

GIST OF RESEARCH STUDIES

1986 - 2009



State Resources Centre for Adult Education,
Bhartiya Gramin Mahila Sangh,
INDORE (M.P.)

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Foreword

This is a compiled work of the research and studies taken up the SRC, Indore in the field of Adult Education. There is a large variety of work done by the organisation that includes summative as well as formative work. There are also a few case studies that are done for the innovative projects that were taken up in the state from time to time.

The studies had been conducted at various levels. There are a few done on the feedback from learners for assessing their learning needs, a few on the instructor who conducts the center, some on the middle level functionaries etc.

There are a few studies that have been done to know the scope of participation of NGO in the programme. There has also been an effort to critically look into impact of training inputs on the capacity building of the field level functionaries.

These efforts have been rendered by the research team of SRC, and as we all know the credits cannot be singled out as research is essentially a team work. I am thankful to one and all for their direct and indirect contributions.

I am sure this compiled work will be helpful for the adult education practitioners, specially today when we are planning for shift in the strategy at all levels. Even if the studies were done some time ago still the lessons learnt would be helpful for being effective in our future endeavours.

Kunda Supekar
Director

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1. ATTAINMENT OF LITERACY, FUNCTIONALITY AND AWARENESS

**AN EVALUATION STUDY OF RFLP MEGHNAGAR
1985-86**

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.

2. EVALUATION STUDY REPORT-RFLP ALIRAJPUR (JHABUA)

JUNE & JULY, 1986

OBJECTIVES

1. The extent to which people are aware of the need for 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.

AREA

The study was taken up of Alirajpur project of Jhabua District. The study was conducted in 12 villages of three different blocks - Sondwa, 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.

3. MASS PROGRAMME FOR FUNCTIONAL LITERACY IN MADHYA PRADESH

1986-87

The Mass Programme for Functional Literacy was launched on 1st of May, 1986 by the Government of India, with the involvement of youths, for substantially stepping up the level of performance under the National Adult Education Programme, with community participation on mass-scale to fulfill the national commitment of eradication of illiteracy.

SRC, Indore is closely associated with the MPFL in Madhya Pradesh from its very inception to give expedient and technical resource support to this novel and unprecedented programme. An impact study of MPFL was undertaken by SRC keeping in mind the following major objectives.

OBJECTIVES

1. To examine the characteristic style of the programme voluntarism
2. To identify the strength and weaknesses of the programme together with factors responsible.
3. To assess the level of mass programme and community involvement
4. To find out whether the programme has helped in developing linkages between adult education and development departments and between NSS and adult education programme existed in the university system.
5. To know how far the programme has helped and accepted for eradication of illiteracy
6. To assess the horizontal and vertical sharing of responsibility

SAMPLE

String random sampling was followed in selecting partici-

pants of the programme out of the universe of the study. In view of the number of student volunteers and learners to the tune of 13075 and 17872 respectively, 10% random sampling was worked out. SC/STs were also covered in the sample. This study is based on primary data collected independently and at random from the field. Three universities viz. Raipur (Tribal & Rural), Gwalior (Rural & Semi-Urban), Jabalpur (Urban) and a few samples from Sagar and Indore universities.

FINDINGS & SUGGESTIONS

- ◆ MPFL as it stands today cannot fill up the gap or reduce illiteracy of masses because the participation of the student community, through NSS and non-NSS and NCC is very marginal. The scope of MPFL should be widened and include all the student volunteers, even below the college level viz. higher secondary stage, scouts and girls guides.
- ◆ It was found that a large number of student volunteers did not carry out the work entrusted to them and the programme officers have also not contacted them, nor pursued. A note to this effect, accounting such 136 student volunteers has also been added to this impact study, with no responses or no information. Resultantly, the percentage of dropouts of both the student volunteers and learners planned was recorded to the tune of 49% in a random sample of three universities namely, Raipur, Gwlaior and Jabalpur which is more than 25% dropuots of the other centre based adult education activities in the state.
- ◆ The weakness of the 'each one teach one' programme was monitoring and evlauation. The programme begins at home and neighbourhood and it is not a centre based programme like the other programmes of adult education. No reliable and dependable system of evaluation has so far been evolved. It is not feasible to identify the learners spread over different and distant houses, places and remote inhabitations and also to evaluate their attainment

of level of literacy. The wastage of money, material and energies is also contemplated, when they relapse into illiteracy, because of no follow-up activities were planned. Again, the possibilities of duplication, manipulation and intermingling of the literacy figures and persons already covered by other programme cannot be ruled out, in such a programme.

- ◆ Every year, frequency in extension and postponement of annual examination schedules in colleges and universities and delay in policy framing and communications from central, UGC, state liaison etc. to carry on the programme with new guideline and setting targets, have disturbed the training programmes, both the master trainers' training as well as training of student volunteers and also the actual commencement of the MPFL to a large extent.
- ◆ The role and functions of the DAE in coordinating monitoring and evaluation of MPFL at the district level has not been effective so far and the universities and colleges have overlooked and ignored this key functionary by not associating him with the training programmes. The state government has also not given attention to strengthen this agency who has to coordinate, monitor all the activities of adult education in the district, inclusive of MPFL.
- ◆ A majority of respondents were in favour of extending the one day duration of master trainers training. The dissemination of information and coverage of training syllabus, with the participatory discussion, sharing of experiences and resolving field problems, etc. are not possible in such a short duration.
- ◆ Evaluation of one day master trainer's training conducted by SRC, Indore in 1986 was found useful.
- ◆ It was also overlooked in the curriculum framed for the master trainers training that, after the termination of the programme, the student volunteer will occasional-

ly guide the neoliterate to ensure that he/she does not fall into illiteracy.

- ◆ Orientation of the Heads of institutions or colleges and other senior members of the staff of other disciplines also becomes necessary. These functionaries can not be left out from the mass programme in which their students are participating.
- ◆ Our youth force is a great reservoir of energy and enthusiasm and it is left to the implementing agency of MPFL namely, coordinators and NSS and programme officers of NSS and non-NSS to make optimum use of this power through identification, motivation and proper training in their programmes.
- ◆ MPFL being a national commitment, all the students allotted to NSS should also be marked for MPFL and MPFL should form the part of their regular activities on priority basis.
- ◆ The programme was based on voluntary action, no honorarium was to be paid to student volunteers. A general complaint and dissatisfaction prevailed in all the quarters of the student volunteers and programme officers was that no incentives were given to the student volunteers who put up in their devotion and carried the work sincerely. As envisaged in the circulars and publicity pamphlets issued by the government, it was assured that their work will be recognised and appreciated with certificates and badges.
- ◆ There is no community participation or involvement in MPFL at present, nor in all the other programmes of adult education, barring exceptions like workers education scheme and a few others such programmes.
- ◆ The identification of learners was entirely left to the student volunteers. The programme officers have not guided or assisted the student volunteer in his discretion to identify a genuine learner.

4. IMPACT OF VIDHYADAN ABHIYAN

1986-87

- 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.

SAMPLE

As this was a case study it was taken up in just one district i.e. Raipur of the state. This was so as this innovative project was taken up in this particular district only.

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 main 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.

5. SUPERVISOR'S TRAINING PROGRAMME

-AN IMPACT STUDY-

1987-88

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.

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

1987-88

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 were taken up.

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 move 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.

7. TO ASSESS THE TRAINING NEEDS OF INSTRUCTORS

1988-89

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.

FINDINGS

The major finding of study focus mostly on the capacity building aspect. It was expressed by the respondents that they need much more intensive training. The issues that were highlighted were:

- ◆ The content that is to be delivered through the TLM should be demonstrated intensively
- ◆ There should be hands-on sessions in the training
- ◆ The motivation among learners is the weakest link in the whole project and the training should focus on some

practical exercises pertaining to sustaining motivation among learners

- ◆ The trainings should be followed by some orientation programmes so that the instructors can up-date their knowledge and also share their experiences with others
- ◆ The frequency of field visit by the project staff should be increased as it will also help in problem solving at the local levels
- ◆ Activity based teaching - learning is what the instructors need to know and practice on
- ◆ There should be some mechanism for performance appraisal of instructors as well
- ◆ Teaching -aids should be provided to the instructors
- ◆ There should be some enhancement in the honorarium paid to the instructors
- ◆ There should be flexibility and decentralization for designing the action-plan at local levels
- ◆ They also indicated that there is interest among them for learning and using new concepts

8. TO STUDY THE EFFECTIVENESS OF REGIONAL BASIC LITERATURE : MATERIAL 'HALBI'

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 had been collected.

FINDINGS

- ◆ The material is effective as it motivates the learners (being in the local language)
- ◆ It has helped in retention of learners at the center
- ◆ The material has been effective for sustaining the motivation of learners at the center
- ◆ With regularity of learners at the center their progress has been affected positively
- ◆ As there is gradual shift from Halbi to Hindi, there is a

need for more input on Hindi, so that the learners become a part of the main stream and participate in the overall process of development

- ◆ There were no draw backs stated in the materials
- ◆ It was strongly suggested that there should be more of supplementary teching materials for the teachers
- ◆ As the material is used for the tribal population, there are many more components that needs to be included in the materials specially related to the cultural practices and the problems faced by them

9. THE PYRAMIDAL TRAINING STRUCTURE IN TLCs - M.P.

**- AN IMPACT STUDY-
1992-93**

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, Ujain-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) 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.

10. TOTAL LITERACY CAMPAIGN - LATERI BLOCK

- AN EVALUATION -

1992-93

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.

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

1994-95

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 impact of these materials on the neo learners were discussed and a feedback was taken.

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.

12. TOTAL LITERACY CAMPAIGN - SHEOPURKALA BLOCK

- AN EVALUATION -

1995

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 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 1991-94.

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.

13. NEED ASSESSMENT STUDY OF NEOLITERATE

1995-96

(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 of 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.

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

- An Impact Study -

1995-96

STATEMENT

This research study 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 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

Stratified random sample was employed for the study. Districts completed total literacy campaign and have entered into post literacy and continuing education phase was 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 head-quarter and district headquarter.

S.No.	District	Name of the Block	No.of Panchayats
1.	Indore	a. Sawyer 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 con-

tinue 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.

15. THE PROBLEM OF DROPOUT IN LITERACY CAMPAIGN

1996-97

- 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 low 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 lit-

eracy 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 work-plan suiting their geographical, social and economic situations.

16. LITERACY NEXUS WITH SOCIO-ECONOMIC DEVELOPMENT

1996-97

The objective of this study was 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. 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 village as a unit.

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

1997-98

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, Jhabua 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 Jhabua 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 Jhabua 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.

18. ASSESSMENT OF AREAS - READING, WRITING & NUMERACY SKILLS NEEDING RE-INFORCEMENT IN PL STAGE

1997-98

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

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 to 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 or 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.

19. NEED ASSESSMENT OF EQUIVA- LENCY PROGRAMME

IN MADHYA PRADESH

1998-99

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.

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 commeties. This included both -

- ◆ List of villages
- ◆ List of neoliterates

FINDINGS

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 showed 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.

20. ROLE POSSIBILITIES OF NON- GOVERNMENTAL ORGANIZATIONS IN CE 2000-2001

This study was conducted with aim of providing insight into the future strategies to be adopted for CE programs in the state. The idea was to assess the preparedness of the state for taking up the CE program.

OBJECTIVES

The objectives set for the study were to:

- ◆ Assess the involvement of NGOs in the literacy programs so far
- ◆ To identify the probable roles of NGOs in the literacy campaigns
- ◆ To derive guidelines for the ZSS and NGOs collaboration

AREA

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

- ◆ Gwalior ◆ Sagar ◆ Jabalpur
- ◆ Mandla ◆ Bhopal

SAMPLING

The districts were selected on random bases; the only effort was to include all types of districts in the sample i.e. which have shown successful involvement of the NGOs in the campaign to those who had low and moderate participation of NGOs in the literacy efforts. Thus a total of 50 NGOs i.e. 10 per district were included in the sample was taken up for the study.

TOOLS

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

- ◆ Interview Schedule for the NGO functionaries
- ◆ Interview guide for getting the response from literacy functionaries
- ◆ Discussion- the discussion 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 and reports and photographs of the various activities

As has already been mentioned that this was more of an Action Research and one of the objectives was to suggest strategy to the state for effective involvement of NGOs in the literacy programs. The other findings of the study are given below:

- ◆ The NGOs can work effectively if they are assigned specific roles
- ◆ Their roles can be broadly in the field of Training, Research, Monitoring, and Evaluation.
- ◆ The active NGOs have also contributed effectively in the conduction of nodal centers. This indicates that their involvement in conduction of small experimental projects can also be effective.
- ◆ The NGOs have intervened for organizing people into societies and groups, which has been done in context of their own projects. This capacity of NGOs can also be utilized for organizing self-help groups under CE programs.
- ◆ People's participation has been another effective area of NGOs involvement which has immense utility for CE programs.
- ◆ In order to involve NGOs in the programs it is necessary that the line of direction should be drawn in consultation with them. Strategies will have to be evolved for collaboration between ZSSs and NGOs.
- ◆ Involvement of NGOs also demands for role clarity as well as autonomy.

21. TOTAL LITERACY CAMPAIGN CASE STUDY OF DISTRICT - DATIA

2001

The state of Madhya Pradesh took special initiatives for bringing momentum to the literacy efforts and helping people retain and further develop their literacy skills. This was called the 'Padhana Badhana Aandolan'. This program started in the month of December 1999, and was finally evaluated in two phases in the month of Dec. 2000 and March 2001. This was an effort basically to cover the uncovered persons of the literacy campaign and prepare them for entering into the Continuing Education phase.

When the program was evaluated it was learned that some districts had made outstanding achievements that were basically due to their innovative strategies. So it was also felt that the experiences of these districts should be documented for larger learning. With this objective it was decided that the districts Shajapur and Datia should be taken as a case and then shared with the rest of the districts as well as the other Hindi speaking states. The gist of these two case studies is given below:

The district Datia had low literacy status in the past decades. According to the 1981 census the literacy percentage of the district was 27.70. This percentage in the year 1991 was 40.87. After the year 1994 and with the onset of the Padhana Badhana Andolan (PBA) the district made remarkable progress, as a result of which the literacy percentage in 2001 rose to 73.51. The objective for studying the district was to document the various strategies adopted by the district for successful implementation of the PBA program.

Participatory Appraisal method was used in document the case study. As a part of this a stakeholders group was selected from various blocks. This group was responsible for gathering

various facts and information from the field; these facts were thus analyzed for report. The achievements of Datiya district can be analyzed at two levels:

- ◆ Strategy of Padhana Badhana Andolan
- ◆ Innovations and implementation of strategies

The highlights of the district are presented below under the same analysis for better understanding:

HIGHLIGHTS

Some of the factors which have contributed for successful implementation in the district were :

- u Preparation for PBA - The district had taken special efforts for creating conducive network for PBA before its launching. This included :
 - Identifying structure for implementation
 - Promoting demand
 - Commitment of administration, media and other development departments.
 - Strong and effective structure for implementation of PBA
 - Effective training strategies
 - Teaching-learning processes
 - Monitoring mechanisms
 - Abiding by the design calendar
 - Decentralization in implementation
 - Flexibility in the policies
 - External evaluation during the final evaluation of PBA

22. TOTAL LITERACY CAMPAIGN CASE STUDY OF DISTRICT - SHAJAPUR

2001

Literacy and development go hand-in-hand, literacy is the first step towards development. It has been observed through the literacy programs being conducted at the districts that unless the need for literacy arises from the community and unless the community regards the program as its own, it is difficult to successfully implement the program at the grass root level. With this observation and experience an urgent need for a new strategy was realised. This realization led to the 'Padhna Badhna Aandolan (PBA)' that was implemented in the state as a mopping-up activity. Some of the important characteristics of this new strategy are :

- ◆ Curriculum based on the needs of the people
- ◆ Active role of the panchayat
- ◆ Being at par with the level of primary education
- ◆ Provision of honorarium for Guruji
- ◆ Decentralised administration process
- ◆ Emphasis on monitoring and evaluation
- ◆ Based on the aforesaid characteristics the PBA could be defined in the following manner.

The new figures about the literacy rate speak for itself about the success of PBA in Shajapur district. But these figures alone cannot say much about the special efforts responsible for this success. The process of implementation of the guidelines of the PBA at each level for its proper management is of great significance. The data indicates that there has been an increase in the rate of literacy by 31.94% which is highest in the state. Similarly, the male and female literacy rates have increased by 26.69% and 37.81% respectively. If the success of the PBA in the district is analysed,

the following factors arise out of it -

- ◆ Organised nature of the program
- ◆ Active participation of the education department especially DPEP
- ◆ Time bound program
- ◆ Clear understanding of the program by the functionaries
- ◆ Effective monitoring structure and process
- ◆ Administrative and political involvement
- ◆ Provision of honorarium for Guruji

ENVIRONMENT BUILDING

Not much emphasis was given to the activities that were proposed by the state government for the environment building. But adequate publicity and promulgation of the PBA was done at the village level prior to the formation of Padhna Badhna committees at the district level.

COMMITTEE FORMATION

The formation of Padhna-Badhna committees of the Shajapur district was done in a very systematic manner. Though there was no direction for a survey from the state, the same was conducted by the district for its own benefit.

TRAINING

Continuous and systematic planning of the series of trainings was one of the most important factors contributing to the success of PBA in the district.

- ◆ Intensive training on all the primers were done for all the functionaries including the resource persons at the district level and the Guruji at the village level. As a result the effectiveness of the Guruji could be sustained in carrying out the curriculum till the end.

- ◆ Expertise of the District Education and Training Institution were used to the maximum in the training at the village level.
- ◆ The participatory methods used in all the trainings proved to be effective in having a clear understanding of the PBA
- ◆ Each training was reviewed individually by a review committee, which helped in the improvement of the quality, better organization and effectiveness of the future training programs.

DISTRIBUTION OF RESOURCES

The experience of literacy programs of the past have witness that improper distribution of resources may have a negative impact on the program. Hence, the district was over cautious about it from the beginning. The three most important factors on which the distribution process of the resources was based were time-bound, flexibility and decentralization.

CURRICULUM

Since the curriculum of the PBA was an academic activity and also the foundation of the PBA, special care was taken in carrying out the curriculum.

MONITORING

If at all any one factor is to be held responsible for the systematic implementation and success of the program, it was the monitoring system. The monitoring system of the district was s powerful and result oriented that any difficulty which was likely to arise and whatever difficulty arose received timely attention.

- ◆ The programs/schedule of the monitoring team was based on the outcome and suggestions of the previous monthly review meeting.

- ◆ PBA was not considered as the responsibility of any single department so the responsibility of monitoring process was equally distributed among the education department, department of women and child development, panchayat and other government officials.
- ◆ The district had adopted a 3 tier monitoring system

EVALUATION

Final evaluation of the learners was the most significant event of the PBA. The dates for the final evaluation of the learners was fixed in advance and the target was to have cent percent attendance in the evaluation. Strategic plans were made from the beginning for a smooth running of the evaluation process.

SELF-HELP GROUP

Special emphasis was given from the initial stage of the PBA that all the Padhna-Badhna Committees formed in the district should be transformed into self-help groups so that the feeling of unity, belongingness may be expanded at the bottom level. Some important factors relating to the SHG are:

- ◆ Formation of SHG in the district was not merely a matter of following instruction but with an objective that the concept of SHG should be made clear to the PBA committees followed by formation of SHGs
- ◆ Special emphasis was given to the fact that the SHGs should be formed not only for the sake of economic benefits but also to develop a sense of belongingness among the learners

23. IMPACT OF SHGS ON WOMEN EMPOWERMENT

2004-2005

OBJECTIVES

- ◆ To describe the socio-economic status of women associated with SHGs
- ◆ To know the role of SHGs in solving the socio-economic problems of women
- ◆ To find out possibilities of women empowerment through SHGs

SAMPLE

Through purposive sampling, 5 voluntary organizations were selected in Indore district:

- ◆ Jagrut Mahila Bachat Samooh
- ◆ Bhartiya Grameen Mahila Sangh
- ◆ Grameen Uddhamita Anusandhan
- ◆ Jan Kalyan Samiti
- ◆ Priya Sakhi Mahila Samooh
- ◆ Prabhatshree Samooh Sangam Sangh

Of the SHGs formed by these organizations, 17 SHGs were purposively selected from 11 villages and slums and 200 members and office bearers of these SHGs were interacted with. Case studies of following 3 SHGs were also undertaken:

- ◆ Jan Kalyan Swasahayata Samooh, Vishnavada
- ◆ Sakhi Saheli Bachat Samooh
- ◆ Gayatri Bachat Samooh, Banganga.

FINDINGS

- ◆ The SHGs need to explore probable roles that they can play in the field of social development rather than delimiting themselves to just thrift and credit societies.
- ◆ These groups also need to strengthen themselves in terms of information. They do have some basic know-how of the functioning of systems but they need to get deeper into the world of information in order to optimally utilize the services.
- ◆ The groups are still weak in terms of collective production and trading and this needs to be strengthened in order to make the groups self-sustaining.
- ◆ The groups have maintained a record of being vocal on the issues related to their social and community life. For example raising voice for violence against women or working for creating pressure to remove the liquor shop from the village etc. There is need to further build their capacities to take up such task much more effectively.
- ◆ These groups should be strengthened more as the community based organization, that they already are and trusted with other roles and responsibilities too, both by the government and the larger NGOs as they all need a large network for implementing their programmes.
- ◆ The new roles can be seen in education, forest, health or any such sector of development.

24. SITUATION ANALYSIS ON GIRLS EDUCATION AT JHABUA DISTRICT 2005-2006

OBJECTIVES

1. To study the current situation or state of girls education
2. To identify the factors that affect the education of the girls
3. To propose effective suggestions for better achievement of the goals of education for the girl child.

SAMPLE

The selection of the sample districts for the study was done through stratified random sampling method. The selection of sample district was based on the 3 following indicators.

1. Geographic criteria, so as to cover districts from all parts of the state.
2. To have equal representation of urban, rural and tribal population.
3. To cover districts with high, middle and low range of literacy rates based on the census of 2001.

To meet the third criteria, the districts were divided into the following 3 categories on the basis of their literacy rate.

- ◆ More than 60% - higher range
- ◆ Between 45% and 60% - middle range
- ◆ Less than 45% - lower range

Using the same method of sample selection, 3 blocks of the district were selected having equal representation of urban, rural and tribal category. 2 villages of each block were selected through

random sample method. 5 families were identified from these villages having girls between the age of 6-14 years with equal representation of girls who were going to school, who were out of school and never been to school.

FINDINGS

- ◆ The responses indicated that girls enrolled in a school have inclination for sports but the games that they are allowed to play are mostly stereotyped thus resulting in their demotivation for attending the school.
- ◆ The no.of women teachers employed in schools is far less than that of male teachers. Due to cultural and social barriers, parents are reluctant to send their daughters to schools to be taught by male teachers due to their own fears and inhibitions.
- ◆ Most of the teachers working in rural schools are residing in the nearby urban areas. Due to this physical distance and their personal responsibilities the absenteeism rate among teachers is pretty high thus resulting in demotivation of learners.
- ◆ The basic facilities like toilet is either not available or even if available is in a very pathetic state. This is a very strong reason for girls who have entered puberty to dropout.
- ◆ The attitude of parents towards girls education is still not very strong. The preference even today is boys' education.
- ◆ The rural institutions even lack even in basic facilities like that of drinking water which becomes a strong reason for children to run between home and school and ultimately dropout.
- ◆ In spite of interest among the students and sufficient funds with the institutions the library facilities are not at all visible which otherwise could help in sustaining the motivation of the students.

25. A STUDY TO DEVELOP STRATEGY TO REVITALIZE LITERACY PROGRAMME IN LOW FEMALE LITERACY DISTRICT DANTEWADA (CHATTISGARH)

2006-2007

OBJECTIVES

The purpose of the present study was to identify the causes of low women literacy in the District of Dantewada, Chattisgarh State. The purpose also was to make suggestions for accelerating the pace of women literacy in the district in view in the light of the exploration of causes of low literacy among women. The specific objectives of this study can be thus stated.

- ◆ To study the demographic aspects of the district
- ◆ To find out the causes for low female literacy with special reference to SC/ST women and minorities
- ◆ To suggest steps for short term and long term remedial measures along with the plan of action of achieving desired targets through which the problems of low female literacy can be taken up on priority basis within the present framework and infrastructure for implementation of literacy programmes.
- ◆ To study the motivating factors like motivation in administration, functionaries and learners responsible for running the programme with special reference to creating confidence in women for self-learning.
- ◆ To find out the gender bias if any which specially causes the plight of girl child not going to school and also suggest strategy for promoting culture of learning among women SC/ST and minorities.

SAMPLING

For this study, out of 12 blocks, 8 blocks were proposed for data collection which is nearly 75% of the district.

During the study of Dantewada, 8 blocks, out of the total 12 blocks, were visited. The following tables represent the blocks visited, number and category of respondents and the way information gathered. The team strived to cover as many blocks as possible in the given time frame.

S.N.	Block	Category				
		Teachers	VTs	Learners	Pancha-yat Rep.	Govt. officials
1	Dantewada	66	27	45	24	16
2	Geedam	32	26	55	15	8
3	Bhairamgarh	22	12	26	18	
4	Bijapur	43	16	29	14	
5	Usur	16	15	13	9	
6	Sukama	32	16	09	21	20
7	Chindgad	43	8	26	17	17
8	Kuakonda	25	12	20	10	4
	Total	279	132	223	128	65

- ◆ Focus group discussion & group discussions (FGDs) were used to gather information from teachers and group discussions were held to collect information from panchayat representatives and government officials.
- ◆ At district level, several government officials were invited (representing tribal welfare, education, social welfare, health, women and child development, police, etc.) in a meeting organised specifically for the purpose of collecting information.
- ◆ At block level, panchayati raj members/ ward members were interacted for the study.

- ◆ Help from local teachers and full-timers of ZSS was sought in filling-up the questionnaires and interview schedules that are meant to collect information from learners and volunteers respectively, due to language barrier/dialect.

FINDINGS

All category respondents were definite about the low-level literacy performance of women of Dantewada. They all were of the opinion that poverty of the tribals, the low level of formal education at large, lack of motivation for education, lack of development of roads and lack of availability of means of communication, lack of monitoring and supervision of development schemes at large and Educational schemes in particular lack of role-models among the tribals were the major factors that affected the performance of tribals in education at primary and elementary level. It in its turn, created a vicious circle of low participation of women in literacy education. The educated motherhood is a base to development in every area of life that is not yet developed in the district. The discussions pointed out that women literacy level is low because women do not participate in the literacy programme as they are not aware of the advantages of education

26. RESEARCH FOR STUDYING TRENDS/ PRACTICES OF LIBRARY UTILIZATION IN CE CENTRES

2006-2007

In the post-independent era of the country, several schemes were launched to promote literacy programmes. In this direction, National Literacy Mission (NLM) was established in the year 1988. This was an historical step in the field of literacy. This Mission has given impetus to the programme. So far, nearly 598 districts are being covered by various literacy programmes. Continuing Education programme has also been launched in 296 districts, which include all the districts of Madhya Pradesh as well. So far, 12.34 crore people have been made literate through various literacy programmes. From Madhya Pradesh, 96 lakh people have been made literate.

ESTABLISHMENT OF RURAL LIBRARIES AND CULTURAL CENTRES

Nearly 96 lakh people have been made literate thorough various literacy programmes in Madhya Pradesh. These neoliteates carry renewed energy and strong desire to strengthen their newly acquired skills to perfection and want to keep their learning activity steady and progress. In order to fulfill this requirement and to create oportunitives to bring about a positive change in the economic status of neoliterates, nearly 47,103 rural libraries and cultural centres have been launched at once on 26th January, 2003, covering the length and the breadh of the state.

OBJECTIVES OF THE STUDY

These centres are expected to function as community development centres and facilitate participation from poor and deprived sections of the society by giving information on different welfare schemes and provide opportunities for learning. This will not only

fulfill the objective of improvising the literacy skills of the beneficiaries, but will also improve their socio-economic status thus resulting in a positive change in their life.

State Resource Centre for Adult Education felt that a study should be undertaken in order to know the role of these libraries and cultural centres in fulfilling the needs of neoliterates and community development and to suggest effective remedial measures in order to overcome any problems these centres may be facing in their smooth functioning. The objectives of this study are as under:

1. To review the present status of these libraries/cultural centres
2. To list out difficulties/hickups in the management of these centres
3. To suggest effective measures for better management of these centres

SAMPLE

Through random sampling, 8 districts were selected viz. Shahdol, Rewa, Gwalior, Datia, Jabalpur, Katni, Khargone and Khandwa. 2 blocks from each district, and 3 rural libraries and cultural centres from each block were randomly selected. Thus, the data was collected from 48 preraks from 16 blocks of 8 districts through interview schedule & observation schedule and focus group discussions were also held with library beneficiaries and block & district level office bearers. Although, the outcome of this study was mainly based on facts that were collected through preraks, but the information gathered from field level functionaris was also instrumental in the outcome.

MAJOR FINDINGS

- ◆ Establishment of libraries/cultural centres to inculcate reading habits of neoliterates and provide access to libraries to rural masses, undoubtedly a praiseworthy attempt. Apart from making available the basic requirement of day-to-day books, these centres have also been

provided with different equipments and furniture such as almirah, TV set, public address system, entertainment & sports material, mat, radio, etc.

- ◆ Sets of 400-699 books were distributed to these centres through ZSS and SRC, based on the needs of neoliterates and other visitors of these centres
- ◆ At the time of establishment of libraries, almirahs were provided to centres to keep the books in proper order. Only 50% preraks kept the books properly in almirahs as revealed from the data, while the rest did not keep the books properly. At some places, books were kept in bundles or were kept in bags while at other places books were kept in boxes. It was observed at nearly 1/4th of the centres, almirahs were under the possession of village in charge teachers. At these centres, books were either found scattered or bundled inside bags or boxes and were not being maintained in proper way.
- ◆ Prerak is an important aspect of the rural library and cultural centre who organises various activities through the centre. Hence, his education and trainings are of significant value. It was found that majority of the preraks (81%) were qualified enough to perform the role as preraks, who were mostly educated above or upto Higher Secondary as revealed from the data.
- ◆ Preraks who were trained, were mostly in fields viz. organising library/ reading room, conduction of literacy classes, discussion forums and dissemination of information and were found lack of knowledge in other activities. Hence, it can be said that preraks did not receive standard training.
- ◆ As these centres were defunct for quite a long time, promotional activities were planned to restore the activities of the centre and to facilitate people's participation. As was revealed from the data, only 55% preraks organised

promotional activities for restoring the activities of CE centres while 45% preraks did not take any initiative to promote the activities of CE centre. 37% preraks even did not place the signboards of the centre which were made available to the centres at the beginning stages of establishment itself. Although it was mandatory, a large chunk of 76% preraks did not write the opening time of the centre on the information board. Based on these findings, it can be safely assumed that proper attempts were not made in order to promote the activities of the centres and it was the major reason why lesser participation of community was recorded at the centres.

- ◆ Data reveals that at nearly 1/3rd of the centres, the participation of readers was negligible while at other centres also participation was very low. Prerak's response was that people were not interested in coming to the centres. Absence of any promotional activity or lack of information might be the reasons behind their insignificant attendance at the centres.
- ◆ It was revealed from the study that at a meagre 19% centres only, activities were proper, while at a major (81%) percentage of centres activities related to library/reading room were not being organised properly.
- ◆ Discussion forums were to be organised at the centres which are meant for developing responsible behaviour by raising awareness on different local and national concurrent issues among neoliterates and other community people. These forums were organised at nearly half of the centres (44%) in which issues related to life covering one or more important aspects were thoroughly discussed. These discussion forums were found to be very useful for beneficiaries.

27. ASSESSMENT OF LEARNERS INTEREST AND MATERIAL DISTRIBUTION MANAGEMENT - PERTAINING TO THE NEWLY INTEGRATED ISSUES UNDER POPULATION & DEVELOPMENT EDUCATION

OBJECTIVES

- ◆ To explore the content areas for follow-up materials
- ◆ To find-out which format of materials are more appealing and interesting for learners (story, cartoon, comic, folder, etc.)
- ◆ To assess the current operational status of Jan Vikas Kendras
- ◆ To derive appropriate management system for material distribution

SAMPLE

Stratified random sampling method was used for the study under which the district and block level officers/ post bearers/ full-timer staff were taken up for interviews. Two blocks from each district and neoliterates from 3 panchayats of each of these blocks were the major respondents. A minimum of 15 learners from each Jan Vikas Kendra were taken up and special care was taken for justify representation of women learners in sample.

FINDINGS

- ◆ It was found that most of the enrolled learners completed Part-2 level of learning package but only 50% of these continued to reach till PL-1 levels.
- ◆ Only 40% of learners also engaged in reading materials other than the primers.

- ◆ Nearly 20% learners expressed that they should be more materials on life skills education available at the centres.
- ◆ It was suggested that materials on issues like reproductive health, small family, gender equality, women empowerment, environment conservation, etc. should be made available at the centres in large numbers.
- ◆ The learners also expressed that electronic media should also be available at the centres as it is an important source of information to them.
- ◆ More than 34% learners indicated that they have interest and would like to participate more in the awareness generation camps that are organised at Jan Vikas Kendras.

प्रकाशक
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