equipped for the schools.
2. 34% parents responded that after total literacy campaign, the major positive changes noticed in the field of health and sanitation, 29% responded having been noticed changes in children's education.
3. The investigator interviewed 371 family heads and found 13% of the families having no children in the age group of (6- 14) years, 87% of the families having children in the age group of 6-14, 61% of the families having illiterate and dropout children and 26% families were having children in the age group of (6-14) who were not been dropped out and non literate.
4. Major suggestions presented by the parents are given below.
 - a. Teacher should shoulder the responsibility of the students in the class.
 - b. Financial assistance in the form of scholarships should be provided to poor and intelligent students.
 - c. Free books, dress and mid-day meals should be provided to

the students.

d. Recreational facilities should be organised in the schools.

e. Teacher should not be engaged in various activities other than teaching.

16. POST LITERACY CAMPAIGN IN DURG DISTRICT - A CASE STUDY -

The PLCs have many objectives such as achievement of functional literacy, cent percent immunisation, universal enrollment and retention in primary schools, motivation and mobilisations of different sections of civil society for literacy, sensitization in administration, development of communication, and leadership skills among learners and in some cases the development of literacy activities particularly from women.

A Case Study was conducted on Durg district with an objective to highlight the factors which have supported and strengthen the successful implementation of PLC in Durg so that it can serve as an exemplary base for the other districts;

OBJECTIVES

1. To know the organisational structure and implementation strategy in PLC
2. To know the learners achievement in PLC
3. To study the efforts of the ZSS for establishing linkage between the literacy and developmental programme
4. To ascertain the extent in which socio-economic impact, gender equity and small family norm could be imbibed by the learners

SOURCE OF DATA COLLECTION

The investigator collected data from the following sources.

Primary Source

The primary source were the people who had been involved as key persons in the campaign. They were:-

- * Collector
- * District Coordinator
- * Full timer
- * Block Coordinator
- * Jan Chetana Kendra Coordinator
- * Neo literates
- * RP, MT & VT

Secondary Source

We used the documents as secondary source to collect various information. These were various kinds of documents which contained statistics process, observations. They provided very detailed information on various aspects, these documents were -

- * Project Proposal
- * Evaluation report
- * Circulars
- * Status reports
- * Various articles published related on post literacy campaign in Durg district

FINDINGS

Clarity of Strategies

The objectives of the campaign were very clearly understood by the organisational structure. The implementation strategies in PLC were also known to the implementors.

Well defined training strategies

The trainings covered all levels of workers i.e. MTs, RPs and VTs in Durg district. The training schedule adopted by the district was based on the guidelines of government of India. Besides, it needs mention that there was a little compromise with the training duration at times which hardly affected the training being residential in nature.

Smooth functioning of JVK

Proper orientation training of Jan Vikas Kendra Coordinator was conducted by ZSS, Durg from time to time which kept up the motivation of the coordinator to run the Kendra smoothly. Gyan and Vigyan Ghar were effectively functioning in the district whose main function was to keep the adult learners with the Kendra for longer time which would be a great support in strengthening the campaign.

Powerful Environment Building

Environment building process was adapted in the Durg district to create an urge towards literacy and to develop a sense of motivation and personal involvement among the educated and uneducated people. Different activities like rallies, padyatra, kalajatha programmes, competitions, discussions and science movements were conducted by ZSS. Kala jatha was used as a powerful means of literacy in the Durg district.

Success of any plan or programme depends upon its proper management and strategy. Management structure was based on three pillars like - Peoples committee, full timer workers and supportive government system. This structure continued at district level and block level. ZSS has taken a unique step to train the coordinator of JVK. In administrative structure the Collector acted as a Chairman in ZSS. The functionaries are from various departments like education, health, agriculture and forest on deputation. In academic structure, the Collector framed the number of committees for training, monitoring, evaluation and material development, Under the academic structure, there was a state committee for neoliterate literature groups, primer groups etc.

Zila Saksharta Samiti planned the strategy to carryout the post literacy campaign in a very successful way. It divided the target group into small groups. Such groups were called Gyan Ghars. Gyan Ghars were grouped together into an unit called Vigyan Ghar. Gyan and Vigyan ghars, and village committee were sincerely involved in a missionary attitude to continue the adult learning.

Zila Saksharta Samiti had gained considerable expertise in monitoring and supervision of thousands of learning centres through an effective monitoring apparatus at various levels. Post literacy campaign in Durg district conducted the internal evaluation to know the real position.

17. LITERACY NEXUS WITH SOCIO-ECONOMIC DEVELOPMENT

OBJECTIVE

The objective of this study is to find out exposures and interests of learners and neo- literates in the ongoing Socio-Economic development programmes and their participation in the process of development through literacy empowerment to improve their socio-economic conditions and linkages need to be established to meet their genuine aspirations.

Literacy is, however, an intervening factor in the process of socio-economic development. Illiteracy is closely associated with poverty and other social evils. Literacy alone or by itself may not change the living and working conditions or alleviate poverty. It depends on its relations with other intervening socio-economic factors. The functional literacy and social awareness are indispensable components of socio-economic or human resource development, which can remove the deficiencies of their being victims of bequeathed socio- economic incidence, adversely affecting national productivity and social harmony. Thus, the issue of literacy is linked up with the socio-economic status of individual and other aspects of community life and development.

AREA

District Durg

SAMPLE

This study in finding out exposures of interests, needs of learners and neo-literates for socio-economic development programmes has drawn a sizable sample of 2711 learners/neo-literates from 3 districts viz. Post Literacy Campaign Durg and Indore and the Total Literacy Campaign Dewas. 1992 learners/neo-literates i.e. 73.47 percent of the total was covered from 40 Villages, 6 Municipal Wards of 15 blocks and 5 Municipal Bodies. In each of these villages/wards all the eligible learners completing IPCL - Primer III and neo-literates completing Post Literacy Primer were covered, inclusive of social groups of weaker sections viz. women, S.C., S.T. & O.B.C. for multi-stage, stratified and representative random sampling of the whole some village unit.

FINDINGS

- * The learners/neo-literates had positive attitudes on issues like small family norms, primary education, immunisation, appropriate age of marriage, minimum wage act, social evils like dowry, environment and population growth. But mere perception would not bring a desired change, unless these values are adopted by the individual and community in practices.
- * Aspects of socio-economic development programmes on which linkages said to have been established at the field functionary level, have been denied by the grassroot level functionaries of the post literacy campaign Indore and the literacy campaign Dewas. On the contrary, they pointed out that the learners and neo-literates are demanding of this nexus to be developed.
- * The departments/agencies had their own rules and regulations, which did not permit them any discrimination between literacy participant learner/neo-literate beneficiaries and non participants. They have to strictly adhered to the criteria or prerogatives for giving benefits of their schemes on eligibility ground only.
- * The literacy field functionaries and the volunteer/ instructor is a very weakling in the concept and application of the development literacy and the socio-economic development programmes.
- * The field functionaries have found themselves helpless without an appropriate training. The ZSS should frame a scheme of comprehensive training of its field functionaries, with the expertise of the socio-economic development agencies.

- * The development agencies should also participate in training for functional literacy and skill development, where they could contribute valuable inputs of development and enrich the content and process of training.
- * The developmental agencies should visit the learning centres/post literacy and continuing education centres through their local representatives and places, where learners and neo-literates gather, talk to them and share with the development information suitable to their needs, understand the problems and constraints and try to minimise the vigour of the problems. The development agencies can also associate the literacy functionaries in their own training programmes for better exchange of views and information for mutual advantages. Such association or training can take place at Block and Panchayat level.
- * It is also observed that the post literacy project, Indore and T.L.C. Campaign, Dewas have all the concentration on literacy component and have not given much attention to linkages with other socio-economic programmes. There is no direct link or involvement of socio-economic development agencies in these two campaigns except the Indore Habitat Improvement Project under ODA scheme much earlier launched for community development of slum and hut dwellers residing within the limit of Indore Municipal Corporation.
- * On the contrary, the post literacy campaign, Durg, under the leadership and the Project Director made extensive efforts to link-up various socio-economic development programmes with the campaign approach. Even financial allocations of a few departments for propagation of the scheme through awareness were channelised through the literacy campaign. This PLC has been marked by several economic and social spin-offs reported, such as- Hybrid Cultivation of Soyabean and Shankar Tomato by neo-literate farmers, cooperative societies of neo-literate women in cottage industries and fish farming, DWCRA groups of women, self help groups, thrift and credit societies, medical rehabilitation of physical handicaps, Mahila Samrudhi Yojana, network of rural libraries and linking neo-literates with National Open School etc.
- * Although impact of literacy campaigns had on demand of elementary education and in improvement of enrollment of children at the primary level, the non-formal education centres are functioning as separate entity.
- * Studies and observations have established the co-relation between literacy and socio-economic development programmes, literacy is practically useless for a peasant with a small plot of land as long as he has not had an opportunity for participating in a rural development programme.

* The Collector, being the Chairperson of the Zila Saksharta Samiti and the District Mission Leader has to play a vital role in establishing a nexus between literacy campaigns and socio- economic development programmes, without impinging the prerogatives of the departments and agencies. This will ensure linking of socio-economic development programmes with the literacy campaigns".

* A number of rural development activities have now been assigned to Panchayat Raj institutions, through the seventy third constitutional amendment which includes adult and non formal education. In associating Panchayat members a horizontal than vertical relationship in sharing responsibilities in linkages would be developed and too much dependence on Collector and other Bureaucracy can be brought down to generate voluntarism.

* The linkages being a matter of public interest, the State Government should conduct orientation training, a long felt need, in consultation with the socio-economic development agencies to be involved, so that, the present isolation, doubts and reservations of the Government agencies and departments, which have direct bearing on the core areas of National Literacy Mission would be resolved. The literacy nexus with socio-economic development would ensure motivation and mobilisation of learners and neo-literates and increase credibility of the campaign and would pay dividend to those for whose benefit both these programmes are envisaged.

18. AN ASSESSMENT OF THE PRINT AND AUDIO VISUAL MATERIALS PRODUCED BY THE SRC INDORE

This was a study specially conducted by the src to have a real feel of the materials produced by it over the period of time.

As part of the material preparation process each material produced by the src is field-tested before it is finalized. This is not the only way of making need based materials, src has also evolved feedback procedures to obtain feedback from the field.

OBJECTIVES

The objectives set for the study were as follows :

1. To know the effectiveness and usefulness of booklets, posters, audio and video films produced during the year 1996-97 in terms of language, content, presentation, illustration among adult learners, neoliterates, experts.

2. To provide suggestions to authors, publishers, illustrators, improving the quality of materials produced by SRC, Indore.

AREA

The study covers three districts of Madhaya Pradesh namely, Raipur, Mandla and Khandwa. Three districts and 3 blocks in each district were selected. The study was limited to the state.

SAMPLING

Stratified Random Sampling was adopted for the study. Three (3) of each district and four (4) panchayats of each block were selected for the study out of the total 61 districts of the state. The main source of data collection were 287 neoliterates who were included in the sample.

METHODOLOGY

This study was limited to the neoliterates, the target sample was provided with booklets, broadsheets and posters. They were also given time for reading themselves and after reading themselves they were asked to give reactions. The areas for qualitative improvement were discussed with the larger group.

TOOLS

In order to measure the qualitative dimensions of the project following tools were used:

- * Interview schedule for neoliterates
- * Observation

The interview schedule included various aspects like - personal information and information related to the various aspects of materials. In all 10 booklets were selected for the study, three video cassettes, five spots, four posters and few broadsheets were studied.

FINDINGS

The main findings of the study are given below: was found that the majority of learners ie..86% clearly understood the posters and were and could also read the captions of it. It was suggested by 22% of the respondents that new themes should be included in them. It was responded by 27% that the variety in posters should be more, as far as the theme of the poster is concerned. As many as s 68% of the neoliterates indicated that the language used in the posters is very easy and they can understand it without much difficulty. Only 27% i

ndicated that the length of the sentences should be reduced. Regarding video film 79% learners responded that the films are really useful for them. The data indicate that 77% respondents were of the view that the books are good in terms of it's theme, presentation, language and illustration etc. 24% said that issues like Government scheme should also be made in this form.

Some of the important recommendations given in the study are worth knowing. It was found that the issues important for effective and proper use of materials the following issues can be born in mind:

- * Access to information regarding government developmental schemes
- * Provision for entertainmenet based materials
- * Provide reinforcement exercise
- * The materials should be on critical awareness and scientific attitude

This study has been a very useful exercise for the organization.

19. 'NEEDS OF NEOLITERATES PERTAINING TO READING, WRITING AND NUMERACY

This study was an indepth study of the learning needs of the neoliterates in the context of post literacy programme, to be taken up in the state. the intention was to provide line of action to the districts entering the PL phase. It was felt that an indepth into the needs of learners will serve as a sound base for the programme implementers.

OBJECTIVES

The objectives set forth for the study were :

1. To assess the reading, writing and numeracy skills attained by the neo-literates
2. To identify the areas requiring attention in the post literacy phase
3. To identify the learner's need for PL1

AREA

The districts included in the study were those which had completed the external evaluation for the TLC programme

or is in the process of taking it up. A total of three districts were selected for the study.

SAMPLING

The sample for the study was selected from the work area of SRC Indore. Out of the 25 districts there were 3 districts which were chosen for study, these were those which had completed their TLC phase. Two blocks of each district was chosen on random basis, and a minimum 3 panchayats from each block were selected. On random basis a minimum of 50 learners evaluation form were taken for the study. The learners selected were those who had already appeared for the Internal Evaluation conducted by the ZSS. Thus a total of 900 learner's evaluation forms were included in the sample.

TOOLS

The tools designed and used for the study were:

- * Interview guide for adult neoliterates
- * Evaluation form for the adult neoliterates
- * Interview guide for the VTs and MTs
- * Participatory observation
- * Discussion

The secondary sources of information were :

- * List of neoliterates of the village
- * Internal evaluation forms of the neoliterates
- * List of volunteers

METHODOLOGY

The methodology used for the study included the random sampling at it's base. The method of study was decided on consultation with the district functionaries. The study involved intensive touring for indrpth discussion with the neoliterates.

FINDINGS

The major findings of the study are listed below:

Regarding reading skill attainment of the neoliterates it was found that they had difficulty in reading the letters with conjunct

alphabets, and mataras(). They also had difficulty in reading the big letters, ie the letters with more number of words, exceeding 4. the letters they were unable to read were also unable yo understand them. Regarding the writing skills it was observed that they had difficulty in writing the words with conjunct letters or with more number of letters ro which had mataras in it, they usually made mistake in such instances. As many as 85% respondents were unable to write the application or letter. In numeracy it was found that although they were unable to read and write the numbers more than 10 to 12 but knew the numbers from 200 to 1000. except for the table of two and three they could not remember the tables of multiplication.

Thus the areas identified for the PL1 have been suggested in detail in the last chapter of the study. The areas of improvement suggested are focused on improving the 3Rs skills of neoliterates and further generating the awareness. It was also found that the supplementary teaching-learning materials specially designed with the above in mind will be really helpful.

20. NEED ASSESSMENT OF EQUIVALENCY PROGRAMME IN MADHYA PRADESH

This study was conducted with aim of providing and insight into the future strategies of CE programmes.

OBJECTIVES

The objectives set for the study were to :

1. Assess the learning needs of neoliterates pertaining to the equivalency programme.
2. Enlist the views of learners regarding the modalities of the programme.
3. suggest possible strategies for the state.

AREA

The study was conducted in three of the districts of the state. The districts selected were

- * Panna
- * Tikamgarh
- * Durg and

* Jabalpur

The districts selected were those which had successfully completed the Total Literacy Campaign and had undergone the external evaluation for the same. This was done so as to get a more factual feedback on the objectives of the study.

SAMPLING

The sample selected for the study included both men and women neoliterates. The literacy personnels actively involved on the Total Literacy Campaign were also a part of the sample. As the objective was to suggest a strategy to the state the effort was made to make the study more indepth, with this in mind the 'Stratified Sampling' was adopted.

A minimum of two (2) blocks of each of the sample district was included in the sample, this was done on Purposive Random Sampling. A minimum of three villages were selected from each of the block, the villages selected were those which had successful performance in the TLC phase. The last unit of the study were the neoliterates who were again selected through Purposive Random Sampling. The number of learners selected from each village was ten to fifteen (10 to 15) of the 15 to 35 years age group. The sample also included the other workers of the campaign.

METHODOLOGY

The main source of information for the study were the neoliterates who had participated in the literacy campaign and were still involved in the post -literacy programme. Besides the other functionaries involved in the implementation of the programme were also interacted with.

TOOLS

The main tools used for the study were designed separately for each group. The tools used were :

- * Interview Schedule - used for the neoliterates
- * Interview guide - used for the functionaries
- * Participatory Observation - during interviews for observing the learners and the general community
- * Discussion - this technique was used with the group

to further probe into the issues.

The secondary source of information were the written documents of the district committees. This included both -

- * List of villages
- * List of neoliterates

FINDINGS AND SUGGESTIONS

As has already been mentioned that this was more of an Applied Study and one of the objectives was to suggest strategy to the state a Suggestive Model was evolved from the study. The other findings of the study are given below :

- * The study indicated that the persons of 15 to 35 age group are interested in obtaining a certificate for their profession or for starting a new profession. While the persons in the 26 to 30 yrs. Age group are interested in upgradation of their professional skills.
- * The persons who did not show any interest in obtaining the certificate had two reasons- one that their level of literacy is weak and secondly they are too occupied in their profession.
- * There were 15% respondents who still wanted to read till class 5th, only 8% were such who wanted to read till 5th and only 5% wanted to read till 8th standard. There were 72% respondents who were not anxious to obtain any kind of certificate, but were interested in upgradation of their skills.
- * The people are interested in taking up new professions like tailoring, stitching, toy making, putting up small shops or making soap etc. but the time available with them is very less as they are engaged in some or the other work for earning their livelihood.
- * The time availability with the learners was indicated to be two hrs. for 34% while the rest 17% were of the opinion that they can at the most spare only 2 to 3 hrs per week.
- * Regarding the modalities of operation for the programme they said that they can come to the village center but going to the block center all by themselves will be difficult besides they will not get permission from the family either.

- * A variety of reading materials will be needed as there will be learners from all age groups, even the dissemination modalities will have to be sorted out.
- * The subjects for the curriculum of this programme will have to be carefully designed
- * The MLLie.. the minimum level of learning will have to be decided
- * The implementation of programme will also need a proper structure , which will be responsible for execution of the programme. The administrative and academic units at various levels will also have to be finalized.

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